

DOCUMENT DETAILS

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Summary	This Policy sets out the College's ongoing strategy to promote scholarship and research in HE activities.

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Nottingham College HE Scholarship Policy 2020-21

1. Introduction

This policy sets out a strategic attempt to realise scholarship as an expectation and duty of all HE lecturers and supports the delivery of outstanding programmes for students.

The approach to scholarship identified within this policy offers a shift away from CPD and earlier approaches to scholarly activity, toward a broader and more cohesive scholarship in keeping with the unique provider context of College Higher Education (CHE). This approach is founded on Boyer's model of four scholarships: discovery; application; integration, and teaching and learning, which recognises the variety of practice that can support a higher education ethos and encourages best engagement from staff and students (1990). Examples of the types of activity that we would recognise as scholarship can be found in appendix 1.

Nottingham College was a lead institution in the Association of Colleges' national Scholarship Project, which aimed to enhance scholarship in CHE and create a scholarship framework that can be adopted by all colleges delivering higher education. Nottingham College used the resulting framework to embed scholarship into learning and teaching, staff professional development, student and employer engagement, and quality processes throughout.

2. Defining scholarship

For the purpose of this policy, scholarship is defined as:

"An activity or activities with the potential to:

- *Create or affirm knowledge and/or expertise of a subject or discipline*
- *Develop or enhance understanding of a subject or discipline*
- *Develop or enhance methodologies for the delivery of a subject or discipline*

In order to be classed as scholarly activity, it must be shared with peers, disseminated across the institution and possibly beyond and used to enhance the student experience" (see King and Widdowson, 2009, p. 10).

3. Underlying philosophy and objectives

- To promote and enhance a culture of scholarship based on collaboration and dissemination.
- To fully integrate scholarship with learning and teaching.
- To improve student academic and employment outcomes and raise aspirations for further study.
- To recognise the value of scholarship for quality enhancement.

To further develop research and scholarship, emphasis will be given to supporting continued research and advanced practice across the whole HE provision which directly enhances the HE student learning experience within the College. This will provide an opportunity for all staff to develop as researchers and will also encourage students as researchers.

4. External drivers

4.1 QAA Quality Code 2018

The revised Quality Code emphasises that scholarship and research are at the heart of higher education. Advice and guidance, particularly regarding teaching and learning, makes reference to scholarship, research and staff professional development.

4.2 UK Professional Standards Framework (UKPSF)

The [UKPSF](#) sets out to help individuals and higher education providers enhance the learning experience of their students, by improving the quality of their teaching and learning support. It defines four categories of the role, each with a set of statements outlining:

- areas of activity undertaken by teachers and support staff
- core knowledge needed to carry out those activities at the appropriate level
- professional values that individuals performing these activities should exemplify (heacademy, 2019).

Staff who can evidence their use of the UKPSF are able to apply for professional recognition through the HEA Fellowship scheme.

4.3 Higher Education White Paper and TEF

The White Paper: Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice defines major reforms to the sector to be implemented through primary legislation. The White Paper indicates:

“the new arrangements will [...] [encourage] more institutions to ensure their teaching is informed by the latest in scholarship, research and professional practice” (BIS, 2016, p.25).

5. Internal drivers

Internal drivers for the implementation of a new strategy for scholarship in the college are:

1. Current strategies, that promote staff awareness of the need to pursue scholarly activity and research, have provided only indirect guidance, rather than a specific scheme which could effectively record and monitor scholarly activity as distinct from CPD.
2. The desire to uphold explicit guidance on sector expectations and indicators, both through the QAA Quality Code advice and guidance and the UKPSF (UK Professional Standards Framework).
3. This College’s recent involvement as a lead college in the AoC’s national Scholarship Project offers focus on methods and resources to reconfigure approaches in line with agreed sector aspiration.

6. Scholarship of Teaching and Learning (SoTL)

In all aspects, this scholarship policy presents opportunities to maintain, enhance and strengthen the ability of HE staff to deliver highly effective teaching, learning and assessment.

Staff will be encouraged to engage with the scholarship of teaching and learning (SoTL) in order to develop effective HE pedagogies.

Teaching, Learning and Assessment will be evaluated and developed by:

- Peer reviews (peer observations of teaching).
- Opportunities for shared teaching across disciplines.
- HE specific training in response to staff requests.

- Formal application of college wide agreed teaching practices and adoption in HE sessions, where appropriate.

7. College-wide opportunities for scholarship

It is the responsibility of all staff and managers involved in the delivery of HE learning, teaching and assessment to promote scholarly activity and professional reflective practice.

The College will encourage and support staff to gain HEA Professional Recognition with AdvanceHE.

With further initiatives to confirm:

- A minimum of one HE specific conference/ event per academic year.
- HE Development fora with regard for, and recognition of, scholarship.
- Employer events to open avenues for research focussed problem solving in workplaces.
- Scholarship events to share, collaborate and disseminate.
- Encouragement and financial support, where appropriate, for staff wishing to complete higher level qualifications such as undergraduate and post-graduate qualifications.
- Support for any staff wishing to attend conferences as delegates or as speakers.

Students will have opportunities to engage in scholarly pursuits as part of their course of study, for example: by working on live briefs from industry; attending conferences and seminars; presenting their work to peers; and collaborating with students from a range of courses.

