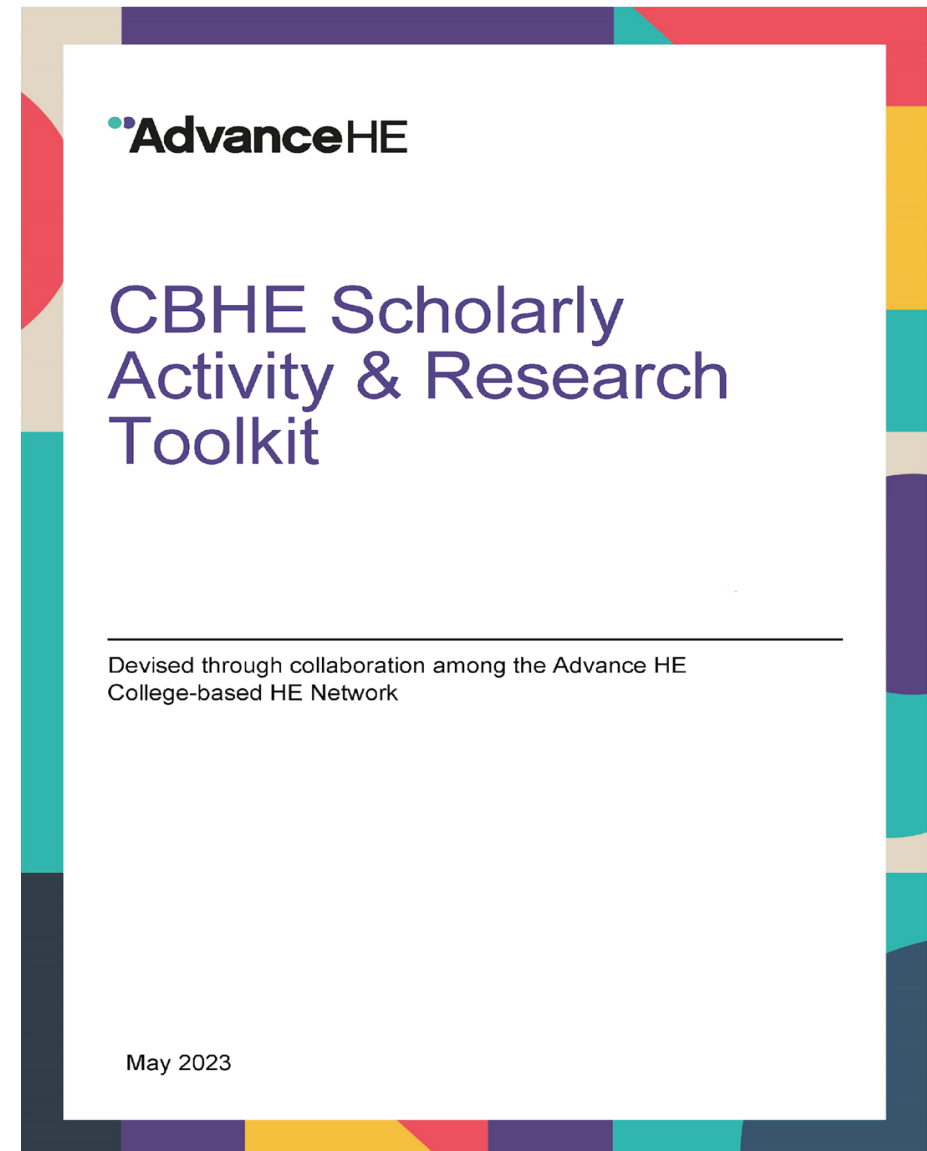


CBHE practitioners as researchers

Dr Nena Skrbic
Head of Division (Lifelong Learning)
University of Huddersfield

- Provide a forum for professional thinking and discussion about research and scholarly activity in the college-based higher education sector.
- Contribute to the development of a more precise understanding of college-based higher education practitioner research.
- Explore the research role of the college-based higher education professional, drawing on the micro-level of participants and their experiences of higher education offered in the context of colleges.
- Share some examples of use-inspired basic research across different disciplinary communities.



