HIGHER EDUCATION

RESEARCH AND SCHOLARLY ACTIVITY PROCEDURE (HEFSPPD3)

2018-19
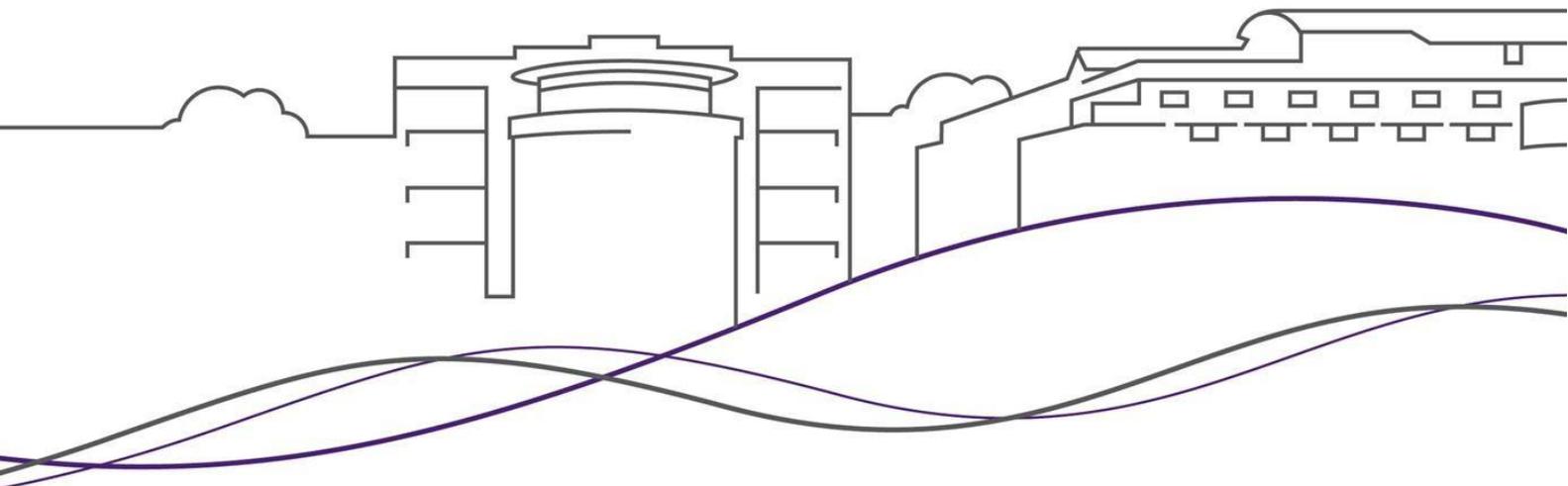
# Scholarly Activity and Research at UCSD

Why?

Continued currency of subject and teaching knowledge to maintain academic standards

Advancement and development of curricula and learning materials
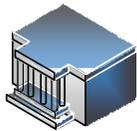
Grow the reputation of the College for HE

Encourages students to be scholarly and co-creators of knowledge
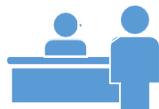
Improves employment opportunities for students

How?
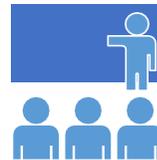
HE Conferences led by the College
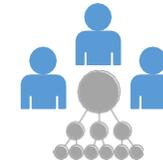
Enhancement Practitioners as champions of scholarly activity

College funding to support small scale research projects

Academic and pedagogical research and activities supported

Reading Groups

PSF recognition paid for with the HEA

Internal scholarly publication

Contents

Document Approved by: CHEBOS	Date of Approval: 24th May 2018
Review by: Academic HERSAG	Reviewed Date: October 2018
Date of Implementation: 24th May 2018	CPD to support Implementation: July 18

1. Introduction and context

1.1. College Mission Statement

South Devon College Mission statement: *'Inspiring our community through learning for all.'*

South Devon College Higher Education Vision statement - *'South Devon College is passionate about providing excellent quality, accessible and employment focussed Higher Education'.*

The Mission focuses on the College's commitment as a comprehensive general further education college delivering high quality teaching and learning opportunities within the community. The College is committed to and proactively supports widening participation and lifelong learning agendas.

