



HEPP-QN Categories to Capture Teaching and Learning Scholarship Activities

Acknowledgements

The development of this paper was led by Dr Heather Davis, Marcus Oldham College, on behalf of the HEPP-QN and is another of the many endeavours of scholarship development for the HEPP-QN.

It caps off the work of the 2020 Scholarship Working Group led by Prof Jane Fernandez [See also *Response to TEQSA’s Discussion Paper on Scholarship, 2020*, HEPP-QN Post].

Credit for the Scholarship Model and Matrix (2020) referenced in this paper is given to working group members: Dr Simone Morley; Ms Tosca Nathan; Ms Glenda Hepplewhite; Assoc Professor Kogi Naidoo; Dr Luciano Boscheiro; Ms Tess Coughlan; Dr Stephen Spence; Professor Geoff Scott; Professor Elizabeth Moore and Professor Jane Fernandez.

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Contents

Acknowledgements..... i

Citation i

List of Tables i

1. Background..... 1

2. Drawing upon the HEPP-QN Scholarship Model and Matrix Work to Date..... 2

2a. Organising Teaching and Learning Scholarship Categories for HEPP-QN by Adaption of Known Categories 4

3. HEPP-QN T&L Scholarship Categories..... 4

List of Tables

Table 1 Key areas where T&L Scholarship connects with the HESF..... 2

Table 2 T&L Scholarship Register Scenarios..... 4

Table 3 HEPP-QN T&L Scholarship Categories 5

DEVELOPING SHARED TEACHING AND LEARNING SCHOLARSHIP CATEGORIES FOR HEPP-QN

1. Background

TEQSA provides broad guidance on scholarship expectations while at the same time acknowledging the diversity of higher education institutions and their approaches to scholarship. The HEPP-QN Response to TEQSA's discussion paper on scholarship was premised on shared acknowledgment that notions of scholarship vary within and amongst providers and that the mission and category of the provider may influence the type of scholarship practised and recorded.

In the May 2022 guidance note¹ TEQSA defined 'scholarship' as those activities concerned with gaining new or improved understanding, or appreciation and insights into a field of knowledge, or engaging with and keeping up to date with advances in the field. In this regard, engagement in scholarship can be considered:

- across a provider (e.g. policy frameworks, resource allocation, institutional expectations, staff development), or
- at the level of individual activity (e.g. part of an individual's personal professional development, teaching, research or professional practice).

TEQSA also noted that various aspects of teaching and learning scholarship are relevant to higher education, but key to these is that scholarship:

- advances knowledge or professional practice in a field, or
- transmits advances through contemporary approaches to teaching and learning, or research and training.

TEQSA assures the sector that they have no singular definition of scholarship, thereby acknowledging that providers may utilise various approaches to organise the full range of their scholarly activities. TEQSA also recognises that scholarship occurs across disciplines and in many contexts, all to inform and contribute to advances in knowledge and professional practice. In respect to multi-disciplinary scholarship, a clear link between scholarship in an apparently unrelated field/discipline and the scholarship informing teaching practice in the subject area being taught is expected to be demonstrated.

Further, TEQSA requires evidence of a systematic approach to organising teaching and learning scholarship irrespective of the type of scholarship practised (e.g. suitable, recognised and current approaches or models for arranging scholarly activity and its impact).

The HES Framework requires TEQSA to consider a provider's engagement with scholarship at several levels. These include the following standards and criteria:

¹<https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-scholarship> (4 May 2022)

Table 1 Key areas where T&L Scholarship connects with the HESF

Part A: Standards for HE Providers	Key considerations
3.1.2: Course Design	Scholarship contributing to the design and delivery of particular courses of study
3.2.3: Staffing	Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles
4.2.2 (if applicable): Research Training	Scholarship associated with research and research training
Part B: Criteria for HE Providers	Key considerations
B1.1.2: Staff scholarly activity	Scholarship directly associated with informing teaching and learning, including disciplinary scholarship
B1.2.6 and B.1.3.9: Systematic approach to scholarship	Institutional encouragement and support for scholarship across all courses of study

TEQSA will require evidence of teaching and learning scholarship, enough “to be satisfied that evidence of scholarship relates directly to approaches in teaching and learning in a field or advances in knowledge”, and provide some examples of the impact of this scholarly activity. Creative works as scholarly outputs may require a more nuanced approach, and these are mentioned in TEQSA’s guidance note, and also included in the category list at Table 3.