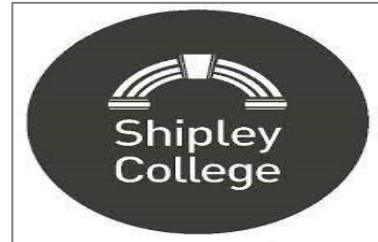


Head of HE Research and Development
University Centre Leeds



Head of Division ITE (Lifelong Learning)
University of Huddersfield

Some of our consortium members...



invisibility and marginalisation

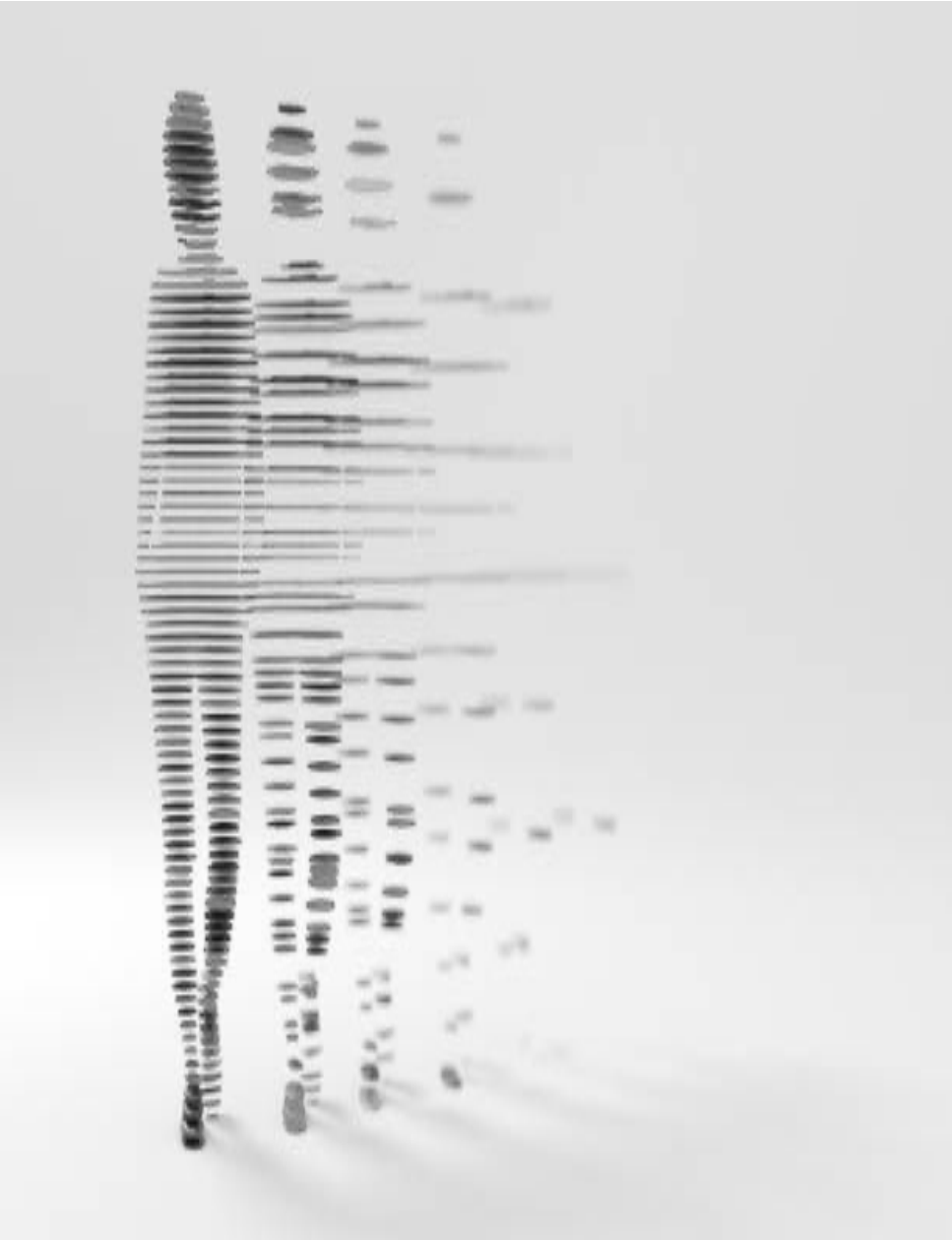
Solvason, C. and Elliott, G. (2013). 'Why is research *still* invisible in further education?', *British Educational Research Journal*, 22(1), pp.101-111.

