PROVIDER NAME:	CCT College Dublin (CCT)		
POLICY AREA:	Standard 8: Quality Assurance of Teaching Staff & Human Resources		
Policy and Procedure Title:	Scholarship, Professional Development, Innovation and Research	**Policy Number:** CCTP805	**Version:** 1.0

Policy Statement

CCT College identifies as a teaching and learning institution and recognises the importance of being a learning organisation in the broadest sense, not simply for the students. A priority for CCT is to be a learning organisation where scholarship, professional development, innovation and research activity convert into knowledge that is used to inform curriculum delivery, curriculum content, programme design and development, enhancing the student experience, and for overall enrichment of the College and its community.

CCT is a learning organisation that builds capacity, increases knowledge and skills, develops critical reflection, understanding and insight, and facilitates growth and development.

CCT recognises that new knowledge comes from engagement in a range of research and advanced professional and technical activity as well as through scholarship and innovation and encourages this across the College.

1. CCT is committed to supporting the academic development of its staff in financial and other practical ways.
2. CCT will strive to create and promote opportunities that allow staff to become and/or remain experts in their field.
3. CCT is committed to the ongoing development of its staff and will actively encourage further training and education.

CCT recognises that staff development and training is a necessary and worthwhile commitment and having staff and learners that are abreast of these advances and developments in their field is imperative for the continued advancement of CCT and its learners. For this reason, CCT also supports the engagement of staff and faculty in research related activities such as membership of advisory boards, working groups and professional committees.

The College commits to:

- Promoting knowledge development and knowledge enhancement activities among staff and faculty.
- Requiring faculty to utilise existing research to ensure their practice and curriculum is research informed
- Encouraging faculty to engage in activities that result in their practice and curriculum being research led.
- Participating in or being the subject of research by external bodies to assist in organisational and sectoral development and enhancement.
- Using research to inform decision-making within the College.
- Developing appropriate links with other higher education institutions, professional bodies and industry to promote enquiry, knowledge creation, and knowledge enhancement.

CCT commits to providing access to resources, expertise, support and time to engage in and with scholarship, professional development, innovation and research where it is relevant to the activities of the College, its staff or faculty and its students. The College promotes a culture of collaborative professional learning; encouraging the dissemination of new knowledge with peers through a variety of dissemination activities including presentations, learning lunch seminars, conferences, workshops and in-house exhibitions.

The College recognises the value to the College and to students of having a workforce engaged in knowledge creation and knowledge development and particularly the example this sets and the benefits this brings in promoting research and innovation within the student community.

Recognising that lack of confidence is often a barrier to engaging in knowledge creation activities, CCT is committed to ensuring appropriate access to library resources and personnel, educational consultants and in-house expertise as well as the regular dissemination of user-friendly research resources. This will be coordinated through the Centre for Teaching and Learning incorporating the College library service.

Through the Centre for Teaching and Learning, CCT will also provide sessions to faculty and students to develop and enhance their research, scholarship and innovation activity. These will include workshops and advisory sessions on

- Writing and delivering a conference paper;
- getting started with research;
- effective practice in literature reviews;
- ensuring ethical practice;
- promoting academic integrity;
- selecting research methodologies;
- getting published;

These sessions will be in addition to masterclasses and workshops provided to faculty that promote collaborative pedagogic practice and improving practice in the classroom. The Centre for Teaching and Learning will also take ownership of the facilitation of National Forum for the Enhancement of Teaching and Learning Digital Badges in the following three areas:

- Teaching Strategies for (New) Lecturers
- Postgraduate Research Supervision
- Getting Started with Online Teaching

External facilitators will also be brought in from the HECA Teaching and Learning Committee to facilitate completion of additional National Forum Digital Badges where there is demand for this.

Further to in-house provision and staff development, CCT encourages applications for further study, up to and including PhD level, and offers financial and time support for this. Attendance or presentations at conferences is also actively promoted and support is provided for this.

Through the Centre for Teaching and Learning CCT will develop and retain a register of scholarship, professional development, innovation and research.

Scope
Except where otherwise stated, this policy applies to all permanent members of academic staff, and to all holders of full-time academic contracts, where the contract is for a duration of one year or longer. Entitlements for part-time members of academic staff, entitlements will be pro rata according to appropriate legislative provisions.

