Developing a research informed practice culture: work in progress

Marie Stowell
Director of Quality and Educational Development
University of Worcester
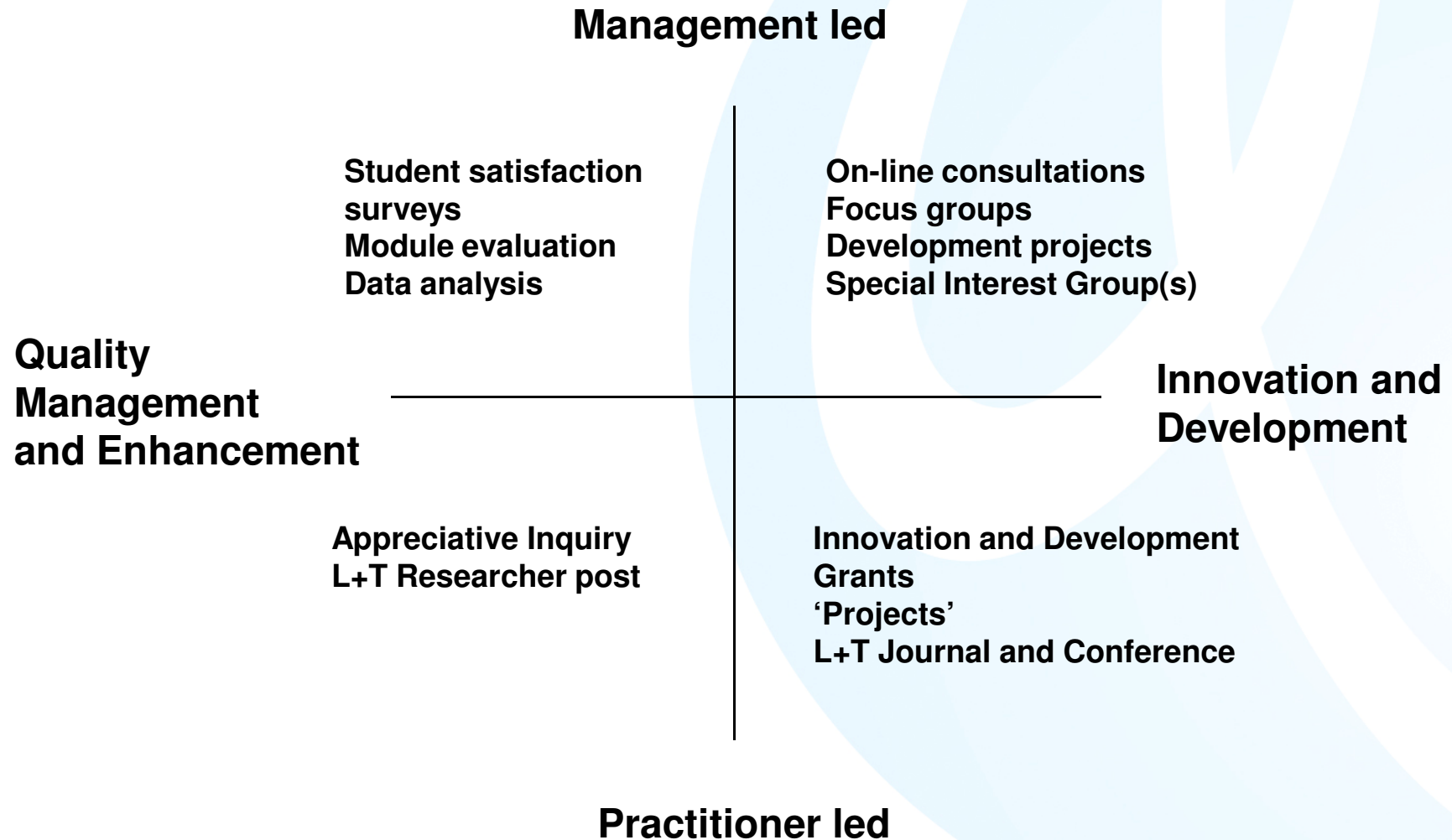
Institutional Research Conference
Sheffield Hallam University
8/9 July 2009

