

RESearch Self-Assessment Tool (RESSAT) for use alongside Performance and Development Review (PDR)

The RESSAT tool has been designed for academic colleagues to use during PDR process to support you in identifying your current level of research and scholarly activity as well as any development training related to this which you may require. It also offers a framework to explore how you might develop your level of research activity should you wish to. We recognise this will reflect just one aspect of your academic role and interests.

Research Informed Teaching (RIT) and learning are key in ensuring students are; taught in an engaging and challenging environment; kept up to date with discipline specific knowledge; and developing appropriate research and evaluation skills to support them as developing health professionals. However it is widely recognised that effective teaching research links are not automatic and have to be constructed, taking into account the particular disciplinary context (Jenkins et al 2007). This self-assessment tool draws upon the framework created by Griffith (2004) and modified by Healey (2005) of Research Informed Teaching which can be useful in supporting us as academics examining RIT within our current practice, as well as shaping our future practice.

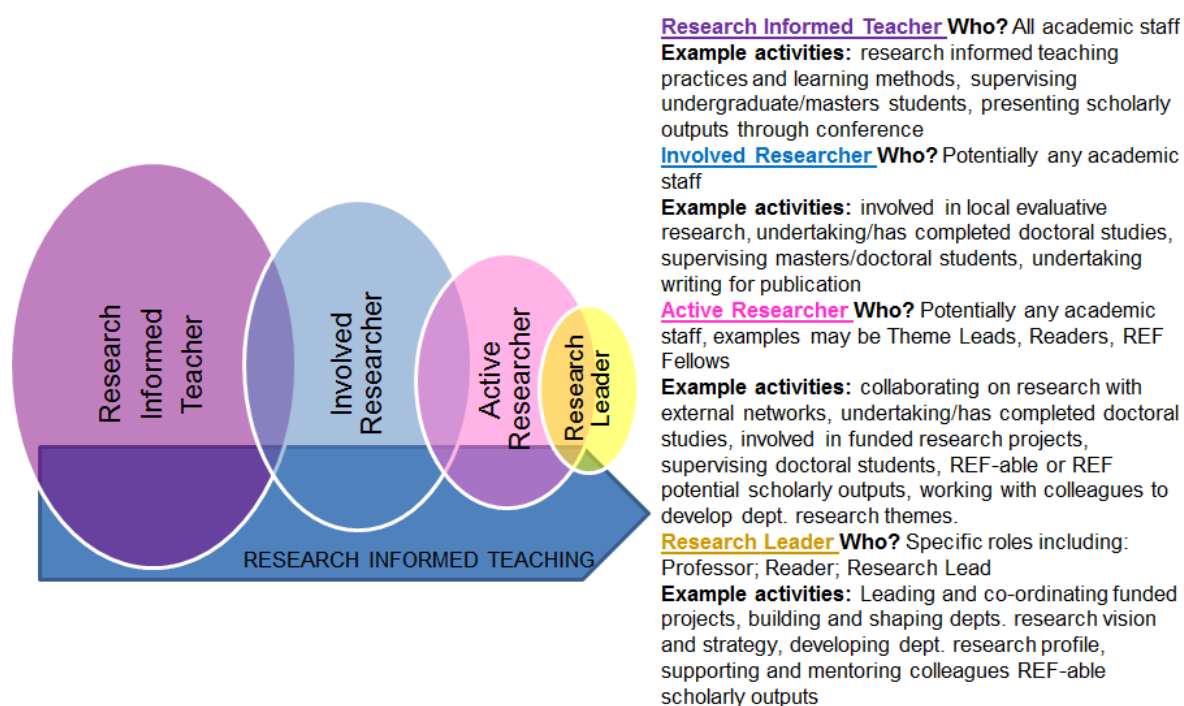
They suggest that RIT is:

- Understanding how we link our teaching practice and research or consultancy activities that we might be involved and/or our colleagues are involved in. Promoting the teaching and researching link.
- Developing our student understanding and appreciation of research activity in our discipline and the related skills that are required to successfully undertake research, as well as the skills required that are discipline specific. An understanding of *what is good research*.
- Using teaching and learning methods which explicitly draw upon and utilise research in the discipline.
- Using tasks and assessments which involve elements of research processes
- Providing students *real* experience of undertaking research
- Showcasing data/findings from staff research/consultancy/practice colleagues research/student research into the curriculum

