

UCEM Code of Practice

Research and Scholarship

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1. Background

1.1. This code presents a framework for UCEM's management, support and development of research in line with UCEM Research Strategy. The three tenants of UCEM's strategy being;

- Aid meeting UCEM's overarching aims of the Strategic Vision,
- Enhance Research capability within UCEM,
- Disseminate Research Undertaken at UCEM.

1.2. This code provides operational guidance for the realisation of University College of Estate Management's (UCEM's) research ambitions. At the heart of which is that UCEM recognises the value of research in supporting independence, academic excellence and becoming the leading vocational online university.

1.3. This document outlines the forms of research to be undertaken by UCEM to reflect the expectations of the Royal Charter, QAA, Accrediting bodies and obligations as a Higher Education Institution with Taught Degree Awarding Powers.

1.4. The types of research that UCEM may enter into are guided by the definitions of research can be found in Appendix A.

2. Purpose

2.1. Most UK universities' research code of practice are based on the United Kingdom Research Integrity Office's (UKRIO) Research Code which set out the general principles and core standards expected from researchers. UCEM subscribes to the core values and principles of UKRIO.

2.2. This code outlines the provisions which UCEM deems appropriate and realistic as guiding principles in the management, support and development of research for those involved in research. As such it provides a framework for the governance, effective support for research in order to ensure that all faculty and UCEM staff are treated fairly.

2.3. UCEM believes that an active research academic community is vital in enhancing its academic offer and the student experience. Thus, this code of practice on research provides a platform on which UCEM can improve the quality of the student learning experience through innovative delivery and the dissemination of knowledge.

3. Research Custodians

3.1. Research Coordinator

Research within UCEM is overseen by the Research Coordinator. The Research Coordinator role is to support the enhancement of research capability, facilitate all research and, along with the Research Centres, ensure the dissemination of research across UCEM, to our students, our various stakeholders, other HEI's and the general public

In consultation with the Heads of Faculty, the Research Coordinator is responsible for leading external funding campaigns and keeping a database of faculty research partnerships.

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The Research Coordinator, in consultation with the Heads of Faculty, Head of Academic Operations and Research Centres, will compile and maintain a research database and archive for UCEM research activities as well as placing and updating research information on UCEM's research website.

3.2. Research Centres

Research takes place within UCEM's two Research Centres. The two centres have Heads leading their operations who fractionally seconded to undertake the role from their primary role within the Learning and Teaching departments. Research Centres will formulate their own implementation plans, short term goals and long term aspirations, including how they will enhance the research capabilities of the institution, increase its base of research active staff, and set out how they will measure progress against all targets set.

3.2.1. Property and Construction Research Centre

The Property and Construction Research Centre (PCRC) will lead subject or discipline-based research within UCEM. Through the Research Coordinator, the centre will liaise with the Head of Faculty in resourcing research projects in line with the priorities agreed at the Research Committee.

3.2.2. Online Research Centre

The Online Research Centre is responsible for UCEM-wide pedagogical research. In leading UCEM-wide pedagogical research, the Online Research Centre will consult the Chair of Learning, Teaching, and Enhancement Committee (LTEC), to ensure that it supports the Teaching Learning and Assessment Strategy, updating LTEC on key activities, as well as reporting to the Research Committee.

3.3. Research Committee

The Research Committee, a subcommittee of and reporting to the Academic Board, provides focus, leadership and monitoring for all the UCEM's research activities, to facilitate and monitor and record all research. It receives reports on progress against the strategy, from the research centres and reviews reports from the Research Ethics subcommittee.

3.4. Research Ethics Subcommittee

As a subcommittee of the research committee the Research Ethics subcommittee's function and purpose is to provide a framework and guidance to monitor, oversee, promote and enforce ethical practice undertaken by UCEM researchers both staff and students.

3.5. UCEM's Annual Research Budget

UCEM's annual research budget will make provision to provide resources for the research coordinator and the centre heads. The remainder of the research budget then sets aside biddable funds to support the research centres to undertake projects approved by the Research Committee.

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This may include the buying out of time in order to resource specialist projects from the various departments within UCEM.

4. Principles

4.1. General

4.1.1. Pedagogical research should inform and be supportive of the Teaching and Learning Strategy.

4.1.2. Pedagogical research reporting, as well as aspects of institutional 'self-research', is distributed across the faculties, through both initiatives passing through LTEC and the dissemination of research and enhancements of practice.

4.1.3. Research partnerships and collaborations with other institutions and organisations are to be encouraged wherever possible to increase the effectiveness of the research and optimise funding opportunities.

4.1.4. UCEM will promote high quality online learning through a focus on the scholarship which enhances programme content and delivery methods. In pursuit of quality research, it will also 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.

4.2. UCEM Community Involvement

4.2.1. Recognition, through the PDR process, should be provided for those obtaining publication of their work, particularly refereed scholarly activity publications, Continued Professional Development (CPD) delivery, and Consultancy and Conference presentations.

4.2.2. Participation in UCEM-sponsored research projects is open to all members of the UCEM Community.

4.2.3. UCEM will provide opportunities for members of the academic team, including associate tutors, within the principle of academic freedom¹, to undertake their own research to ensure the development of a vibrant disciplinary and interdisciplinary culture. This will also be in the spirit of the QAA (2013) documents highlighted herein.