relative paucity

Ofsted. (2021). *Research for Education Inspection Framework*. HMI, p.3.

- There is no research in FE.
- High quality research must be scholarly.
- Outsider research is better able to deliver value than insider research.
- Practitioner/pedagogical research is too small scale to have sector impact.
- Small scale focused research has little intellectual value.
- Large scale random control trials (RCTs) are the pinnacle of research.

Smith, V. (2023, July 5). *The importance of research* [Conference session]. Education and Training Consortium Conference, University of Huddersfield, UK.



“The notion of a hybrid refers to the extent that HE in FE borrows from, and then fuses, aspects of the two wider sectors in which it has been immersed”.

Simmons, J. and Lea, J. (2013). *Capturing an HE Ethos in College Higher Education Practice*, p.4.

...a 'them and us' mentality is still inherent between the two cultures of HE and FE.

Feather, D. (2011). "Culture of HE in FE – exclave or enclave?", *Research in Post-Compulsory Education*, 16(1), pp.15-30, p.22.

It is clear to us that most teachers working in CBHE are regularly involved in scholarly activities, but when it comes to recording these activities there is a tendency still to see engagement with activities leading towards forms of original research as being the most worthy, or what one should be ultimately aspiring to.

Healey, M., Jenkins, A. and Lea, J. (2014). *Developing Research-Based Curricula in College-Based Higher Education*. York: HEA, p.56.

“reading to teach”

Feather, D. (2010). “A whisper of academic identity: an HE in FE perspective”, *Research in Post-Compulsory Education*, 15(2), pp.189–204.





FECs do not set out to be research-intensive institutions – their purpose is to meet the immediate higher skills needs of local employers.

King, M. and Widdowson, J. (2009). *Scholarly Activity in Higher Education Delivered in Further Education: a Study by the Mixed Economy Group of Colleges*. York: HE Academy, no page.



“The main barrier to engagement with scholarly activity is predominantly a lack of time. Teaching hours and administrative loads are determined by individual colleges with their own staff contracts, management guidelines and even different years across the HE and FE boundaries. Where staff are given remission for teaching at a higher level, the expectation that they will meet their reduced annualised teaching load, across a shorter academic year, may mean that their weekly teaching timetable and administrative burden remains as that of a colleague teaching FE”.

King, M., Widdowson, J., Davis, J. and Flint, C. (2014). “Exploring Scholarship and Scholarly Activity in College-Based Higher Education”, *Journal of Perspectives in Applied Academic Practice*, Vol.2.