To enhance the research culture within the college and provide incentives for staff to engage in ongoing professional development, the college is committed to creating, consolidating or enhancing, as appropriate, certain provisions for and in cooperation with the academic staff.

Staff involved
Dean of Academic Affairs, Dean of School, Faculty, Departmental Heads, Librarian, College President

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness

Procedure
1. Effective and comprehensive scholarship, professional development, innovation and research practices and plans must
  i. attend to staff and organisation improvement,
  ii. derive from a developmental plan,
  iii. include attention to process and product,
  iv. be anchored in the daily operation of the college,
  v. be multi-faceted and ever changing, and
  vi. recognise maturation and growth of individuals and the organisation.
 	
2. It is the responsibility of line managers in conjunction with the College President and Deans to encourage the identification of developmental needs among staff. This may be done through the formal staff appraisal scheme or through staff feedback mechanisms.
	Departmental managers
	College President
		Development Plans

3. Through the performance appraisal, staff shall have the opportunity to be involved in the identification of development needs and their personal career development plans. Specific and measurable aims and learning outcomes shall be agreed for each training plan and made transparent for all development activities.	Staff	Performance appraisals
4. All new staff will receive Induction training to assist them to adjust to their work environment, roles and responsibilities. See Staff Induction Policy CCTP802 5. Staff shall receive ongoing training and development to help them perform their duties effectively and improve within their roles. Where new or additional duties require the development of further skills, staff shall be given training in those skills.	President	Induction records
6. Scholarships and professional development can take the form of seminars, conferences, mentoring, workshops, individual advice sessions, short-term professional courses and further studies. The College President will manage the release of staff to participate in approved scholarship, professional development, research and innovation activities.	President	Register of professional development

Scholarship and Professional Development
 	
Development and Training of Staff is an ongoing process, which will be reviewed on a regular basis as job descriptions, individual, and organisational goals change.
 	
Plans for scholarship and professional development should take into consideration the following objectives:
• Clarifying expectations for the continued professional education of each staff member
• Specifying the options available for staff improvement (publication of papers, attending of conferences, accredited programmes)
• Making clear the connection between scholarship, professional development and institutional rewards
• Ensuring adequate funding for staff development activities
• Purposefully determining staff development activities based on a careful assessment of staff member needs
• Employing accepted methods of teaching and learning in in-house staff development activities
 	
CCT has the responsibility to resource scholarship and professional development and to monitor and review the resources committed and the benefits to the College.
 	
Where a member of staff or faculty identifies a programme of study or professional development of interest to them which they feel will be of benefit to their role and the College they are required to follow the following:
1. Bring the matter to the attention of their line manager outlining the following:
    i. The details of the programme of development activity
    ii. The location, date(s) and times and the impact this may have on fulfilling role obligations
    iii. The perceived benefits to the individual and the College
    iv. The supports being sought.
2. The line manager may request the staff member to agree a dissemination activity that will assist in developing knowledge or expertise of colleagues.
3. Following discussion with the line manager, the manager will bring the request to the attention of the College President for approval.
	Senior Management Team
	
	Managers
	
	College President
		
		Applications / requests for support

4. The provision of time and financial support may be covered up to 100% at the discretion of the College. 5. Additional conditions may be assigned to the provision of supports by the College		
In-house Professional Development CCT provides a schedule of professional development activities for staff and faculty. All staff are required to participate in sessions that are assigned as compulsory. Academic Faculty are allocated up to 16 in-house development days each academic year. These are compulsory sessions generally scheduled in non-teaching periods and the focus of the sessions is pre-determined by the Dean of School in consultation with the School Manager. Going forward, the Centre for Teaching and Learning will lead on the provision of in-house professional development for faculty. In addition to the allocated development days, Faculty are invited to participate in additional sessions offered by the Centre for Teaching and Learning. In-house sessions are scheduled to take into account the teaching timetable. Where necessary sessions are duplicated to allow maximum engagement. In addition to scheduled sessions, individual faculty can request one to one mentoring and guidance sessions for support with research and professional development activities such as conference paper development, authoring journal articles etc.	Dean of School	Schedule of events, feedback forms, monitoring report
Research and Innovation Staff and faculty are encouraged to engage in research and innovation activities. Research and innovation in relation to teaching, learning and assessment in higher education or in relation to a specific subject discipline is encouraged and supported. Recognising the variance in experience and confidence among academic staff in this area, the College has adopted a developmental approach that looks to progress faculty from being research informed to research engaged. An audit of the research interests of academic staff in respect of teaching and learning or in respect of their discipline, is maintained by the College Library Service and utilised to enable the library to provide relevant research materials to faculty. Active engagement with the research is encouraged through the Centre for Teaching and Learning. A learning lunch seminar series, led by the Dean of School, empowers faculty to share the findings from either their own research or from the research they have reviewed, as provided by the library or from other sources. This is further	Librarian Faculty Dean of School	Audit Participation records Annual report for CTL.