8. Monitoring, review and dissemination of scholarship

Implicit in this strategy is the desire to systematically record, monitor and evaluate scholarly activity and scholarship. The following are important processes to achieve this, through recording:

- Individual staff profiles of HE scholarship, classified according to the four dimensions of Boyer (1990) as mentioned above.
- Continual synthesis of records of CPD, PDRs and scholarly activity, centrally by Staff Development teams, Heads of Faculties and the Head of HE.

And through monitoring by:

- Continual appraisal and auditing of staff interaction and development towards enhancing forms of scholarship that are seen as more agreeable to the College's expectations.
- National student data on experience, satisfaction and engagement such as NSS and Unistats.
- Student evaluations of experience and engagement on courses.
- Peer reviews (peer observations of teaching).

9. Ethics

Scholarship and research will be characterised by the highest standards of integrity and ethical behaviour. Everyone involved in scholarly activity – staff and students – must adhere to the following basic ethical principles of:

1. Minimising the risk of harm
2. Obtaining informed consent
3. Protecting anonymity and confidentiality
4. Avoiding deceptive practices
5. Providing the right to withdraw

10. Associated documents

HE Assessment Policy 2020-21

HE Teaching and Learning Strategy 2020-21

11. References:

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

[BIS] Department for Business, Innovation and Skills, 2016. *Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice*. London: HMSO

HEA, 2019. *UK Professional Standards Framework (UKPSF)* [online]. York: HEA. Available at: <https://www.heacademy.ac.uk/ukps> [Accessed 12/8/19]

King, M., and Widdowson 2009. *Scholarly activity in higher education delivered by further education: A study by the mixed economy group of colleges*. York: HEA.

Appendix 1 – Examples of scholarship

In conjunction with the theoretical foundation of the AoC’s Scholarship Project¹, Nottingham College explores scholarship using Boyer’s four overlapping dimensions (1990). Namely:

Discovery:	When producing new knowledge or original research for publication or review
Application:	When using knowledge to solve problems in the real world, such as in industry or vocational areas
Integration:	When making connections across organisations, disciplines or subjects through knowledge sharing
Teaching:	When the enhancement and improvement of pedagogy including learning and assessment is central

The following examples are not exhaustive but may form the basis of wider dialogue about what constitutes scholarship in Nottingham College:

Exhibiting artistic/creative work	Consultancy to industry
Working with a community group on a social action project	Contributing to an online professional discussion board
Supervising student dissertations or substantial research and creative projects	Performance of musical or dramatic work
Reading journal articles and creating an indicative reading list	Writing a letter or article for a newspaper or magazine
Planning or running a staff development activity or event	Presenting at a conference
Maintaining membership of a professional body or special interest group	Curriculum design, development, validation
Industrial updating through reading, placement, visits	Working with an employer to create a live brief for student assessment
Participating in a webinar	Carrying out and disseminating results of action research
Practising or developing a new specialist skill	Peer review
Completing an accredited course related to learning and teaching development	Mentoring new colleagues
Peer coaching	Writing a review of a book or article

¹ See <https://www.aoc.co.uk/enhancing-scholarship-in-college-higher-education-the-scholarship-project> and <https://www.thescholarshipframework.co.uk/framework> for further details.

Appendix 2 - Action plan

The following action plan sets out six main strategic aims to implement the policy. Specific institutional, processes, activities and practices can be further inserted into the **Target Actions** column to detail the ways in which each aim is to be addressed.

Strategic Aim	Target Action(s)	Responsibility	Expected completion	Progress
1. To share and record the different forms of scholarship that are evident in HE provision.	All HE staff complete an individual scholarship record each academic year with classification of different forms of scholarship. An overall audit report of activity will present shared commitment.	All individual HE teachers, HoFs, FAMs, University Centre team	Ongoing, by August 2021	<i>A web-based application has been successfully piloted for use by all from 18/19 onwards.</i>
2. To enhance teaching, learning and assessment through scholarship and develop effective teaching as a form of scholarship in itself.	All HE teachers complete a peer review of teaching and some take part in cross-discipline teaching as development, where appropriate.	All HE teachers	June 2021	<i>Peer reviews have been performed by a large majority of HE teachers each year since inception in 17/18.</i>
3. To promote the value of scholarship as an indicator of quality in the development of provision and feed into our regulatory and review processes.	Ensure scholarship and scholarly activities are detailed on all quality audits and appraised in terms of impact on teaching and learning with noticeable improvements in NSS and course reviews.	University Centre team,	Ongoing, by August 2021	

<p>4. Work collaboratively as a college to identify, support and produce shared research interests/ areas.</p>	<p>To raise the profile of Nottingham College's HE provision in innovation to support the development of collaborative research activity.</p>	<p>HECLs, HoFs, FAMs, University Centre team</p>	<p>Ongoing, by October 2021</p>	
<p>5. To support the development of our staff in scholarship and scholarly activity.</p>	<p>Staff demonstrate scholarship in the ways set out above with reflection on the impact of each activity, recorded in their individual scholarship record.</p>	<p>HoFs, FAMs, Staff Development team</p>	<p>August 2021</p>	<p><i>The HEA fellowship scheme supports new staff to achieve recognition each year.</i></p>
<p>6. To support the development of our students in scholarship.</p>	<p>Students will be supported to demonstrate forms most appropriate to their level of study, discipline and point on programme. And: Students will be supported in their pursuit of higher academic research with supervision beyond their own programme and encouraged to present to wider fields.</p>	<p>HECLs, University Centre team</p>	<p>August 2021</p>	