Guiding Principle No.4

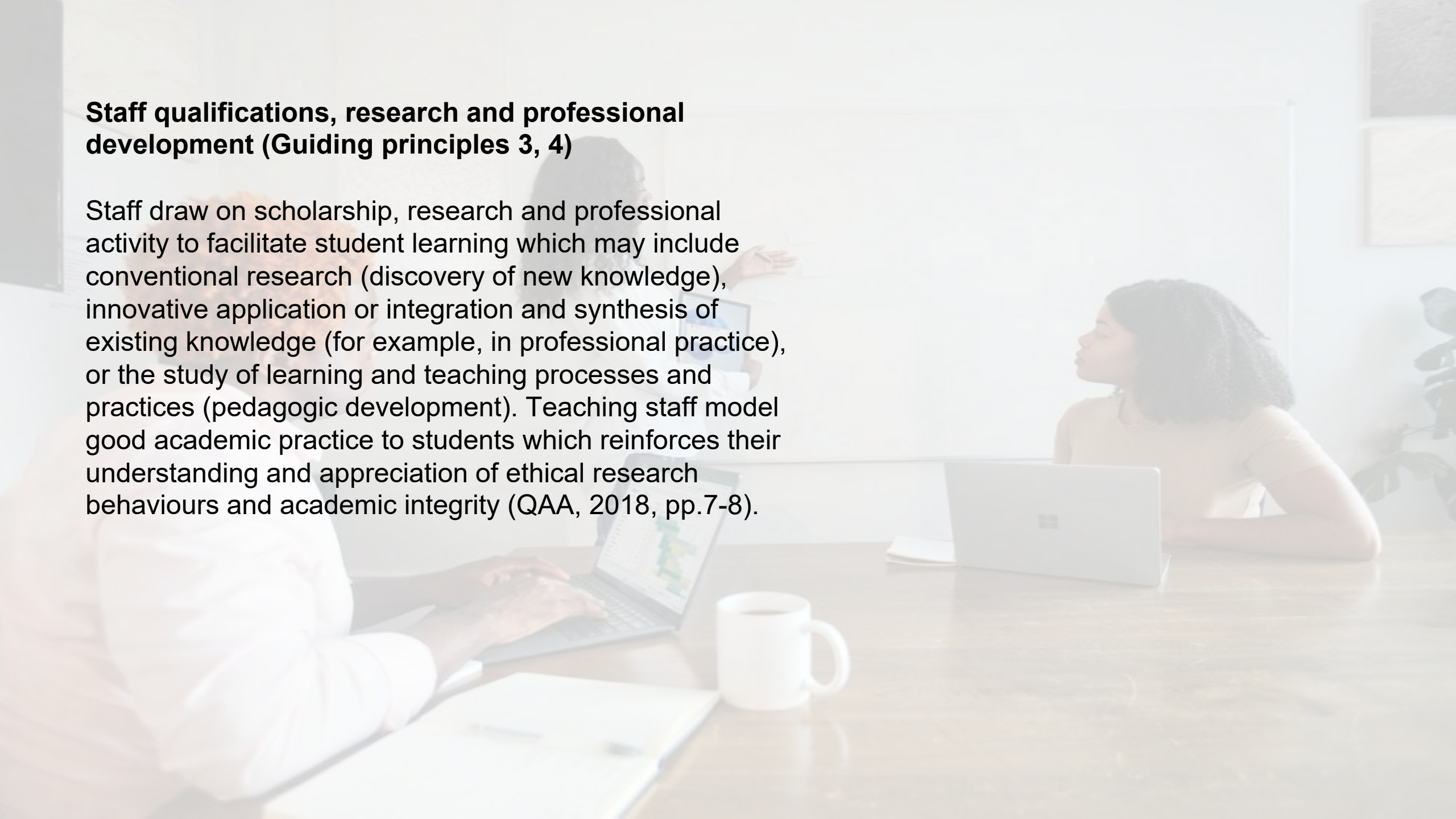


Guiding Principle 4

Effective student learning is facilitated by interaction with **appropriately qualified, supported and developed teaching and support staff**. Providers ensure that staff demonstrate **up-to-date knowledge and practice in both their subject and appropriate pedagogies**. Providers ensure that staff engage in self-reflection to appropriately inform their learning, teaching and assessment design and practice. Staff are provided with **access to continuing professional development (CPD) that is planned, monitored and evaluated** (for example, for its impact on student achievement, where possible). Providers offer opportunities for **all those involved in learning and teaching to inform each other's practice and experience** (QAA, 2018, p.3).

Staff qualifications, research and professional development (Guiding principles 3, 4)

Staff draw on scholarship, research and professional activity to facilitate student learning which may include conventional research (discovery of new knowledge), innovative application or integration and synthesis of existing knowledge (for example, in professional practice), or the study of learning and teaching processes and practices (pedagogic development). Teaching staff model good academic practice to students which reinforces their understanding and appreciation of ethical research behaviours and academic integrity (QAA, 2018, pp.7-8).



