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1. Introduction

The College of Estate Management (CEM) recognises the value of research and scholarly activity in supporting academic excellence. It promotes and sustains research and scholarly activity that is consistent with the mission and strategic objectives of the College. It also contributes to meeting QAA’s requirement that HEIs with taught degree awarding powers demonstrate that they are ‘well-founded, cohesive and self-critical academic community that can demonstrate firm guardianship of its standards’ (QAA, 2013). This document outlines the forms of research and scholarly activity within the College.

Within this operational definition, Collins and Palmer (2005) identify that advanced scholarship also includes appropriate forms of diversification; ‘third stream’ or income generating activity, highlighting that ‘the latter include links with business, leadership in the community, knowledge transfer and contributions to the local and regional economies.’

A full list of scholarly activities that are recognised by CEM is provided as Appendix C. The activities described there are principally those described by Collins and Palmer (2005).

2. Purpose of this policy

The College of Estate Management is primarily, but not exclusively, a teaching and learning institution and therefore research and scholarly activity is required to fully perform the College’s mandate and mission.

This policy document outlines the provisions which CEM deems appropriate and realistic to support research and scholarly activity to meet its institutional outcomes.

3. Definitions

3.1 Scholarly Activity

Scholarly activity involves the application of systematic approaches to the development of knowledge through intellectual inquiry and scholarly communication. This definition is the most general and it not only includes traditional research methodologies and dissemination vehicles but it also recognises wider knowledge transfer in a range of contexts. There are also dimensions of scholarly activity which include external engagement with the wider community and which involve the application of knowledge and expertise in consultancy and advisory contexts in a range of domains. The principal outcome of scholarly activity is knowledge transfer rather than knowledge creation and transfer – see 3.2 below.

3.2 Research

Research involves the original, careful, critical, structured, disciplined inquiry directed toward the clarification and/or resolution of problems to establish facts, principles or generalisable knowledge. At the highest level, research activity creates new knowledge which is then
transferred via publication in research degree theses, conference papers or in journal articles.

However, research may also involve the summary and consolidation of existing knowledge and such work is exclusively deemed knowledge transfer and it is usually published, *inter alia*, in consultancy reports, articles, book chapters or journal articles, study material etc.

### 4. Forms of Scholarly Activity

Advanced Scholarship can involve a variety of different activities some of which may fall outside the direct role and function of the College but nevertheless contribute to the wider academic community. A definitive list of forms of scholarly activity recognised by CEM may be found in Appendix A.

Collins and Palmer (2005) identify advanced scholarship is reviewed and defined in their paper *Perceptions of rewarding excellence in teaching: carrots or sticks?* The authors state

‘Advanced scholarship comprises a range of activities characteristic of and essential to the nature and status of a modern higher education institution. Advanced scholarship is most simply and broadly defined as the creation of new knowledge, or the critical reinterpretation and transfer of existing knowledge. In established usage within higher education, advanced scholarship is university-level activity informed by, at, or extending the forefront of the academic discipline or area of professional practice. This would normally include the application of knowledge and the production of visible outputs. A key characteristic is that the activity carries external credibility.

[It is expected]…that advanced scholarship will enhance the quality of the student learning experience and the reputation of the Institute and its staff. Advanced scholarship activity must have demonstrable links with teaching and the furtherance of Higher Education practice, if it is to be properly valued within an HEI.

Three criteria will be employed in determining whether an activity is to be considered advanced scholarship, all of which need to be satisfied:

(i) results in a visible output in the public domain;

(ii) carries peer esteem; and

(iii) contains an aspect of innovation/originality.’

QAA (2013, p.6) also recognises that such activity can take a variety of forms, and summarises these as including:

- academic (publications, conference papers, etc);
- professional (investigation of trends and developments, perhaps for publication in industry/trade publications);
- commercial (consultancy, patents);
• personal (developing new skills, knowledge and understanding relevant to their subject specialisms).

5. **Forms of Research**

Research can involve a range of activities, from basic resource-intensive research to community-based action research. The College will not support research that is either very resource-intensive, or does not fall within its organisational mandate. Normally the College will recognize and support research activities that have one or more of the following characteristics:

- are related to curricular areas of the College;
- are related to the disciplines and curriculum of CEM;
- involve the scholarship of, and research into, Teaching, Learning and Assessment;
- are funded by external grants;
- have applied and / or theoretical foci.

6. **CEM expectations of research and scholarly activity**

The College expects that research and scholarly activity will:

1. Support the delivery of CEM educational programmes, ensuring that they are informed by up to date subject matter and the promotion of research skills development in students;
2. Enhance the knowledge and experience of College employees and enhance the reputation of the College;
3. Enhance the quality of the student learning experience and disseminate knowledge to students;
4. Disseminate knowledge to the wider higher education community, professional groups and the general public through a range of published and electronic formats;
5. Establish collaborative links, mutually beneficial arrangements and/or partnerships with companies practicing in the UK’s real estate and construction sector, academic, governmental or non-governmental organizations wherever possible, through providing expert consultation and applied research resources;
6. Disseminate knowledge to the tutor and academic support community through publication of summary reports of conferences attended by CEM staff.

7. **Principles for the support of research and scholarly activity**

To achieve these outcomes the College will:
Research and Scholarly Activity Policy

1. Provide opportunities for members of the academic team, and associate tutors, to undertake their own research and scholarly activity to ensure the development of a vibrant disciplinary and interdisciplinary culture which supports CEM’s teaching modules, and other services including CEM Research and CEM Training;

2. Promote high quality teaching and learning through a focus on the scholarship which enhances course content;

3. Encourage and enable high quality student research to enhance scholarly activity, academic reputation and provide a vehicle to deliver scholarly outputs to both academic and industry forums, nationally and internationally;

4. Provide opportunities for staff to partner with the communities served by the College;

5. Offer opportunities for staff and students to work collaboratively.

8. Procedures and guidelines for scholarly activity

Most scholarly activity that does not involve development and implementation of a research project (see 9.0 below) will be managed through the performance development review (PDR) process and undertaken as part of the CEM tutor role, and which is integrated into all job descriptions.

