# Code of Practice

## Research and Scholarship

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# Approval History

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# Table of Contents

# 1. Background

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

- Aid meeting UCEM's overarching aims of the strategic vision;

- Enhance research capability and capacity within UCEM;

- Disseminate research undertaken at UCEM.

This code provides guidance for the realisation of University College of Estate Management (UCEM) research ambitions.  At the heart of which is that UCEM recognises the value of research in supporting independence, academic excellence and the new vision towards being '*the Centre of Excellence for Built Environment Education*'.

This document supports the research strategy outlining 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 (HEI) with Taught Degree Awarding Powers.  It also sets out principles of good practice conduct in research to be observed by staff and students within the Institution.

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

# 2. Purpose

Most UK universities' research code of practice are based on observing the United Kingdom Research Integrity Office's (UKRIO) **Code of Practice for Research** (2009) which set out the general principles and core standards expected from researchers. This code of practice also demonstrates our commitment to the **Concordat to Support Research Integrity** (UUK, 2012), which seeks to provide a comprehensive national framework for good research conduct and its governance.

UCEM subscribes to these core values and principles to ensure rigour and integrity in the conduct of its research, integral to UCEM Ethical Approval Procedures.  This code therefore specifically supports the commitments of the Universities UK, **Concordat to Support Research Integrity**:

- maintaining the highest standards of rigour and integrity in all aspects of research;

- ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards;

- supporting a research environment that is underpinned by a culture of integrity and based on good governance, best practice and support for the development of researchers;

- using transparent, robust and fair processes to deal with allegations of research misconduct should they arise;

- strengthening the integrity of research and to reviewing progress regularly and openly.

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 UCEM staff and students are treated fairly.

UCEM believes that an active research academic community is vital in enhancing its academic offer and the student experience.  The examples within the Research Committee Annual Report is testimony to the richness of research and scholarship activities within UCEM.

This code of practice on research aligns with the guiding principles of the UK Quality Code, Advice and Guidance: Research Degrees (QAA, 2018) including providing a platform for staff and students where UCEM can:

- Provide an appropriate and supportive research environment;

- Provision of information that is clear and accessible;

- Opportunities for professional development.

# 3.   Research Custodians

## 3.1   Education Department

Research within UCEM is overseen by the Education Department. It aims 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**.** Activities are primarily undertaken within the department or through the research centres but intends to be inclusive to accommodate any research undertaken within the institution**.** The Department, in consultation with the Research Centres, will compile and maintain an annual return primarily based on the Advanced Scholarship Forms, to produce the Research Committee Annual Report to evidence and archive Institutional research activities as well as placing and updating research information on UCEM's research intranet and website.  All other records pertaining to research projects are be held in line with the UCEM retention and destruction schedule. The institution will support research, including through its annual budget and will make provision for the Research, Innovation and Partnerships departmental activities.

## 3.2   Research Centre(s)

Research primarily takes place within a Research Centre.  The Research Centre Leaders are fractionally seconded to undertake the role.  Research Centres work with the Associate Dean (Research) and the Research Committee to ensure alignment of the Research Centre's activities with the Institution's 'Research Strategy'.  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 seek to create a vibrant community of practice.  Research Centre Leaders provide academic leadership for a distinct research area.

## 3.3   Research Committee

Acting as a subcommittee on behalf of the Academic Board, the principle role of the Research Committee is to encourage and provide focus, leadership and monitoring for all the Institution's research activities.  In addition, the Research Committee will monitor, promote and enforce ethical practice.

The Ethical Approval Procedures provide a framework and guidance to identify, review, approve and monitor staff and student research in terms of ethical considerations. It involves the appointment of a Research Ethics Panel (or nominee) to review Research Ethics approval forms and refer to the Research Committee for approval.

The principal investigator (or project supervisor where studies are conducted by students) is responsible for ensuring that appropriate ethical review is undertaken, and appropriate approvals are in place.

# 4. Principles

## 4.1 General

- Pedagogical and discipline-specific research should inform and be supportive of the Learning, Teaching and Assessment Strategy.

- Pedagogical, online and discipline-specific research reporting, as well as aspects of institutional 'self-research', is distributed across the institution, through relevant initiatives passing through LTEC supporting the dissemination of research and enhancements of practice.

- 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.

- UCEM will promote high quality online and disciplinary learning through a focus on the scholarship which enhances programme content, design and delivery methods.

- In pursuit of quality research, the Institution will encourage and enable high quality staff and 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

- Recognition, through the PDR process, should be provided for those obtaining publication of their work, particularly peer-reviewed scholarly activity, continued professional development (CPD) delivery, consultancy, external funding, conference presentations and workshops.

