Scholarship Strategy 2022-2026

1. Introduction

At BPP, scholarship is underpinned by Boyer's seminal work on scholarship (1990)[1]. Using this, we define scholarship as: *'the application of the most current knowledge of a discipline or professional specialism to broader activities and practice, communicated in ways which are validated by peers and influence others beyond the institution'*.

Building on Boyer's work, we recognise four domains of scholarship and scholarly activity, these are:

- The **scholarship of discovery**
  (engaging in scholarly activity that advances knowledge within a discipline, or area),

- The **scholarship of integration**
  (coherently synthesising information within, or across, subject disciplines),

- The **scholarship of application**
  (the rigor and application of disciplinary expertise shared with and/or evaluated by peers),

- The **scholarship of teaching and learning (SoTL)**
  (the study of teaching and learning and undertaking work to advance this within, or across, a discipline).

BPP recognises these four domains do not exist in isolation, they are interdependent with each relying on the others to exist. BPP aspires to contribute to the scholarly development across all disciplinary areas it operates in. We recognise the diverse range of scholarship and scholarly activity that takes place within our organisation and strive to ensure that it is of direct relevance to professional practice.

[1] Boyer. E.L (1990) *Scholarship reconsidered: priorities of the professoriate.* New York: The Carnegie Foundation for the Advancement of Teaching

2. Strategic Principles

Staff are Scholarly Engaged and Scholarly Active.	• Staff are Scholarly Active and undertake a range of Scholarly Activities to inform their practice.
Learning and Teaching is informed by a Scholarly approach and Scholarly thinking.	• The design, delivery and content of Learning and Teaching activities is informed by a Scholarly approach and Scholarly thinking from the point of design to the point of delivery.
BPP supports and encourages Scholarly activity with impact and influence.	• Staff engage in Scholarly Activities which have reach, impact and influence in the wider professional and academic community.

3. Strategy

3.1. Staff are actively engaged with scholarly activities.

3.1.1. All Faculty staff are Scholarly Active.

- Staff can evidence relevant learning, teaching and assessment practice that are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.
- Staff have appropriate academic and/or professional expertise.
- Staff actively engage with scholarly activities to develop their discipline knowledge.

3.2. Learning and Teaching is informed by a Scholarly activity.

3.2.1. Faculty staff engage with the Observation of Learning, Teaching and Assessment and reflect on the process and outcomes.

- Staff are provided with opportunities to engage in reflection and evaluation of their learning, teaching, and assessment practice.
- Staff demonstrate an understanding of advanced scholarship in their discipline and that such knowledge and understanding directly informs and enhance their teaching.
- Staff engage with research and/or advanced scholarship to a level commensurate with the level and subject of the qualifications they deliver.
- Staff take advantage of opportunities to advance their pedagogic understanding and practice.

3.2.2. Curriculum design, and the planning of learning and teaching activities, is undertaken by staff who are Scholarly Active.

- Staff who design, and influence, learning and teaching activities, are scholarly active.

3.3. BPP supports and encourages Scholarly activity with impact and influence.

3.3.1. Staff engage in local, regional, national, and international networks and opportunities to develop, and disseminate, scholarly thinking and outputs.

- Staff take advantage of the policies and processes at BPP which support them to engage with the activities of organisations, professional bodies, and providers of higher education in other organisations to contribute to scholarly debate.
- Staff take advantage of development opportunities aimed at enabling them to enhance their practice and scholarship.