2. Drawing upon the HEPP-QN Scholarship Model and Matrix Work to Date

Building upon the HEPP-QN Scholarship Model and Matrix developed over time by the HEPP-QN Scholarship Working Group², this paper acknowledges the history of scholarship development and capacity-building achieved over the last decade through the HEPP-QN.

This document contributes to HEPP-QN’s objective to improve and develop systems in support of the HEPP-QN Model and Matrix. It anticipates that as these categories are taken up by HEPP-QN members, the network will have the means to document and report on evidence related to ‘Typology 1’ of the original HEPP-QN Scholarship Model²: i.e. the Scholarship of Teaching and Learning. This document also advances one of the key objectives of the longstanding HEPP-QN Scholarship Project in respect to scholarship development and evidence-building to demonstrate how HEPP-QN institutions might systematically drive their organisation of scholarly evidence for teaching and learning, through:

- clustering outputs and outcomes into meaningful categories;
- tracing and documenting the impact of scholarly activity (in teaching and learning or discipline related activities) on pedagogy and practice; and
- strategic leadership of these endeavours.

² The HEPP-QN Scholarship Model produced five Typologies of Scholarship organised by four Clusters of Provider Categories as identified in the HEPP-QN Scholarship Matrix: **1. Scholarship of Teaching & Learning**; 2. Scholarship of Pure & Applied Research; 3. Scholarship of Engagement; 4. Scholarship of Discipline; and 5. Scholarship of Professional Practice.

Credits for the Scholarship Model and Matrix referenced in this paper are due to the 2020 working group members: Dr Simone Morley; Ms Tosca Nathan; Ms Glenda Hepplewhite; Assoc Professor Kogi Naidoo; Dr Luciano Boscheiro; Ms Tess Coughlan; Dr Stephen Spence; Professor Geoff Scott; Professor Elizabeth Moore and Professor Jane Fernandez.

As a refresher, the HEPP-QN METHOD FOR SCHOLARSHIP OUTCOMES - EVIDENCE-BUILDING HEPP-QN proposes a 7-step method for the collection, collation of evidence and the documentation of scholarly impact³ of teaching and learning endeavours. These steps are:

1. Ensure that a Scholarship Leadership Team is in place at each institution that has charge of the management of the systematic development of scholarship to ensure a clear mandate for scholarship is supported at institutional level with relevant resourcing and infrastructure to support the management of a scholarly culture at each institution;
2. Ensure each institution has a Scholarship Register with clearly identifiable categories that guide the collation of evidence and assist with the regular monitoring of scholarly outcomes (This is why the categories in Table 3 in this document have been written);
3. Align the Scholarship Register to the HEPP-QN SoTL Categories as defined here in Table 3;
4. Advance the culture of scholarship by providing regular training and opportunity for sharing and disseminating scholarly practice;
5. Record all outcomes, trace impact and document systematically in the Scholarship Register;
6. Prepare Scholarship Reports for the governing bodies;
7. Participate in HEPP-QN benchmarking and dissemination activities.

The categories shown in Table 3 are firmly anchored to publication categories used in the past for Higher Education Research Data Collections. The list of categories provided in Table 3 are provided to assist HEPP-QN members to set up and align their collection registers for evidence of T&L scholarship outputs and outcomes. The reason for this is threefold:

1. so member institutions don't need to start from scratch;
2. or, when work has already begun then to check for alignment and completeness;
3. to enable future benchmarking opportunities across agreed categories.

From the 7-step method mentioned above, it was clear that an agreed set of Teaching and Learning Scholarship Categories were a crucial step to set the evidence collection in motion.

There will possibly be a time lag between a scholarly activity, such as a journal article or conference presentation (as output) and the requisite record of T&L scholarly outcome TEQSA is looking for (i.e. a record of reflection about how that journal article or conference presentation was a catalyst to improve teaching and learning practice and/or disciplinary knowledge impact). For this reason, the agreed category list needs to be robust enough to capture the outputs as well as outcomes of teaching and learning scholarly activity.