- UCEM-sponsored research projects are normally open to all members of the UCEM Community.

- UCEM will provide opportunities for members of staff, within the principle of academic freedom[1], 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, 2018) documents highlighted herein.

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[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.

- Research should be undertaken taking into account the Intellectual Property Policy, compliance against the General Data Protection Regulation (GDPR) and Data Protection Act 2018 (DPA 2018).

# 5. Related and Benchmarked Policies

## 5.1 University College of Estate Management

- UCEM Research Strategy;

- UCEM Learning, Teaching and Assessment Strategy;

- UCEM Ethical Approval Procedures;

- UCEM Intellectual Property Policy;

- UCEM External Speaker Policy;

- UCEM Freedom of Speech Policy;

- UCEM Code of Practice: Safeguarding and Prevent.

## 5.2 Reference Documents

- Loughborough University (2017), Code of Practice for Research, available at: https://www.lboro.ac.uk/media/wwwlboroacuk/content/universitycommittees/ethicsapprovalshumanparticipantssub-committee/LU_CoP_Research.pdf [accessed 16th June 2019];

- University of Cumbria, Code of Practice for Research (2018). Available at: https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/researchoffice/documents/CodeofPracticeforResearch.pdf [accessed 19 June 2019].

## 5.3 Other Relevant Guidance

- Prevent Duty Guidance: for England and Wales, Available at: https://www.gov.uk/government/publications/prevent-duty-guidance [accessed 19 June 2019].

# 6. 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/knowledge-hub/perceptions-rewarding-excellence-teaching-carrots-or-sticks [Accessed 19 June 2019];

- 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: https://www.qaa.ac.uk/docs/qaa/guidance/guidance-on-scholarship-and-pedagogical-effectiveness-jan-13.pdf?sfvrsn=e554f781_6  [Accessed 19 June 2019];

- QAA (2018) UK Quality Code for Higher Education: Advice and Guidance, Research Degrees. Available at: https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/research-degrees  [Accessed 16 June 2019);

- UKRIO (2009) Code of Practice for Research, UKRIO. Available at: http://ukrio.org/wp-content/uploads/UKRIO-Code-of-Practice-for-Research.pdf [Accessed 16 June 2019];

- UUK (2012) The concordat to support research integrity, Universities UK. Available at: https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/research-concordat.aspx [Accessed 16 June 2019].

# Appendix A: Definitions[2]

Research within this document includes both traditional research and scholarly activity, as defined in this section.

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 thesis, 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.

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:

- are related to curricular areas of UCEM;

- are related to the disciplines of UCEM;

- involve research into online learning, teaching and assessment;

- are funded by external grants;

- have applied 'real world' and / or theoretical foci.

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.

Scholarly 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

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[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/knowledge-hub/perceptions-rewarding-excellence-teaching-carrots-or-sticks [Accessed 19 June 2019]

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:

- 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).

# Appendix B: Forms of Scholarly Activity[3]

The full range of scholarly activity recognised by UCEM includes:

- conducting or participating in research studies;

- obtaining additional educational or professional qualifications;

- writing, translating, and publishing, especially in peer-refereed journals;

- serving on review panels for peer reviewed journals;

- serving on masters or doctoral thesis committees or as external examiners on doctoral committees;

- serving as external examiners for academic programmes delivered by other institutions;

- serving as an internal/external evaluator on programme accreditation/recognition with professional associations and regulators at the provincial and/or national level;

- developing educational materials with wide application, including textbooks, CPD and online learning materials;

- developing and presenting papers at scholarly and/or scientific conferences;

- preparing and presenting scholarly documents to support programme accreditation;

- developing new educational programmes or services;

- developing non-traditional or innovative learning experiences for students based on a review of the literature and consultation with experts;

- supervising and assisting students to engage in research projects and/or develop papers for peer-referenced journals;

- organising and presenting at professional development activities, such as conferences and workshops, including CPD seminars;

- providing expertise as consultants to others, such as local businesses, government agencies, and community groups;

- producing original artistic creations for publication or presentation;

- 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;

- Knowledge Transfer Partnerships (KTP);

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[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/knowledge-hub/perceptions-rewarding-excellence-teaching-carrots-or-sticks [Accessed 19 June 2019]

- External educational partnerships (partnerships and access schemes, summer schools, associated research projects);

- 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 learning and teaching strategies);

- Work for external bodies, such as RICS, CIOB, IWFM, QAA, member of research networks, external examiner/verifier of HE or FE programmes;

- Membership of bodies which contribute to establishing educational policy;

- Conference organisation (referee of papers, membership of organising committee or programme committee, production and/or editing of proceedings);

- Any other activity deemed appropriate in the opinion of UCEM which contributes to higher education, industry and the wider community.