The definition of *Research* used to inform this work is that adopted by the University from the Frascati manual. "*Research and experimental development (R&D) comprises creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man (sic), culture and society, and the use of this stock of knowledge to devise new applications.*" More details of this can be found in this link https://staff.shu.ac.uk/enterprise/research/What_is_research.asp

This tool was developed by the Departments of Nursing and Midwifery and Allied Health Professions (HWB), following on from their Research Capacity Building Strategy 2017. The 'Levels' of research activity' and examples of scholarly activities this tool relates too are outlined in the model below. The RESSAT has also been developed with consideration to the University's criteria for Reader and Professor Activities, as well as the Higher Education Academy Professional Values for Fellows and Senior Fellows.

The RESSAT supports the [University Strategy](#) **Transforming Lives** and the pillar *Creating Knowledge* which presents our commitment that *our research and teaching will address real-world challenges, which demand innovative thinking, and the development of solutions that impact on people's lives. We will apply research to enrich students' learning, enabling students to understand, use and conduct research relevant to their discipline. Identifying and seizing opportunities to grow in new areas, we will be recognised internationally for research that generates social, economic and cultural benefits and we will work*



Please read through the following skills matrix and highlight the statements you feel most relate to your practice. This will then inform a discussion with your line manager at your PDR meeting and identify any areas for development. You may want to note or link any sources of evidence you have to support your self-assessment. This would also be beneficial for you to use in your continuing professional development portfolio and towards your professional body revalidation (if applicable).

Skills Matrix for Levels of Research Informed Teaching and Research Activities

Activity	EVIDENCE	Research Informed Teacher	Involved Researcher	Active Researcher	Research Leader
Research Informed Teaching		<ul style="list-style-type: none"> Developing critical appraisal skills in students and staff to understand 'what is good research' Using teaching and learning methods which explicitly draw upon and use research in the discipline Using tasks and assessments which involve elements of research processes Use evidence-informed approaches, and the outcomes from research, scholarship and continuing professional development (HEA PV4) to inform practice 	<ul style="list-style-type: none"> Developing skills to undertake research with students and colleagues across the Faculty Providing students with a real experience of undertaking research Use evidence-informed approaches, and the outcomes from research, scholarship and continuing professional development to inform curriculum 	<ul style="list-style-type: none"> Mentoring others to develop skills to undertake research with students and colleagues across the Faculty Showcasing and using data/findings from research consultancy/ service development projects undertaken by staff, students or collaborators Informing and shaping the curriculum 	<ul style="list-style-type: none"> Mentoring others to develop skills to undertake research with students and colleagues across the Faculty Showcasing and using data/findings from research consultancy/ service development projects undertaken by staff, students or collaborators Leading the strategy and the development and delivery of research informed teaching activities across programmes

Leadership Activity (through curriculum, research, supporting others)		<ul style="list-style-type: none"> Dissemination of research activities and findings into your own teaching Dissemination of research activities and findings into your local teams teaching activities 	<ul style="list-style-type: none"> Supporting Dept. theme groups Working collaboratively across depts. with themes Promoting your 'theme' to attract masters and doctoral students work 	<ul style="list-style-type: none"> Leading and managing research group(s) or project(s) with a national profile Principal Investigator/Co-Investigator Contribution to the research strategy in your own area/department Mentoring of colleagues, leading to enhancements in research capacity Participation in and/or creation of specialist groups 	<ul style="list-style-type: none"> Involved in the strategic direction of Dept. themes Identifying opportunities for the Dept. with regards to research and consultation opportunities Co-ordination of theme groups Contribution to the development and implementation of research strategy Evidence of building research capability Coordination of a research group Coordination of research in a department or faculty Mentoring of colleagues leading to enhancements in research capacity Organisation of events Significant contribution to research committees
Scholarly Outputs		<ul style="list-style-type: none"> Producing scholarly outputs in the public domain for example: conference posters, papers, presentations, book chapters 	<ul style="list-style-type: none"> Producing peer reviewed publications (and uploading these to SHURA database) 	<ul style="list-style-type: none"> Producing peer reviewed publications that could be considered REF-able (targeting 3-4 *) uploaded to SHURA 	<ul style="list-style-type: none"> Producing peer reviewed publications that are considered REF-able (targeting 3-4*) uploaded to SHURA
Supervision		<ul style="list-style-type: none"> Supervising Undergraduate projects Supervising Masters 	<ul style="list-style-type: none"> Supervising Masters projects aligned to Dept. themes and promotion of 	<ul style="list-style-type: none"> Supervising Doctoral projects aligned to Dept. themes 	<ul style="list-style-type: none"> Supporting other doctoral supervisors Supervising Doctoral