1.2. The vision for Higher Education

Within the context of the wider college, the Higher Education Strategic Growth Plan 2018-2023 objectives are to grow higher education (HE) provision and further develop the curriculum at the College. The vision is that the College will continue to develop new HE provision in response to both local and national priorities by developing resources and accommodation. Additionally, improved marketing and promotion of HE provision with innovative delivery models will allow for the introduction of blended and online learning opportunities. Professional qualifications and Professional Statutory Regulatory Body opportunities will be embedded within HE programmes to ensure provision will meet the needs of industry. The development of the HE curriculum will focus on areas such as Hi-Tech, Initial Teacher Education and related provision, health provision, and develop Higher Level Apprenticeships against new frameworks and standards. HE provision will be further enhanced by regularly reviewing performance data and through strategically driven initiatives. The College vision is for Foundation Degree Awarding Powers to be awarded to the College whilst still maintaining strong links with Partners. The vision allows for students' to benefit from local progression agreements (UTC and the Studio School) and internal progression agreements (e.g. L3 students). The development of a Training Hotel also offers an informed and adaptable curriculum which can meet sector needs. By working with others, including the University of Plymouth (UoP) the vision aims to develop HE practice and embed requirements of the Prevent agenda.

1.3. Strategic Objectives for Higher Education:

The College strategic aims and alignment of Higher Education Aims are based around working with all stakeholders and partnerships to:

- Be an outstanding and inspirational College at the heart of its community
- Increase the number and range of learners, sustaining our inclusive approach
- Enable learners to aspire and succeed, in a safe and supported learning environment
- Sustain inspirational teaching, learning and assessment practice
- Actively support employers, skills and economic growth
- Sustain financial strength and resilience whilst investing in the present and the future
- Maintain and expand outstanding accommodation, learning technologies and resources adopting sustainable approaches where possible
- Sustain and further develop our high performing learning culture
- Enable staff to professionally develop, aspire and succeed

1.4. What the College wishes to achieve through scholarly activity

Scholarly activity 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 the College by helping to give a more structured form and purpose to the emergent HE community. The College hopes, through actively

encouraging and providing means to engage with scholarly activity, that demonstrable impacts will be experienced 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 HE scholars who demonstrate confidence in their own scholarship and openly share the outcomes of their scholarly activities
- Enhancing the reputation of the College and heavily contribute towards achieving world class characteristics for its HE

1.5. Scope of this procedure

This procedure is relevant to all staff at South Devon College who are involved in teaching, supporting and managing HE (level 4+) provision. It is applicable to all higher level provision regardless of university partner or awarding body and is designed to complement their expectations and to put it within the context of the College's particular setting and approach.

1.6. Related policies at South Devon College

- HE Strategy 2018-2023
- HE Strategic Growth Plan 2018-2023
- Strategic Planning Framework 2018-2021
- Continuous Professional Development Procedure 2017-2018
- SDC HE Teaching Learning and Scholarship Policy 2018-2019 (including the position paper on Academic Freedom)

1.7. External reference points

- UK Quality Code for HE – Chapter B3 expects that 'Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.'[1]
- 'Capturing an HE ethos in college higher education practice' 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'[2].
- Foundation Degree Awarding Powers (FDAP) guidance (Oct 2015) provides specific guidance on the characteristics and levels of scholarship an institution who seeks FDAP must be able to demonstrate; this can be seen as a benchmark for the College. '…a responsibility for ensuring that staff maintain a close and professional understanding of current developments in scholarship in their subjects or vocational expertise and 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

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[1] QAA, *The UK Quality Code for Higher Education, Part B: Assuring and Enhancing Academic Quality, Chapter B3: Learning and Teaching,* p.8. Available from: http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b [3.11.2015]

[2] QAA, *Capturing an HE ethos in college higher education practice.* Available from http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2773#.VjiyGrFFCAg [03.11.2015]

should reflect, in a careful, conscious and intellectually demanding manner, the latest developments in the subject of study'[3].