The category list also needs to serve each HEPP-QN member's decisions to set up registers that may include T&L scholarship outputs as well as outcomes, or indeed just the outcomes (i.e. on record in the register bringing together the original output with a record of reflection on how that output improved disciplinary knowledge, or teaching and learning practice, as well as the impact of this scholarship for students, educators and/or the institution, etc).

Table 2 below, illustrates how T&L scholarly outputs and outcomes might be recorded in a register, using agreed categories listed in Table 3.

³ An exemplar of a strategic approach to the collection, collation and documentation of evidence of scholarly outputs and outcomes can be found in Charles Sturt University's Teaching Academy '[Scholarly Environment Model \(SEM\)](#)' and was provided by Dr Jeffrey Gosper, a member of the SEM working party.

Table 2 T&L Scholarship Register Scenarios

Activity	Activity Type	Category
In May 2024, Mary presents at a conference about her experience of introducing a GenAI teaching assistant to support students in a large class of business accounting 101 first year undergraduate students. She also produces an accompanying paper to prepare for her presentation.	Output-Conference Paper/Presentation	E2-Written version of conference presentation
In September 2024, Mary finishes a reflection about how the project presented at the conference contributed to her professional practice and benefited her students.	Outcome-Applied Scholarship	AS1-Report reflecting on how well a previous scholarly output impacted disciplinary knowledge improvement, professional teaching practice and/or student outcomes.
- HEPP-QN provider #1 set up their T&L Scholarship Register to add each of these activities separately (and made links as necessary); - HEPP-QN provider #2 set their register up to accept only outcomes (whereby the evidence of the output 'E2' as well as the reflection 'AS1' are submitted together).		

2a. Organising Teaching and Learning Scholarship Categories for HEPP-QN by Adaption of Known Categories

Although the 'Collection of Research Publications' reports ceased to be included as part of 'Higher Education Research Data Collections (HERDC) from 2016, many universities and private HE providers still use these categories internally, to record outputs for Excellence in Research for Australia (ERA), internal research publications data and/or for recording and reporting on teaching and learning scholarship outcomes.

Table 3 shows an agreed set of categories⁴ for HEPP-QN, and keeps the original 'Collection of Research Publication' *peer-review* categories in a separate research column. More relevant for Teaching and Learning scholarship, especially within teaching-intensive institutions, is the column 'T&L scholarship'. The T&L scholarship column refines the original list and also includes the two new categories 'Applied Scholarship' and 'Social Media'. It also includes a hard revision of the many creative works categories in the original document (ahead of a more formal review of challenges and opportunities when trying to connect creative works with T&L scholarship that the HEPP-QN will conduct in the future).

3. HEPP-QN T&L Scholarship Categories

Table 3 on the following pages, describes the agreed teaching and learning scholarship categories for the HEPP-QN.

⁴ adapted from ANU's 2018 Publications Collection User Guide, https://services.anu.edu.au/files/guidance/Publications-Collection-User-Guide_2018_0.pdf --with the addition of social media and applied scholarship categories, and a review of creative works.

Table 3 HEPP-QN T&L Scholarship Categories

Output/ Outcome Type	Category	Publication/Activity	Research	T&L Scholarship
Applied Scholarship				
Applied Scholarship	AS1	Report reflecting on how well a previous scholarly output impacted discipline knowledge improvement, professional teaching practice and/or student outcomes		Yes
Applied Scholarship	AS2	T&L Scholarship Portfolio		Yes
Applied Scholarship	AS3	Lead, External T&L Project		Yes
Applied Scholarship	AS4	Member, External T&L Project		Yes
Applied Scholarship	AS5	Lead, Internal T&L Project		Yes
Applied Scholarship	AS6	Member, Internal T&L Project		Yes
Applied Scholarship	AS7	Reviewer of chapter, conference paper or journal article		Yes
Applied Scholarship	AS8	Presenter, T&L Scholarship PD activity		Yes
Applied Scholarship	AS9	Participant, T&L Scholarship PD activity		Yes
Applied Scholarship	AS10	Further Study – Short Course/single subject relating to T&L scholarship		Yes
Applied Scholarship	AS10	Further Study – GC or above level award course relating to T&L scholarship		Yes
Applied Scholarship	AS10	Further Study – Short Course/single subject to improve discipline knowledge		Yes
Applied Scholarship	AS10	Further Study – GC or above level award course to improve discipline knowledge		Yes
Applied Scholarship	AS11	Other T&L Scholarship, not elsewhere defined, for example leading simulations, study tours, WIL activities, etc.		Yes
Book				
Book	A1	Authored book, meeting ERA requirements	Yes	Yes
Book	A2	Authored book, not ERA eligible		Yes
Book	A3	Authored book, revision or new edition		Yes
Book	A4	Edited book		Yes
Book	A5	Authored book, not meeting other criteria		Yes
Book	A6	Textbook		Yes