supported by the research support services provided by the Centre for Teaching and Learning, engaging educational consultants as required.		Schedule of expert lectures
CCT offers an expert lecture series, inviting external academics, professionals, and industry representatives deemed experts in their field, to present to faculty and students of the College. This provides up to date specialist input at the forefront of the field of learning to students and faculty alike. Faculty are actively encouraged to participate in the lecture series and engage with the content to support curriculum delivery and updating, their practice as higher education professionals, or to inform programme development. The addition of expert seminars on teaching, learning and assessment in higher education will further develop opportunities for faculty to engage in research or develop and apply innovation to enhance their practice.	Dean of School	Proposals
For faculty wishing to undertake research or innovation, a proposal must be submitted to the Dean of School, in the first instance, where any of the following circumstances apply: • Where financial or time support is required • Where CCT staff or students are intended as the focus or participants in the research • Where CCT facilities are to be used for the completion of the research or innovation • Where the research or innovation project is a joint initiative with an external party • Where research support is required from the Centre for Teaching and Learning		
Where deemed necessary, the Dean of School will arrange for a review of the proposal from an ethical practice perspective. This will be undertaken by appropriately qualified and experienced staff and will be reflective of the ethical approval policy that is applied for student research proposals.	Librarian	
Appropriate dissemination activities are agreed as part of the research and innovation approval process.	Dean of School President	
Monitoring and Evaluation 1. Development and maintenance of a register of scholarship, professional development, research and innovation will assist the College in assessing the extent of engagement in such activities.	President	

2. Dissemination activities will be used to evaluate the effectiveness of the activities engaged in and the benefits to the College.		
3. Staff appraisals will be used as a means for monitoring and reviewing the effectiveness of this policy.	Departmental Heads	
4. Specific feedback evaluation forms of certain development activities will be completed by staff, immediately following the event.	QE Committee	
5. The annual monitoring exercise and periodic review shall provide feedback opportunities for the college formally to review and evaluate scholarship, professional development, innovation and research activity.		
6. The QE Committee will monitor the level of engagement and make recommendations to the Academic Council for necessary changes to provision of scholarship, professional development, innovation and research activity.		
7. Information will be gathered from the exit interview of staff members, should they resign or if their contract is not renewed.		

Monitoring		
Monitor (Job Title)	**Frequency**	**Monitoring Method(s)**
President Dean of School Dean of Academic Affairs Departmental Heads Librarian	Annually Ongoing	Annual appraisals Proposals Professional development register Dissemination activities

POLICY CONTROL SHEET

Policy Title	Scholarship, Professional Development, Innovation and Research
Responsible Officer(s)	Dean of School, President
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Research Training Development Certification
Next Review Date	August 2024
Designated Reviewer	Dean of School, Head of Enhancement, Librarian
Scope	All staff and faculty

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
New policy	April 2018	Replaces previous equivalent policy to more fully reflect the range of activities and the commitment to research and scholarly activity.	Dean of School	Academic Council.

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff and Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; QQI Core Statutory Guidelines for Quality Assurance
Related CCT Policies / Forms	Policy – CCTP801 – Recruitment Selection and Probation Policy – CCTP802 – Staff Induction Policy – CCTP803 – Code of Conduct Policy Policy – CCTP804 – Performance Management Appraisal