University of Worcester

www.worcester.ac.uk
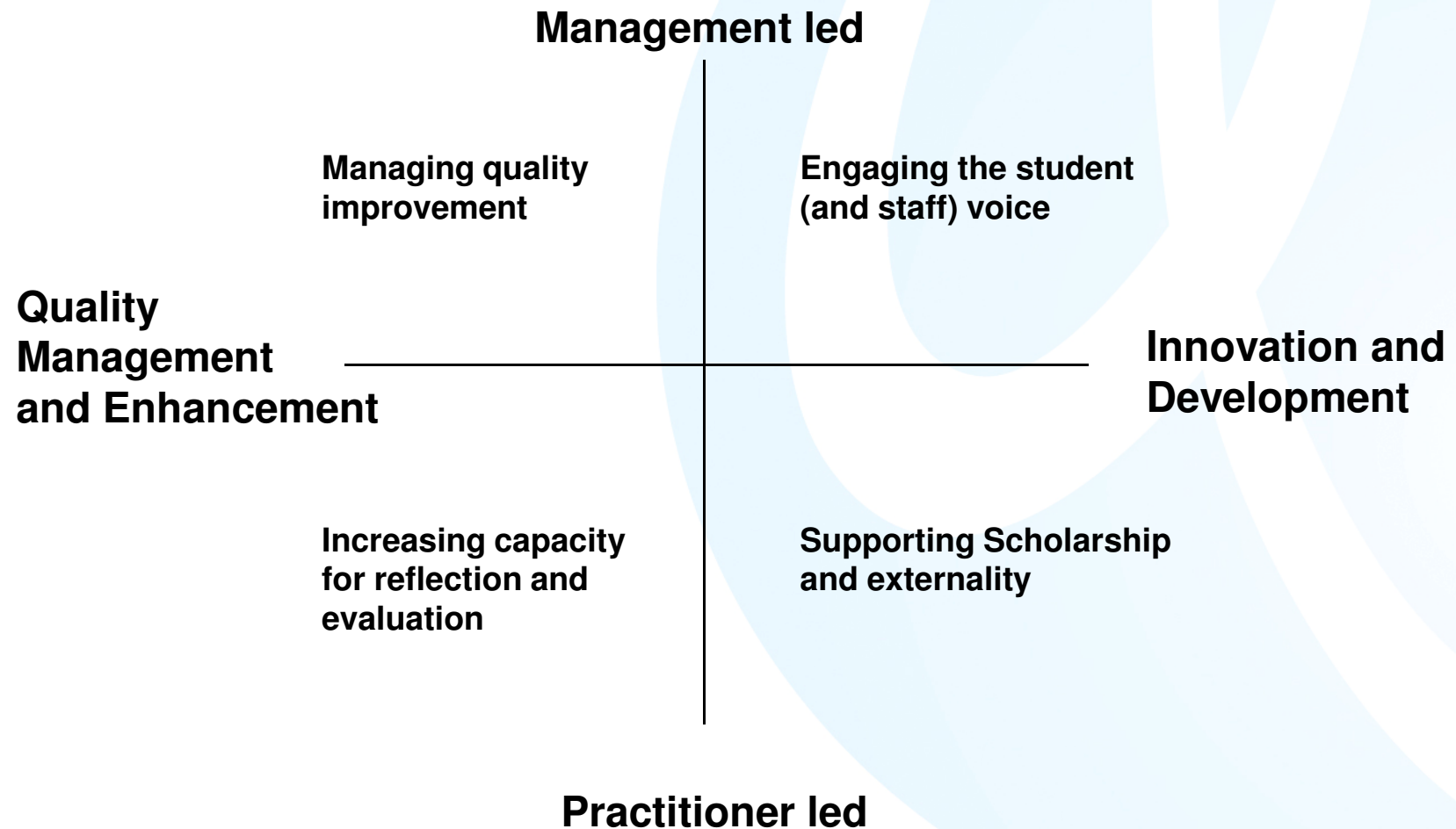
University Context

- Mission: outstanding student experience – excellent inclusive HE

- Inclusive definition of research and advanced scholarship

- LT+A strategy – 8 themes – devolved TQEF

- QA to QE

- Academic Development and Practice Unit

Building capacity for research informed practice

Management led

Student satisfaction
surveys
Module evaluation
Data analysis

On-line consultations
Focus groups
Development projects
Special Interest Group(s)