9. Procedures and guidelines for research projects

Where tutorial staff particularly wish to undertake research as part of their tutor role they should present to the line manager at PDR a research proposal which satisfies the criteria set out in 9.1 below.

Support staff wishing to undertake a research project should present their proposal to their line manager and to their research group representative. This proposal should also accord with the criteria set out in 9.1 below.

9.1 Research project proposal criteria

1. An overview of the proposed research project;

2. Defined research outcome(s), which may include paper, electronic or other presentation and publication formats in accordance with Appendix B;

3. The research project plan indicating time requirements for each stage and including the publication schedule;

4. A summary of resource requirements indicating the personnel, equipment and capital needs associated with the research project;

5. A summary and declaration which demonstrates that the proposed research project meets the requirements of the CEM Ethical Conduct for Research Policy (see related policies and guidelines).
9.2 Implementation of the research proposal

1. The line manager approves the research proposal, presented at PDR, for onward submission to the Research Group;

2. The Research Group considers the research proposal and will then take the following actions:
   a. Approve;
   b. approve subject to conditions;
   c. reject the proposal with feedback.

3. When a research proposal is accepted the line manager makes the appropriate time provision within the individual’s workload to enable the research project to be undertaken;

4. The chair of the Research Group monitors progress of the research project with the individual concerned, liaising as appropriate with the line manager;

5. The chair of the Research Group oversees and monitors the presentation of the research output into the appropriate format as described in Appendix B;

6. The chair of the Research Group is provided with a copy of all research output regardless of format and ensures that all completed projects are disseminated;

7. Where there is an application for funds (new or renewal) from an external source, the grant contract must be signed by the Director of Research and Innovation as the delegated College signing officer, in consultation with the Deans. In addition the Reader in Distance Education and / or the Chair of Teaching Learning and Assessment Committee may also be consulted as appropriate;

8. Any grant or contract fund is held by the College, it is not the property of the individual grant recipient.

10. References


Appendix A  Related Policies

This policy should be read in conjunction with the following:

CEM Copyright Policy

CEM Code of Practice: Development Policy for the CEM Academic Team and CEM Associate Tutors (2012)

Other CEM documents:

- CEM Research Ethics Committee – Clearance Procedure for Research Proposals
- Ethical Conduct for Research –
- Records Management and Retention –

Appendix B  Benchmarked Policies


Appendix C  Forms of Scholarly Activity

The full range of scholarly activity recognised by CEM includes:

a. conducting or participating in research studies;
b. obtaining additional educational or professional qualifications;
c. writing, translating, and publishing, especially in peer-refereed journals;
d. serving on review panels for peer reviewed journals;
e. serving on masters or doctoral thesis committees or as external examiners on doctoral committees;
f. serving as external examiners for academic programmes delivered by other institutions;
g. serving as an external evaluator on program accreditation/recognition with professional associations and regulators at the provincial and/or national level;
h. developing educational materials with wide application, including textbooks and online learning objects;
i. developing and presenting papers at scholarly and/or scientific conferences;
j. preparing scholarly documents to support program accreditation;
k. developing new educational programs or services;
l. developing non-traditional or innovative learning experiences for students based on a review of the literature and consultation with experts;
m. assisting students to engage in research projects and/or develop papers for peer-referenced journals;
n. organizing and presenting at professional development activities, such as conferences and workshops;
o. providing expertise as consultants to others, such as local businesses, government agencies, and community groups;
p. producing original artistic creations for publication or presentation;
q. synthesizing, interpreting and disseminating new knowledge to others, such as policy makers, decision-makers and the public and thereby fulfilling the College’s Charter mission of undertaking activities which have public benefit;
r. Knowledge Transfer (Teaching Company Schemes, patents, learning hubs);
s. External educational partnerships (partnerships and access schemes, summer schools, progression frameworks, associated research projects);
t. Acting as an advisor to another HEI in terms of academic discipline or other educational development (validation, curriculum development advisor, advisor on management and delivery of an HE programme, including teaching and learning strategies);
u. Work for external bodies, such as QAA (subject reviewer, institutional auditor) Member of research networks (Network of Excellence under EC Framework programme) External examiner/Verifier of HE programmes;

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v. Membership of bodies such as QCA (contributing to establishing educational policy);
w. Conference organisation (referee of papers, membership of organising committee or programme committee, production and/or editing of proceedings);
x. Any other activity deemed appropriate in the opinion of the College which contribute to higher education and the wider community.
Appendix D  Outcomes of Research Activity - Indicative List

Paper and hard copy formats

a. Journals and articles prepared for conferences and other public formats both internal and external;
b. Occasional Paper Series;
c. Cemicircular and other such regular CEM market update materials;
d. Conference proceedings;
e. Books, and book chapters;
f. Reports to professional bodies particularly validating bodies;
g. Research and scholarship activities and updates for external organisations including industry and trade organisations including papers, presentations, consultancy reports etc.

Electronic formats

There are a range of electronic formats that are potentially appropriate for capturing and disseminating research these may include, but are not limited to

1. Electronic forms of the paper and hard copy formats listed in A2.1 above;
2. Computer programme;
3. E-presentation;
4. Video;
5. Portfolio formats.