- Taught and research Degree Awarding Powers (TDAP) guidance (Sept 2015) provides specific guidance on the characteristics and levels of scholarship an institution who seeks TDAP (and consequently a university title) must be able to demonstrate; this can be seen as aspirational for the College but of particular relevance for those staff teaching and supporting level 6 provision at the College. '…a responsibility for ensuring that staff maintain a close and professional understanding of current developments in research and scholarship in their subjects and, where relevant, keep in touch with practice in their professions and 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.'[4]

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[3] Department for Business, Innovation & Skills, *Foundation degree awarding powers guidance,* p.20 (October 2015)*.* Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/471911/BIS-15-532-foundation-degree-awarding-powers-october-2015.pdf [27.11.2015]

[4] Department for Business, Innovation & Skills, *Taught and research degree awarding powers,* p.19. Available from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/471911/BIS-15-532- foundation-degree-awarding-powers-october-2015.pdf [27.11.2015]

2. Defining scholarly activity

What is scholarly activity?

There is no single, limited definition of scholarly activity and as such each institution can tailor and customise this to their setting, needs and context.

For South Devon College scholarly activity is defined 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. Scholarly activities must be purposeful and have a demonstrable impact on the HE community at the College. These activities go beyond 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.

Examples of activities that are recognised by the College as being scholarly activity are (but are not limited to):

- Attendance at relevant conferences (internal and external)
- Attendance at SDC Research Lunches
- Sharing practice with colleagues, for example, forming 'Journal Clubs' with shared updating based on latest research within the discipline
- 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
- Reading on subject discipline or pedagogy
- Industry engagement/experience/updating/consultancy
- Mentoring of HE staff
- Applying for the Professional Standards Framework Fellowship recognition
- Delivering a session that is HE relevant and promotes deeper understanding on a subject
- Attending talks by external speakers
- Curriculum/programme development, review or approval
- Peer review and formal observation of teaching and learning
- Participation in programme/HE review processes
- Presenting a self-authored paper at a conference
- Exhibition, performance or demonstration of activities
- Knowledge transfer groups
- Being an External Examiner
- Professional memberships
- Engagement with government agencies, procedure makers, employers or other stakeholders as part of an academic and/or professional community
- Leading development sessions
- Participating in exhibitions or performances
- Publications
- Peer reviewing journal papers or books
- Attendance at staff meetings

Research

The common conception of research is that which is linked to universities who generate high level research and whose funds and standing within the wider academic community are related back to this one key activity.

For South Devon College, who are not part of research frameworks or funding linked research, the scope of this is narrower in the most recognisable format but presents wider opportunities. Research can be much more localised and specialised, can and should underpin teaching excellence and professionalism but above all should enhance student opportunities and enable their achievement. Therefore it is a scholarly activity but one that warrants further explanation due to the breadth of activities it covers in itself and the perceptions about it in the wider academic community.

Types of activity that may be directly supported by South Devon College:

- Action research involving students
- Student-led research
- External research opportunities and bids
- Publication of research in internal/external journals
- Industry led research and participation or contribution to it
- Individually led research that is not published
- Academic research
- Pedagogical research

Other types of research that are encouraged but may not be able to be directly supported or led by the College:

- Blue skies research
- Large scale research projects

What is staff development?

Staff development or Continued Professional Development (CPD) is broadly defined by the College as a set 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 important to the College and individuals. It can be hard to disaggregate CPD/staff development from scholarly activity but examples include:

- Attending training/development for specific activities
- CPD unrelated to HE
- Compulsory training
- Competency testing

2.1. Expectations of staff engagement with scholarly activity and research

The College expects that all staff involved with teaching, managing and supporting HE will engage with personal development and/or scholarly activity pertinent to their role and proportionate to their impact directly on the student experience. PPDR review discussions and reflections for PPDR review forms should refer to targets within academic years.