		<ul style="list-style-type: none"> projects Supervision of projects aligned to Dept. themes 	<ul style="list-style-type: none"> Dept. themes Supervising Doctoral projects aligned to Dept. themes Publishing with your students 	<ul style="list-style-type: none"> Being an expert reviewer for doctoral projects Supporting other doctoral supervisors Publishing with your students 	<ul style="list-style-type: none"> projects aligned to Dept. themes Supporting staff development with research projects Publishing with your students
Project Activity		<ul style="list-style-type: none"> Acting on evidence from local feedback and evaluations of teaching Evaluation of a novel teaching and learning project (beyond standard module evaluation) 	<ul style="list-style-type: none"> Undertaking local evaluation research as part of a team Undertaking research as part of doctoral studies 	<ul style="list-style-type: none"> Undertaking local evaluation research leading a team Engaging in projects with external collaborators 	<ul style="list-style-type: none"> Leading projects with external collaborators Engaged in projects with National or International collaborators
Income and assets utilisation/generation		<ul style="list-style-type: none"> Uses self-managed time to support research informed teaching activities 	<ul style="list-style-type: none"> Leading small grant applications Co- applications on larger bids 	<ul style="list-style-type: none"> Lead researcher on larger bids 	<ul style="list-style-type: none"> Lead researcher on large bids Multiple bids Supporting colleagues with co-applications Aspire to cover own salary costs
Networking		<ul style="list-style-type: none"> Utilise professional and practice links to develop research informed teaching Identify further opportunities for research informed teaching and projects Expand clinical and link networks 	<ul style="list-style-type: none"> Identify further opportunities for research and evaluation projects with networks 	<ul style="list-style-type: none"> Engaging with SHU research centres and networks Engaging with cross organisation networks. 	<ul style="list-style-type: none"> Engage and lead with SHU research centres and networks Engaging with cross organisation networks. Engaging with National and International networks.
Capacity Building		<ul style="list-style-type: none"> Engaging with staff development opportunities for 	<ul style="list-style-type: none"> Engaging with staff development opportunities for 	<ul style="list-style-type: none"> Mentor and support other with their developing research 	<ul style="list-style-type: none"> Mentor and support other with their developing research

		research skill development	research skill development and supporting other colleagues (buddying)	skills <ul style="list-style-type: none"> Delivering research related skills training 	skills <ul style="list-style-type: none"> Co-ordinating and delivering research related skills training.
Profile		<ul style="list-style-type: none"> Engaging with Department opportunities to share good practice Engaging with Faculty and University opportunities to share good practice 	<ul style="list-style-type: none"> Member of local research committees Using social media to promote opportunities and network Engaging with Faculty and University opportunities to share good practice 	<ul style="list-style-type: none"> Peer reviews for journals Local and regional research committees Using social media to promote opportunities and network 	<ul style="list-style-type: none"> National and International profile for area of professional practice or research area Being part of grant provider committees Provide advice on research impact Influencing professional bodies Part of a journal editorial team

Please outline your objectives for the 12 months related to Research Informed teaching

This can focus on maintenance of current activity, or progress linked to any of the domains of activity

Domain	Objective

Do you wish to develop your research activities further over the next 12 months? If yes, please outline below

Domain	Objective

Please list any Support/training needs you feel you require over the next 12 months

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References

Griffiths, R. (2004). Knowledge production and the research-teaching nexus: the case of the built environment disciplines, *Studies in Higher Education* 29(6), 709-726

Healey, M. (2005). Linking research and teaching exploring disciplinary spaces and the role of inquiry-based learning, in Barnett, R (ed) *Reshaping the university: new relationships between research, scholarship and teaching*. pp.30-42. Maidenhead: McGraw-Hill/Open University Press

Jenkins, A., Healey, M., and Zetter, R. (2007). *Linking teaching and research in disciplines and departments*. York: Higher Education Academy.