Output/ Outcome Type	Category	Publication/Activity	Research	T&L Scholarship
Book chapter				
Book chapter	B1	Chapter, meeting ERA requirements	Yes	Yes
Book chapter	B2	Chapter, not eligible for ERA		Yes
Book chapter	B3	Revised book chapter		Yes
Book chapter	B5	Published chapter not meeting other criteria		Yes
Book chapter	B5	Textbook Chapter		Yes
Journal article				
Journal article	C1	Journal article meeting ERA requirements	Yes	Yes
Journal article	C2	Non-refereed article in scholarly journal		Yes
Other contribution	C3	Letter, note, etc in scholarly journal		Yes
Other contribution	C4	Editor of scholarly journal		Yes
Other contribution	C5	Non-refereed short journal contribution		Yes
Journal article in professional journal	C6	Journal article in professional journal		Yes
Other contribution	C7	Other contribution to a professional journal		Yes
Reference work				
Reference work	D1	Entry in prestigious reference work	Yes	Yes
Reference work	D2	Entry in minor reference work		Yes
Conference paper				
Conference paper	E1	Refereed Conference paper meeting ERA requirements	Yes	Yes
Conference presentation	E2	Written version of conference presentation		Yes
Conference Abstract	E3	Abstract or extract of paper		Yes
Conference Proceedings Editor	E4	Edited conference proceedings		Yes
Other contribution to a conference	E5	Conference paper not meeting other criteria		Yes

Output/ Outcome Type	Category	Publication/Activity	Research	T&L Scholarship
Report				
Report	K1	Published Reports, working & discussion papers published	Yes	Yes
Report	K2	Minor reports available internally		Yes
Report	K3	Submission to Major Government Review		Yes
Audiovisual material				
AV	F2	Audiovisual: documentary or non-creative work		Yes
AV	F3	Podcast/Vodcast Series Editor		Yes
AV	F4	Podcast/Vodcast Contributor		Yes
AV	F5	Other Audiovisual Contribution		Yes
Social Media Contribution				
Social Media	S2	Blog Owner and Editor		Yes
Social Media	S3	Blog post contribution		Yes
Social Media	S4	Other Social Media Outlet Owner and Editor		Yes
Social Media	S5	Contribution to other social media		Yes
Newspaper or Magazine Article				
Print Media	N2	Newspaper/magazine article		Yes
Software - Computer program				
Software	G2	Computer program, innovative, commercial		Yes
Software	G3	Computer program, not commercial		Yes
Legal case				
Legal Case	L2	Legal case		Yes
Map				
Map	M2	Map		Yes
Translation				
Translation	P1	Translation, substantial critical commentary	Yes	Yes
Translation	P2	Translation with minimal critical commentary		Yes
Translation	P5	Translation verbatim		Yes
Thesis				
Thesis	T2	Thesis		Yes
Other T&L output not elsewhere defined				
Other T&L Output	O2	Other T&L scholarship output not elsewhere defined		Yes

Specialised Categories

Creative Works

Output/ Outcome Type	Category	Publication	Research	T&L Scholarship
Creative works				
Creative works	J20	Creative Works, not ERA Eligible		Yes
Creative works	J21	Curation of Creative Works,		Yes
Creative works	J22	Other Creative Works, not ERA eligible		Yes