As a guide the **minimum expectation** for engagement by different roles with scholarly activity and guided personal development is as follows:

	College HE Conference(s)	College HE CPD sessions	Subject relevant reading	Research projects (personal/ group/ student led)	External conferences	Mentoring of HE staff	Studying towards teaching / higher qualifications	Industry engagement/ sector	Updating delivering at workshops / conferences	Programme development / re-approval	Preparation for teaching	Professional Standards Framework
Lecturers	X	X	X	X			X	X		X	X	
PC/HE Leads	X	X	X	X	X	X	X	X	X	X	X	X
Section Heads	X	X	X		X			X		X	X	
Assistant Principals	X	X						X		X		
Support staff	X	X		X	X		X					X
TLC HE	X	X	X	X	X	X	X		X		X	X
HE Research Fellows	X	X	X	X	X	X	X	X	X	X	X	X

This table is only for guidance purposes and is not intended to define restrictions on or compliance with certain types of engagement. For example some lecturers may find that they are involved regularly with industry and sector opportunities for updating and refreshing knowledge and through those demands then find it difficult to be in attendance at other more formal events such as conferences. It is expected that all who can should attend the college-led activities wherever possible.

Qualifications

Within the College's (prescribed) HE provision there are normally expectations regarding the level of HE qualification a member of staff teaching on a HE course must hold. In most instances this is driven by what the College's university partners expect. This expectation is normally that the member of staff should be qualified to at least a level above the level of the course they are teaching on. So if a member of staff is teaching on a level 6 BA/BSc course they would be expected to hold at least a level 7 Masters qualification, normally, in a relevant subject area. University partners will expect the College to hold evidence to this effect when nominating staff to teach on approved awards and to maintain up to date CVs on file and/or share with the University as per their procedure.

The College is committed to supporting staff to achieve higher level qualifications wherever this is needed. Applications for qualifications, where needed to support course delivery, will be considered on a case by case basis by the VP Curriculum, HR Manger and HE Manager.

2.2. Opportunities and aspirations for engagement in scholarly activity

i. The UK Professional Standards Framework (HEA Fellowship)

All staff teaching, supporting and managing HE are encouraged to seek recognition of their impact on HE teaching and learning through applying to the UK Professional Standards Framework (UKPSF). The UK Quality Code holds this up as a scheme that all HE providers should be engaging in and many universities are now aligning their structures to this framework. The College promotes the Advance HE/HEA Fellowship scheme with the HE Research and Scholarship Development Co-ordinator providing support to help individuals at the College with their applications throughout the process. The College will pay 75% of the cost for the first application made to the HEA by individuals with the aim of allowing the College to build a resource bank of applications to help subsequent applicants

ii. Department and course team strategies to engage with and embed scholarly activity - Research Projects

Through the process of Self Evaluation it has been noted as a theme in some departments at the College that they hold aspirations to engage with research projects. Departments are encouraged to develop their own local level strategies for engaging in such opportunities when they present themselves or to pro-actively seek out opportunities or to create them. The HE Team, including the Research and Scholarship Development Coordinator, and the TLC HE are able to provide further support and signposting. The College is able to support small scale projects locally through its Internal Bids (IB) process, further information is available within the IB Procedure or from the HE Team.

iii. Peer Review (including observations of teaching and learning)

Participation in peer review is a key element of the College's approach to scholarly activity. It 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 personal teaching practices. 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.

iv. Higher qualifications
The College is committed to supporting staff to achieve higher level qualifications where this is needed and there is a clear justification and benefit to the College. Staff without a teaching qualification appointed on an academic contract must complete a teacher training qualification within three years of commencing employment with the College. The College will support assessor and verifier qualifications for staff delivering on programmes where there is a business case for such qualifications. The College also supports higher level study such as MSc and PhD qualifications when agreed by the Higher Qualifications funding process. The application for Higher Qualifications will normally open in April for Qualifications starting in Sept. A decision would be made by early July.

v. Engaging students in research and inquiry – CPD teaching strategies
The simplest way for many teaching staff to engage in scholarly activity is to do so with and through their students. Designing a co-curricular 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 scholarly activity that individuals and groups of staff can engage with. Involving students

in conducting part of a research project led by a member of staff is another approach that can be considered if there are larger scale considerations, with a research project split into smaller segments or a repeated longitudinal study collecting data over time.

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 are essential aspects of courses at level 6.

vi.   UCSD Higher Education Research Fellows

Staff have the opportunity to apply for UCSD HE Research Fellow status with 150 hours remission ISH over a one year period (Sept. – Sept.). This provides the opportunity for a research project with clear links to the College's strategic aims and HE Strategy, where dissemination may be of wider interest for internal and/or external publication in the future. The Fellows will form part of, and participate within, the research hub network within the College and will be able to provide mentoring support in future years for other projects. The College is able to support Fellows through its Internal Bids process, further information is available within the IB Procedure or from the HE Team.

