

## Research-Engaged Teaching

### Briefing Note for Programme Appraisal and Enhancement (PAE)

The University has a commitment to developing research-engaged teaching, in order to support both Teaching Excellence Framework (TEF) and Research Excellence Framework (REF) activities. We would like teams to identify good practice, alongside potential for curriculum enhancement. Below, there is a brief note on how we are defining research-engaged teaching, with some criteria for identifying it, which can be used through the Programme Appraisal and Enhancement (PAE) process.

In *research-engaged teaching* the focus is on teaching through research, so that students learn through the process of research. Research-engaged teaching involves more research and research-like activities at the core of the curriculum. A significant amount of teaching is already research-engaged, in terms of project and dissertation work. In particular, this links undergraduate and PGT study with research and enables students to become engaged in the co-creation of their subject. This means that staff encourage students at all levels and across all disciplines to be active partners in, and producers of, their learning, working with others and contributing to developments in their subjects. This challenges the idea that students are consumers and purchasers of educational services.

In identifying research-engaged teaching in the curriculum for the PAE process, consider the following:

Please briefly summarise the relevant research-engaged teaching activity in relation to how it enables students to engage with the following (NB it does not need to do all of these things):

- Learning about the research of others (this might be classed as research-informed teaching, and includes students engaging with curriculum content that utilises the research outputs of academic staff and research institutes).
- Learning about research processes (for instance through dedicated research methods modules or components, so that students learn how to undertake their own research).
- Learning as researchers (for instance through co-creation projects, or project work, or through curriculum activities focused upon problem-based learning – this might include the development of case studies, or analyses of data on field trips or in simulations).
- Critiquing others' research (for instance through peer review and peer-assessment of research/co-creation projects, and in critical literature reviews of research papers).
- Enquiring and reflecting on teaching and learning (for instance through pedagogic research where learners reflect on their approaches to learning).

In identifying research-engaged teaching and related good practice, please be clear about the following:

- Specific module containing good practice.
- Specific learning outcomes related to research-engaged teaching.
- Specific assessment/assessment criteria related to research-engaged teaching.
- Specific curriculum delivery modes related to research-engaged teaching.
- Role of students in research-engaged teaching.

For further guidance on research-engaged teaching, please contact your Faculty Associate Dean Academic.