For foundation degree-awarding powers application we consider the evidence presented by an applicant that indicates:

- how it discharges its 'responsibility for ensuring that staff maintain a close and professional understanding of current developments in scholarship in their subjects and that **structured opportunities** for them to do so are both readily available and widely taken up'
- how it ensures that all teaching staff engaged with the delivery of their higher education programmes have relevant 'knowledge and understanding of current scholarly developments in their discipline area and at a level appropriate to a Foundation Degree and that such knowledge and understanding directly inform and enhance their teaching' (QAA, 2013, p.2)

Quality Assurance Agency. (2013) Guidance on Scholarship and the Pedagogical Effectiveness of Staff: Expectations for Foundation Degree-Awarding Powers and for Taught Degree-Awarding Power. London: QAA, p.2.

Developing Excellence in Learning, Teaching and Research (DELTAR)

- To provide a challenging and relevant CPD programme which explores the HE practitioner's role.
- To promote practitioners' analytical and reflexive understanding of current practices in HE provision.
- To develop practitioners who can respond to the progressive and changing demands of the HE context.
- To promote a research culture that has a positive impact on teaching and learning.

Wider Professional Practice in Higher Education	<i>How do I become a Fellow or Associate Fellow of the Higher Education Academy (HEA)?</i>
Assessment and Feedback Practices in Higher Education	<i>How can I learn more about the range of assessment methods in higher education, including technology-supported assessment?</i>
Emerging Technologies in Higher Education	<i>How do I ensure that my knowledge of e-pedagogy and technology-enhanced learning (TEL) is up-to-date?</i>
Evaluation in Higher Education	<i>How do I evaluate the effectiveness of my teaching and subject pedagogical knowledge and also promote the student evaluation of teaching (SET)?</i>
Partnership Learning Communities in Higher Education	<i>How do I engage my higher education students as partners in learning and teaching?</i>
Improving Teaching and Learning in Higher Education	<i>How do I become a more innovative and creative practitioner whilst ensuring a more effective learning environment for my students?</i>
Higher Education Practitioners as Researchers	<i>How can I incorporate subject and pedagogic research into my practice and undertake some small-scale, context-specific research of my own?</i>

Associate Fellow
3 modules

Fellow
6 modules

Feedback

- All of the applications evidenced a commitment to the Professional Values within the UK Professional Standards Framework.
- The candidates' **“strong understanding”** of student demographics and the CBHE context was a recurrent theme in the feedback and - according to one of the reviewers – **“should be commended as good practice”**.
- One application provided **“clear evidence of ongoing professional, pedagogical engagement”**; another demonstrated dedication to **“the pedagogy and practice of HE”**.
- The **“impact”** that the LCC HEARS process had made on the candidates' academic practice was highlighted by one reviewer who stated that the candidate's explanations showed **“insight”** into **“the impact he is having or might have on the students he works with”**.
- Importantly, the impact of discipline-specific research on the delivery of content was highlighted with one reviewer emphasising that the candidate's application offered **“good examples”** of how **“a culture of research has been embedded into the work with the students, encouraging this research led behaviour in their own studies”**.
- Applicants had also included **“some great examples of subject knowledge updating”** in their submissions, with important **“links between HE and the workplace”**.
- According to a reviewer, one application gave a **“lovely insight into how the learning environment has developed and evolved during and post pandemic”**.

University Centre Leeds Research and Scholarly Activity Framework

TEACHING LEARNING & ASSESSMENT

1

a discipline-specific research informs course design and development, including developments in the discipline, changes in national policy, industrial practice (where relevant) and the needs of employers

b staff collaborate with students and other stakeholders as co-creators in designing learning and teaching

c staff engage in the Higher Education Peer Review process and the interdisciplinary Learning through Observing scheme, with outcomes informing the Scholarship of Teaching and Learning (SoTL)

d staff attend HE Teaching and Learning Committee meetings discussing ideas for research projects and sharing practice research outcomes