2.3. Reward and recognition

The College provides time for academic staff to engage with CPD, this is outlined in the Collective Agreement. The following opportunities are available to staff who can demonstrate, on a **case by case basis** their engagement with and intended impact of scholarly activity or personal development activities:

Reward/ recognition	Description/ purpose	How to access	Sign off to agree support	Process
i. Recognition of Fellowship by the Higher Education Academy (HEA)	One-off contribution of 75% of the cost of Fellowship application to the Higher Education Academy for well-developed applications for recognition against the Professional Standards Framework (PSF).	Contact the HE Research and Scholarship Development Co-ordinator for support and complete the staff development form.	HE Research and Scholarship Development Co-ordinator	Form A
ii. Research Projects	To support small, local individual/team research project that seek to enhance the student experience/outcomes. Up to £500.	Submit application form to the Research and Scholarship Development Co-ordinator.	HE Research and Scholarship Development Co-ordinator	Form B

Reward/ recognition	Description/ purpose	How to access	Sign off to agree support	Process
iii. Peer review	Normal practice with staff being a reviewer and being reviewed. Enhancement and community of practice.	Facilitated by the HE Team via the TLCHE.	Section Head support	As per procedure
iv. Financial contributions for higher qualifications	Towards supporting higher level study and achievement of relevant qualifications. Normally up to £1000 per year assessed on a case by case basis.	Normal staff development form. Request supportive statement from the HE Team to help demonstrate the benefits of the activity mapped to this procedure and HE strategic aims.	Section Head and Assistant Principal, with sign off by VP Curriculum (including discussion with HE Manager & HR Manager)	Form C
v. Using CPD days as defined by the Collective Agreement	To pursue defined scholarly activities as indicated in Section two, and in line with the collective agreement	Staff led initiatives.	Section Head support. Funding support available by Section and HE CPD Budgets	Form D
vi. UCSD HE Research Fellows	Opportunity to apply for UCSD HE Research Fellows with 150 hours remission ISH.	Submit application form to HE Team.	Panel interview with VP Curriculum	Annual Application Process

3. Procedure, implementation and support

3.1. Responsibilities

It is the responsibility of all staff and managers involved in the delivery of teaching, learning and assessment of HE to promote scholarly activity and professional reflective practice. Senior management are responsible for leading and supporting opportunities for staff to engage with scholarly activities. The College's support managers with responsibilities for staff development and teaching, learning and assessment and HE are responsible for ensuring College processes are available and can be used to support engagement with scholarly activities for staff with a role in HE.

Teaching staff are responsible for engaging with this procedure 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 scholarly activity undertaken, where supported by the College, must relate to the College's HE Strategy with the purpose of enhancing the student experience.

HE teaching staff will be expected to have (or be working towards) appropriate teaching and learning qualifications. This can be through the provision available at the College, independently or through the UoP.

All staff are encouraged to share professional practice with peers and students through formal and informal means. The College has a responsibility to provide formal means of sharing professional practice such as meetings and conferences.

All staff are responsible for maintaining their personal development records and log of activities in accordance with the College's Staff Development Procedure.

3.2. Research project proposals

Research projects can enhance the student experience, give staff confidence in their own abilities in engaging with the wider HE community and attract funding, all of which contribute to securing the College's strategic vision.

The College is keen to support research opportunities whether they be in-house or externally. As a College it is an aspiration to engage more widely in research projects outside of the College, most practicably via the College's partners on a small scale. Where opportunities become known staff need to consult with the College's HE Team.

Staff wishing to initiate an 'in-house' research project need to consult the guidance provided in this document and associated appendices before doing so. The College will support 'in- house' projects by committing a fund to this purpose on an annual basis. Staff can propose a project and request appropriate funding to support it.

When a research proposal is approved the project leader(s) is responsible for initiating and carrying out the research using the support provided by the College appropriately and in line with the research project approved. Any grant or external funding received as an outcome of the project is held by the College and is not the property of the individual grant recipient.

