

The background features large, stylized letters 'T', 'E', and 'C' in various shades of blue and purple. Some letters are solid, while others are outlines. There are also overlapping circles and lines in light blue and purple.

**2023**  
**Scholarship and Research  
Framework  
(HE04)**

## HE04 Scholarship and Research Framework v1.1

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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.

Version	Change
1.0	New
1.1	1.2 – update code of practice titles. 3.0 – update job titles and committee names 3.1 – updated types of scholarship to clarify where validation hours can be allocated.

## 1.0 Introduction

1.1 This code of practice detail the 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 the TEC Partnership Ambition 2030 Strategy and HE25 Evaluation of HE Teaching and Learning.

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 TEC 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 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

Category	Description
	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 access to Community and Practice Teams area. 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 The TEC Partnership 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 Curriculum, Quality and Standards Committee (HECQS).

## 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	HE CPD

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Scholarship Type	Type
Industrial updating with output shared in paper / reflection on TECP Creates site or at the conference.	Scholarship
Writing of new TEC Partnership validated HE programmes – Hours allocated as part of Stage 1 Validation application.  N.B. normally where there is a new market, except at the North Bank Colleges where this can be a revalidation to TEC DAPs.	Scholarship
Writing of new HE programmes at level 7 and above of the FHEQ – Hours allocated as part of Stage 1 Validation application.  N.B. This is normally only for new market development.	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 (only where the institution does not pay for the role)	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

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Scholarship Type	Type
Consultancy work	Scholarship