Elements of the integrated academic

-  Disciplinary knowledge
-  Pedagogical expertise
-  Contextual awareness

STAFF RESEARCH AND DEVELOPMENT

2

a staff appraisal process used to agree staff research and development requirements (e.g. DELTAR and external professional development provision from bodies such as the Association for Learning Development in Higher Education (ALDinHE))

b staff are able to access financial support for scholarly activity (e.g. external training programmes, or higher-level academic study)

c eligible staff achieve Fellowship status through the organisation's HEA Recognition Scheme (LCC HEARS)

d opportunities to develop research methodology expertise provided through the HE Research Committee, Research Ethics Committee (REC) and external Independent Research Organisations (IROs) such as the UK Research Integrity Office (UKRIO)

e membership of IROs (SEDA, GuildHE Research, the Research College Group and PRAG-UK) and subject associations facilitates access to a publication space, including digital dissemination routes

Elements of the integrated academic

-  Data analytic competence
-  Research methodology expertise

KNOWLEDGE EXCHANGE

3

a strengthen our knowledge exchange role and impact on socio-economic and cultural growth in the community through Knowledge Transfer Partnerships (KEP) with businesses, the public sector and charities

b staff involved in the design, delivery and review of degree apprenticeship programmes and foundation degrees design work-based learning in partnership with stakeholders, establishing collaboration with employers

c draw on the experiences of dual professionals within the institution and the insight they provide into the range of research practices across the disciplines (e.g. situated practice research in healthcare, or creative inquiry in the performing arts industry).

d increase the impact of practice research through engagement with the UC Leeds Widening Participation, Outreach and Projects team and regional bodies such as the GHWY Access and Participation Strategy Group and National Education Opportunities Network (NEON)

Elements of the integrated academic

-  Contextual awareness
-  Critical pedagogy

EXTERNALITY

4

a staff work as external/field/subject examiners or advisors, validation panel members, or Quality Assurance Agency (QAA) reviewers

Elements of the integrated academic

-  Academic Practice (QA)

STUDENT RESEARCH

5

a students learn how to conduct research and undertake training in research methods, linked to a particular subject or field of study

b support relational approaches to student research such as collaborative research activity with academic staff; this includes integrating student research into staff-led projects

c students disseminate their research projects to a wider audience of students and academics (e.g. through the UC Leeds Research Hub, the British Conference of Undergraduate Research (BCUR) and other fora)

Elements of the integrated academic

-  Disciplinary knowledge
-  Research methodology expertise

MONITORING AND EVALUATION

6

a effective collection, collation and analysis of data (e.g. OfS (Office for Students) benchmarking and NSS (National Student Survey) data), with outcomes informing strategic planning and course design as appropriate

b collate and disseminate good practice and identify internal or external factors that may be facilitating or constraining progress

c communicate outcomes, including findings and actions taken as a result, to relevant stakeholders (e.g. PSRBs)

d Annual Review and LTO scheme provide an opportunity to review research and professional development needs across teams

Elements of the integrated academic

-  Academic Practice (QA)
-  Data analytic competence

C1a

Relevant learning, teaching and assessment practices that are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.

C1b

Academic and (where applicable) professional expertise.

Opportunities to gain experience in curriculum development and assessment design and to engage with the activities of other higher education providers, for example, through becoming external examiners, validation panel members or external reviewers.

C1g

C1f

Development opportunities aimed at enabling them to enhance their practice and scholarship.

C1c

Active engagement with the pedagogic development of their discipline knowledge.

C1h

Expertise in providing feedback on assessment, which is timely, constructive and developmental.

C1d

Understanding of current research and advanced scholarship in their discipline and that such knowledge and understanding directly inform and enhance their teaching. Also, active engagement with research and/or advanced scholarship to a level commensurate with the level and subject of the qualifications being offered

C1i

Experience of curriculum development and assessment design.

C1e

Opportunities to engage in reflection and evaluation of their learning, teaching and assessment practice.