3.3. The role of Teaching and Learning Coach HE

TLC HE support the enhancement of HE teaching, learning and assessment. They aim to achieve this through providing mentoring, support and championing of scholarly activity. HE staff are encouraged to engage with TLCHE either through requesting mentoring support, other support, giving feedback or participating in the scholarly and development opportunities they provide.

3.4. College commitment to supporting this procedure

The College is committed to supporting this procedure through the provision and/or utilisation of resources, finances, facilities and staff time. The College has an annually agreed and reviewed staff development budget that supports staff development for the whole college. At present HE is not differentiated within that budget but there is a recognition that this may be a future development to enable effective and targeted support of HE specific activities.

3.5. The College's longer term strategic vision for scholarly activity

In the long term, the College envisions the development of an in-house bespoke programme of Postgraduate Certificate in Teaching Higher Education (PGCTHE), linked to the Professional Standards Framework (PSF) accreditation. Maturity of the College's HE provision is critical for future ambitions to grow the quality and reputation of its HE provision.

3.6. Recording, capturing and disseminating scholarly activity

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 HE 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 scholarly activity and staff development and staff are expected to engage with those resources and maintain a log of their personal development activities.

As professionals, staff should discuss and report on their scholarly activities to their line managers and there is an expectation that they will be willing to share them through the routes provided by the College or those they create for themselves at local level. Opportunities for sharing and disseminating scholarly activities are currently provided by the College through the following means:

- Staff meetings
- HE Conference

Activities that the College are keen to support and/or lead on to help disseminate and share scholarly activities more widely include:

- Reading Groups
- Peer Review
- Publication/sharing of scholarly activity internally through a journal
- Noticeboards (virtual and/or physical)
- Student conferences
- Through social media

4. Review, evaluation and enhancement

4.1. Self Evaluation methodology

Healey *et al* recommend the use of Boyer's four scholarships 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 scholarly activity, or in linked ways.'[5] Through the use of Boyer's different types of scholarship the College can model its offer to staff and enhancement on 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 scholarly activity. This can be used at individual, team, departmental or college level to help review scholarly activities and their effectiveness. This is not a compulsory activity but it may help for the purposes of benchmarking and may be incorporated into annual self-evaluation activities at college level as the College seeks to evolve its scholarly culture.

4.2. Key performance indicators

The College will judge its success on enhancing the student experience through supporting scholarly activity 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

The College will review these indicators through normal internal quality processes including (but not limited to):

- Self Evaluation at Department and College level
- HE Review Group
- TLC HE meetings
- SMT

KPIs provide a mechanism through which to publish aims and performance indicators at UCSD. The 2018-19 year has the first formal publication of KPIs within research and scholarly activity at UCSD representing the initial step in establishing an agreed set of institutional metrics. It is not a definitive or final list and will evolve as UCSD develops an understanding of potential research and scholarly activity metrics which can be used to measure performance. The KPIs set within this document are aimed to encourage discussion to guide and improve future KPI development. KPIs are flexible and will change in response to institutional requirement, policies and the development of UCSD.

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[5] Healey, M., Jenkins, A. and Lea, J. (2014) *Developing research-based curricula in college-based higher education,* York: The Higher Education Academy, p.56. Available from *https://www.heacademy.ac.uk/about/news/developing-research-based-curricula-college-based-higher- education* [16 November 2015]

KPIs within research and scholarly activity have the potential to be transformational for the College by helping to give a more structured form and purpose to the emergent HE community. The College hopes, through actively encouraging and providing means to engage with scholarly activity, that demonstrable impacts will be experienced 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 HE scholars who demonstrate confidence in their own scholarship and openly share the outcomes of their scholarly activities
- Enhancing the reputation of the College and heavily contribute towards achieving world class characteristics for its HE

The institutional KPI framework includes indicators that are evidence-based measures of SDC performance, in the context of the Strategic Planning Framework 2018-2021 and not a series of measures that simply count outputs. The framework incorporates measures over which SDC has performance control and not those where outcomes are mainly governed by external environments, such as Government policies. This means that they add value to institutional monitoring, performance and decision making. The KPIs are based on meeting SDCs needs rather than current availability of data i.e. SDC aims to determine what is required rather than simply using what is available. All KPIs should be transparent and clear, making sense without detailed explanation and not requiring specialist knowledge.