4.2.4. Research should be undertaken taking into account UCEM Intellectual Property Rights Policy.

5. Implementation and Evaluation

5.1. The Research and Scholarship Code of Practice will be effective immediately after approval by the Academic Board and will be reviewed at an appropriate time when there is a change of direction within UCEM and/or in line with QAA guidelines.

5.2. The Research Centres will provide to the Research Committee quarterly updates and an annual review of their activities and progress against annual plans.

¹ In line with UCEM Royal Charter (section 11,3) and Section 43 of the Education Act 1986, as amended by the Further and Higher education Act 1992.

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5.3. The Research Coordinator will compile an annual research report for the Academic Board. This report will be produced in consultation with the Research Centres, Heads of Faculty, Head of Academic Operations and the Research Committee, incorporating the annual report from each of the Research Centres, outlining the main research activities, progress and achievements. Separate research reports based upon this, and activities since its production, may be compiled as and when required for presentation to external partner institutions.

6. Related and Benchmarked Policies

- UCEM Research Strategy
- UCEM Teaching Learning and Assessment Strategy
- UCEM Intellectual Property Rights Policy
- UCEM Freedom of Speech Policy

7. References

- Collins, R. and Palmer, A. (2005). *Perceptions of rewarding excellence in teaching: carrots or sticks?* The Higher Education Academy. Available at https://www.heacademy.ac.uk/sites/default/files/perceptions_of_rewarding_excellence_in_teaching_carrots_or_sticks.pdf [Accessed 18 March 2016]
- QAA (2013): *Guidance on scholarship and the pedagogical effectiveness of staff: Expectations for Foundation Degree-awarding powers and for taught degree-awarding powers.* Available at <http://www.qaa.ac.uk/en/Publications/Documents/Guidance-FDAP-TDAP.pdf> [Accessed 18th March 2016]
- UKRIO (2008) Code of Practice for Research, UKRIO. Available at <http://ukrio.org/wp-content/uploads/UKRIO-Code-of-Practice-for-Research.pdf> [Accessed 18/05/2016]

Appendix A ² Definitions

1. Research within this document includes both traditional research and scholarly activity, as defined in this section. Within the stated definitions, two main categories of research are recognised by UCEM; pedagogic research and subject-based research. These categories are supported by two research centres whose purpose and aims are aligned to these broad approaches.
2. Traditional 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, this type of research activity creates new knowledge which is then transferred via publication in research degree theses, conference papers, in journal articles or other peer reviewed publications. Traditional 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.
3. Traditional research can involve a range of activities, from basic resource-intensive research to community-based action research. UCEM will not support traditional research that is either very resource-intensive (unless collaborative funding is available from other sources), or does not fall within its organisational mandate.

Normally the UCEM will recognise and support traditional research activities that have one or more of the following characteristics:

- 3.1. are related to curricular areas of UCEM;
 - 3.2. are related to the disciplines of UCEM;
 - 3.3. involve research into online teaching, learning and assessment;
 - 3.4. are funded by external grants;
 - 3.5. have applied and / or theoretical foci.
4. 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.
 5. Scholar activity is not merely knowledge creation but knowledge transfer and impact. A full list of scholarly activities that are recognised by UCEM are provided as Appendix B. The activities presented are principally those described by Collins and Palmer (2005) and are consistent with those presented by the QAA (2013, p.6) which recognises that such activity can take a variety of forms, and summarises these as including:
 - 5.1. academic (publications, conference papers, etc.);

² This list is principally drawn from Appendix 1 (and contextualised, where appropriate) of the paper Collins, R. and Palmer, A. (2005). *Perceptions of rewarding excellence in teaching: carrots or sticks?* The Higher Education Academy. Available at https://www.heacademy.ac.uk/sites/default/files/perceptions_of_rewarding_excellence_in_teaching_carrots_or_sticks.pdf [Accessed 18 March 2016]

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

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Appendix B Forms of Scholarly Activity³

The full range of scholarly activity recognised by UCEM 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 internal/external evaluator on programme accreditation/recognition with professional associations and regulators at the provincial and/or national level;
- h. developing educational materials with wide application, including textbooks, CPD Study Packs and online learning objects;
- i. developing and presenting papers at scholarly and/or scientific conferences;
- j. preparing and presenting scholarly documents to support programme accreditation;
- k. developing new educational programmes or services;
- l. developing non-traditional or innovative learning experiences for students based on a review of the literature and consultation with experts;
- m. supervising and assisting students to engage in research projects and/or develop papers for peer-referenced journals;
- n. organising and presenting at professional development activities, such as conferences and workshops, including CPD seminars;
- 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. synthesising, interpreting and disseminating new knowledge to others, such as policy makers, decision-makers and the public and thereby fulfilling UCEM'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);

³ This list is principally drawn from Appendix 1 (and contextualised, where appropriate) of the paper Collins, R. and Palmer, A. (2005). *Perceptions of rewarding excellence in teaching: carrots or sticks?* The Higher Education Academy. Available at https://www.heacademy.ac.uk/sites/default/files/perceptions_of_rewarding_excellence_in_teaching_carrots_or_sticks.pdf [Accessed 18 March 2016]

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- u. Work for external bodies, such as RICS, CIOB, BIFM, QAA (subject reviewer, institutional auditor), Member of research networks (Network of Excellence under EC Framework programme), External examiner/Verifier of HE programmes;
- 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 UCEM which contributes to higher education and the wider community.