**Quality
Management
and Enhancement**

**Innovation and
Development**

Appreciative Inquiry
L+T Researcher post

Innovation and Development
Grants
'Projects'
L+T Journal and Conference

Practitioner led

Aims of research informed practice

Management led

Managing quality
improvement

Engaging the student
(and staff) voice

**Quality
Management
and Enhancement**

**Innovation and
Development**

Increasing capacity
for reflection and
evaluation

Supporting Scholarship
and externality

Practitioner led

Managing quality improvement

- Module evaluation and impact on teaching quality

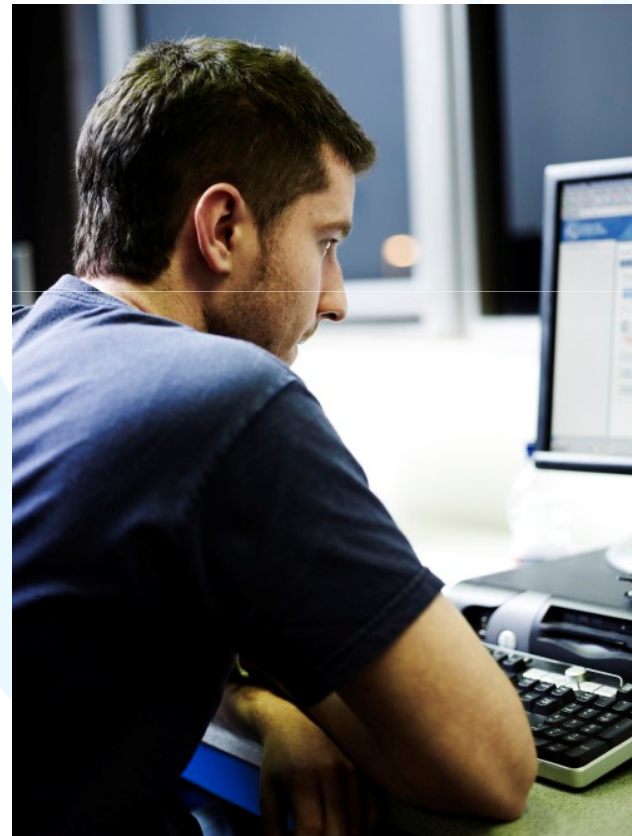- Assessment data: submission, progression and achievement

Engaging the student (and staff) voice

- Disabled students focus group

- Online consultation on first year student experience
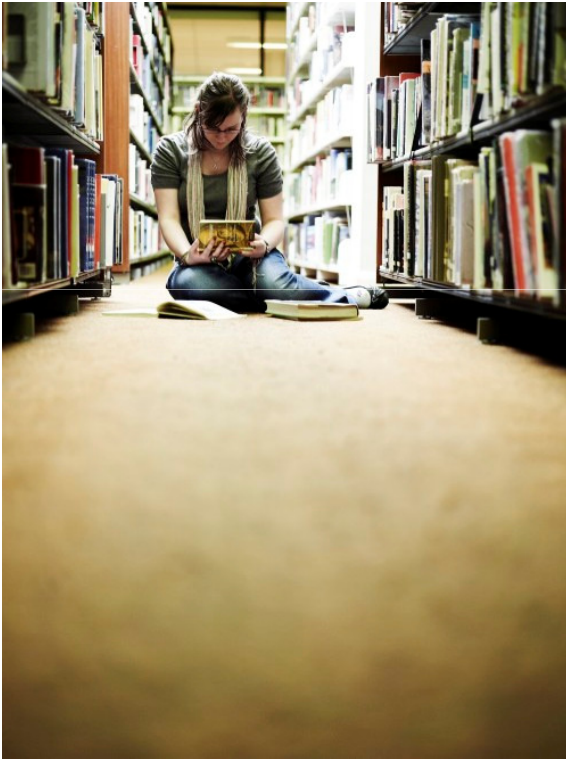
- Special interest groups

Increasing capacity for reflection and evaluation

- Commissioned research and evaluation – dedicated researcher

- Developing inclusive curricula through Appreciative Inquiry approach

Supporting scholarship and externality

- Innovation, action research and learning and teaching 'grants' and 'Projects'

- UW Learning and Teaching Journal and Conference

Issues

- Does research informed practice = institutional research?
- What is the relationship between research ownership and impact?
- How can we accelerate a shift from project cultures to strategic quality enhancement?
- How do we evaluate impact and 'value for money'?
- Is there a need to actively develop staff competence and confidence in research informed practice?
- Is institutional policy development really research informed?

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