Where possible, data from the academic years 2014-17 formed the pre-KPI baseline and allowed for the development of target setting for 2017-18 and 2018-19. Annual collection of data (Appendix 5.5) will be essential to collate future records of publications by staff etc.

5. Appendices

5.1. Form A Funding Request for HEA Fellowship

The College is committed to supporting staff to achieve HEA Fellowship and will pay a 75% one-off cost for application with staff sharing their application within a resource bank. To support this process, please complete the form below and return to suerodwaydyer@southdevon.ac.uk

If approved, the individual applying will be required to update the relevant HR system with the request.

Name of applicant			
Select HEA Fellowship level			
Total cost for the HEA Fellowship		Personal Contribution (25%)	

Background as to why you are intending on undertaking the HEA Fellowship.

For completion by the HE Team		Date submitted to HE Team	
Outcome	Approval granted		
	Approved subject to conditions		
	Rejected		
Feedback on decision			

5.2. Form B Research project proposal Form

Research project proposals may be submitted for consideration at any time to the College's HE Team Please allow up to one month for the proposal to be considered and feedback to be given on your proposal. This time is needed to ensure college procedures are met and, if appropriate, funding/remission/other support can be agreed.   To support this process, please complete the form below and return to suerodwaydyer@southdevon.ac.uk

Project Title	
Project Leader(s)	
Start date	Finish date

Project summary: Aims and Outcomes (200 words)

What do you intend to do and when? (500 words)

How will you measure the success of the project and disseminate the results? (200 words)

What other impact should your project have? (200 words)

Budget, resource, facility, equipment or remission outline requested and justification (value for money)

List of additional project members and their roles	
Name	Role(s) within the project

Any other information you wish to be considered

Details of any applications for internal or external funding, or collaboration for this project

Summary of applicant(s) relevant experience (500 words)

Confirmation of support from line management/SHS/AP particularly where remission from teaching or normal duties is requested (provide statements of support from relevant management)

For completion by the HE Team	Date submitted to HE Team	
Outcome as confirmed by RSA Group — Approval granted		
Outcome as confirmed by RSA Group — Approved subject to conditions		
Outcome as confirmed by RSA Group — Proposal rejected		
Feedback on project proposal		
Ethical considerations		
If consideration given by Ethics Panel please summarise outcomes here		

Research project proposal – review criteria

When research proposals are reviewed the following criteria will be considered and the suitability of the project to receive funding/support from the College considered:

- Does the proposal address an appropriate area that has clear links to the College's strategic aims and HE Strategy?
- Does the proposal have clear aims and/or research questions?
- Are the methods appropriate to the question and clearly articulated?
- Is appropriate academic literature/theory used to support the proposal?
- Is the scale and quality of the research likely to 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 the College 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/department/Area management, particularly if remission from teaching or normal duties is being requested

5.3. Form C Funding Request for Higher Level Qualifications

The College is committed to supporting staff to achieve higher level qualifications where this is needed and there is a clear justification of benefit to the College. Applications for qualifications, where needed to support course delivery, will be considered on a case by case basis. To support this process, please complete the form below and return to amyjojaycock@southdevon.ac.uk

After approval by the Section Head and Assistant Principal, applications are considered by the HE Manager and Academic Registrar, the Vice Principal Curriculum and the HR Manager.

If approved, the individual applying will be required to update the relevant HR system with the request.

Qualification			
Location			
Start date		Finish date	
Total cost for the Qualification		Cost per year	
Amount requested for this year (the college would normally support up to £1000 per year)			

Background to why you are intending on undertaking the qualification.
What is the benefit to the College including reference to the Strategic Aims?
How will you ensure the greatest impact of value to the College?

If undertaking research, what is the proposed research project?

Any other information you wish to be considered.

Details of any applications for external funding.