C1f

Engagement with the activities of providers of higher education in other organisations (through, for example, involvement as external examiners, validation panel members, or external reviewers)



ASSOCIATION OF
ACCOUNTING TECHNICIANS



ASSOCIATION FOR
COMPUTING MACHINERY



ASSOCIATION OF
PHOTOGRAPHERS



BIOCHEMICAL SOCIETY



BRITISH ASSOCIATION FOR
CANCER RESEARCH



BRITISH ASSOCIATION FOR
COUNSELLING AND PSYCHOTHERAPY



CHARTERED COLLEGE OF TEACHING



CHARTERED INSTITUTE OF
ENVIRONMENTAL HEALTH



CHARTERED INSTITUTE OF
PERSONNEL AND DEVELOPMENT



CHARTERED MANAGEMENT
INSTITUTE



COMMITTEE ON SPACE RESEARCH



DESIGN AND TECHNOLOGY
ASSOCIATION



THE ECONOMICS, BUSINESS
AND ENTERPRISE ASSOCIATION



THE HONOURABLE SOCIETY OF
THE MIDDLE TEMPLE



INSTITUTE OF ELECTRICAL
AND ELECTRONIC ENGINEERS



THE INSTITUTION OF
ENGINEERING AND TECHNOLOGY



INSTITUTE OF MATERIALS,
MINERALS AND MINING



THE LAW SOCIETY



NATIONAL ASSOCIATION FOR
TEACHING ENGLISH AND OTHER COMMUNITY
LANGUAGES TO ADULTS



ROYAL SOCIETY OF BIOLOGY



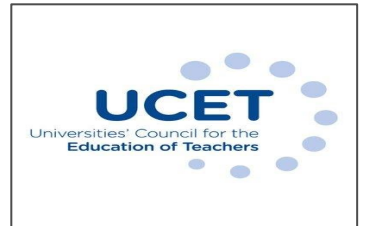
ROYAL SOCIETY OF CHEMISTRY



SOCIETY OF ILLUSTRATORS,
ARTISTS AND DESIGNERS



TEACHER EDUCATION
ADVANCEMENT NETWORK



UNIVERSITIES' COUNCIL FOR
THE EDUCATION OF TEACHERS

The integrated academic (2021)

Disciplinary knowledge

Capacity to utilise disciplinary research in practice.

Pedagogical expertise

The ability to design and progress learning within the discipline with an awareness of relevant theory.

Academic Practice

Awareness of HE academic conventions to support learning and teaching, and regulations.

Contextual awareness

Awareness of the requirements of the discipline, affordances of the environment, and individual differences in learning.

Data analytic competence

The ability to design, collect, and analyse data to inform and evaluate practice.

Research methodology expertise

Awareness of research methodologies and quality standards in order to inform appropriate collection, analysis and inferences drawn from data.

Mixed Economy Group

“Confronting the Culture of CBHE Scholarship: Implementing a Research and Scholarly Activity Framework at the University Centre Leeds”