Confirmation of support from line management/SHS/AP particularly where remission from teaching or normal duties is requested (provide statements of support from relevant management)
Line Manager/SHS comments   Confirmed Date
Assistant Principal comments   Confirmed Date

For completion by the HE Team		Date submitted to HE Team	
Outcome	Approval granted		
	Approved subject to conditions		
	Rejected		
Feedback on decision			

5.4. Form D High Cost Qualifications Funding Request

The College is committed to supporting staff using CPD days as defined by the Collective Agreement. Please complete the form below and return to amyjojaycock@southdevon.ac.uk

If approved, the individual applying will be required to update the relevant HR system with the request.

Section Head to complete

Department			
Section			
Name of staff member			
Qualification details including: Name, Level, Location and duration			
Total cost of qualification after discounts (PU 10%)	£		
Total annual cost	£	Agreed as part of PPDR	Y/N
Proposed category		Discussed and agreed with AP including reference to Collective agreement for staff time	Y/N

Rationale: Including, links with strategic growth, business plan, managing risk of staffing, work force development, programmes currently taught on, future delivery. Where any HA or DA available where SDC Levy can be utilised.
Please complete the PDF version of this form on Moodle

For completion by the HE Team		Date submitted to HE Team	
Outcome	Approval granted		
	Approved subject to conditions		
	Rejected		
Feedback on decision			

Timeframe:

30th May 17	Completed request For any application of funding for 17/18	Manager emails form to CPD
10th June 17	Any further information requests returned	Section Head clarifies any additional information required
30th June 17	Panel Approval	SHS and Staff member notified
Sept 17	Staff starts qualification	

Category 1	Category 2	Category 3
Essential – for CPD member who doesn't have a degree and it is a job benefit/requirement, curriculum area identified for L6 with insufficient staffing, area of vulnerability of appropriate staffing who currently delivery L6 Approved L6/7 curriculum growth with staffing requirement	Desirable - expected curriculum or business growth, for example requiring L6, increasing staffing resource for future delivery with L6 already in place	Individual CPD - for staff where there is no immediate business benefit for the College other than the benefit of scholarship for the individual and curriculum
Full Cost Covered by SDC	College Contributes up to 2/3 annually where the cost is reasonable	College Contributes £500 annually

5.5. KPIs

Area	Indicator	Metric	2014-17 Baseline data	2018-19 Targets
Research	1a.Research income	External Research Bids	2: (Learning Gain)	2
	1b. Research outputs	Total internal HE research publications and disseminations		1 Annual publication
		Total external HE RSA Outputs		5
	1c. HE research projects	Number of Staff research projects in progress	20	
		Number of research projects involving industry/external stakeholders	16	
	1d. Internal HE Research and Scholarly Activity Events	Number of events	3 staff	10
Scholarly activity	2a. Staff recognition	Numbers of staff with Fellowship of the HEA	4	10
		Numbers of staff with subject specific professional membership	37	40
	2b. Higher qualifications	Number of staff with or Undertaking Post Grad Qualifications	56	60
	2c. Mentoring	Peer review activities (observations of teaching and learning)	74	100
	2d. Conference engagement	Staff attend external conferences, exhibitions or performances	48	10
		Staff present at external conferences, exhibitions or performances	26	5
		Staff attend SDC conferences/exhibitions	56	200
		Staff present at SDC conferences/exhibitions		10
	2e. CPD	Staff attendance at CPD sessions	102	

Area	Indicator	Metric	2014-17 Baseline data	2018-19 Targets
		Staff run/deliver CPD sessions	47	
	2f. Industry engagement	Number of staff attending guest lectures within SDC	56	
		Consultancy/engagement with external agencies	61	
	2g. Programmes	Number of staff involved in development	70	20
		Number of staff involved in review	78	TBC
		Number of staff involved in re-approval	43	
	2h. Networking links with HE community	Visits by staff to other institutions	46	
		Numbers of staff involved in external examining	5	3
		Numbers of staff involved in QAA work	1	2

5.6. Self-Evaluation tool

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 scholarly activity		
	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		

REVISION HISTORY

Ver	Date	Author	Description
1.0	Oct 17	A Wilson	Conception
2.0	May 18	S Rodway-Dyer	General update

APPROVAL

Ver	Committee	Date Approved	Comments
1.0	CHEBOS	Oct 17	Approved
2.0	CHEBOS	May 18	Approved