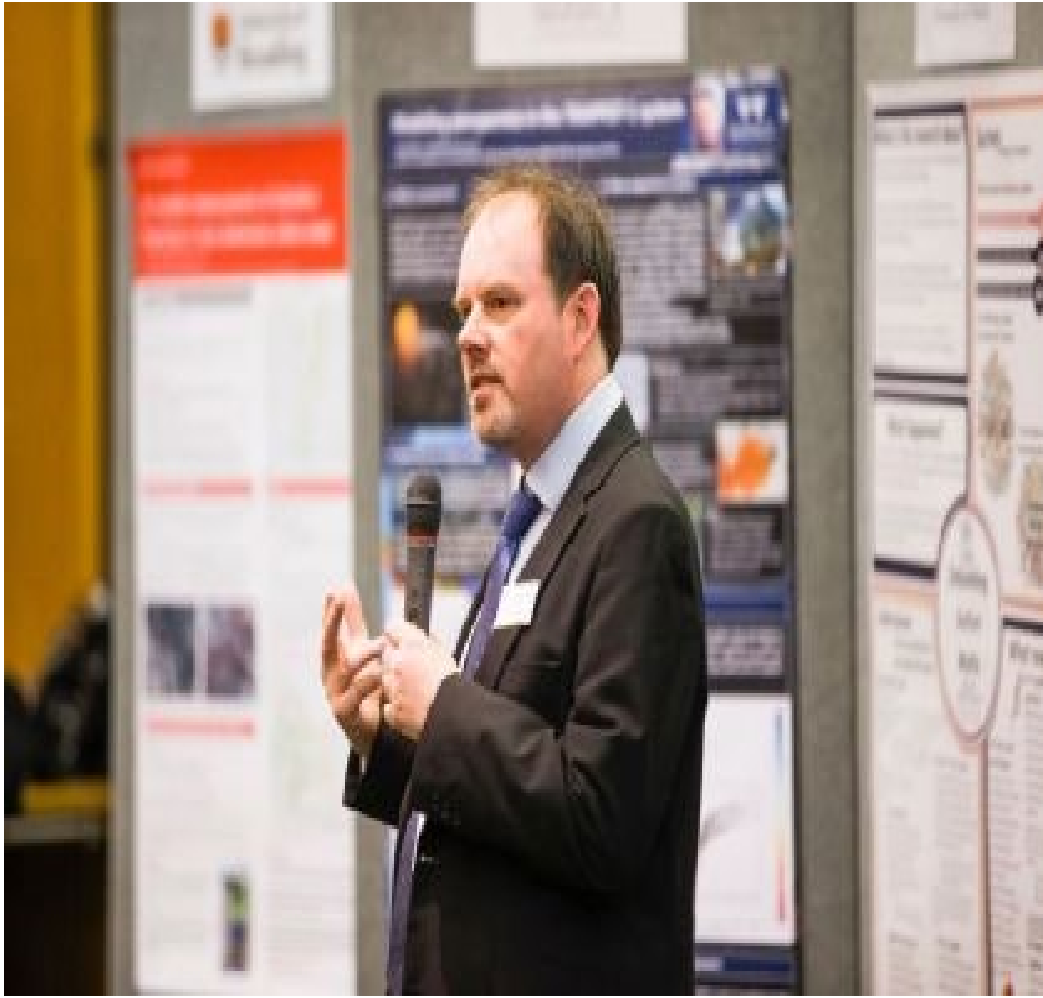


February 23rd 2022

- I think it is great to see a clear policy on the approach to research and scholarly activity being drafted.
- Staff should be motivated to engage in research and scholarly activities.
- I understand the need to introduce a coherent research and scholarly activity framework.

However:

- Time
- Financial support
- Resources (including environment)



“We need to move on from thinking of research as a mountain with a wise guru sat at the top. We need to think more creatively about what research is and how all members of an academic community can be involved in shaping new knowledge”.

- Practice research offers a new and much-needed model for research, one that promotes practice as a significant method of research and breaks down barriers that can hinder traditional types of research. Practice research challenges and critiques the mainstream research publication process, providing new opportunities to modernise it.
- Practice research is inclusive to all disciplines (and beyond). Practice research exists in medicine, engineering, sports sciences and many other areas. Whilst contemporary discussions surrounding practice research have been mainly in the areas of social work and the arts and humanities, its transdisciplinary nature necessitates that collective discussion takes place across the board.
- Bulley, J. and Şahin, Ö. (2021). *Practice Research - Report 1: What is practice research? and Report 2: How can practice research be shared?* London: PRAG-UK.



- SEDA College-Based Higher Education Award designed to accredit and advance staff and educational development in college-based HE settings.
 - Staff can contribute to the Quarterly Magazine titled Educational Development.
 - Access to IETI and IJAD (journals via Taylor & Francis) and SEDA Specials.
 - Access to the Programme Leader Toolkit.
 - Opportunity to engage with SEDA's professional development provision including its Fellowship Scheme.
 - Opportunity to participate in SEDA Committees.
 - Opportunities to contribute to SEDA Blogposts.
-
- Close to practice (CtP) research project



Specialist journals in the area of action research:

Educational Action Research

Action Research and Systemic Practice

Action Research

The end

