# Teaching, Learning & Student Experience Enhancement Projects

# Application 2022-2023

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| **Project Title** | Embedding Compassion in Higher Education | |
| **Which type of project are you applying for?** (you may apply for both types) | **Project Type 1, Teaching, Learning & Student Experience Enhancement Project (Enhancement Project - EP)**  Teaching & Learning Enhancement Project (Staff-led, Student researcher)  This funding (up to £1,800) is intended to support individuals and teams in conducting educational research to inform and improve teaching practice and the quality of the student learning experience. Check **Appendix 1** for further details. | Delete as appropriate (and this text):  Yes |
| **Project Type 2, Teaching, Learning & Student Experience Quick Impact Project (Quick Impact Project - QIP)**  Student Experience Enhancement Project (Staff-mentor, Student-led)  This funding (up to £1,800) is intended to support Departments in conducting intervention-based enhancements in student experience and evaluating the impact of these changes. Check **Appendix 2** for further details. | Delete as appropriate (and this text):  No |

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| **Department / Area:** Department of Law and Criminology | |
| **Supporting statements** from your HoD and Line Manager (very brief, but required before funding is considered): | Include statements here please.  XXXX |
| **Name of (Acting) HoD: XXX** | **Name of Line Manager: XXX** |

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| **Ethical Approval** | I confirm ethical approval will be sought through the [Sheffield Hallam ethics review procedure](https://blogs.shu.ac.uk/steer/evaluation).  Please note that as part of the formal review points of your project, you will be asked to confirm that Ethics Approval is in place for your project **by the first milestone**. Conducting the project without ethics approval in place constitutes research misconduct.  It is assumed that applicants will follow the [Sheffield Hallam Ethics Guidance](mailto:e.j.heron@shu.ac.uk), however if you are proposing to follow other ethical guidelines for this project please provide a link to the guidelines being used. | Delete as appropriate (and this text):  Yes |
| **Risk Assessment** | I confirm that an appropriate risk assessment will be carried out for this project **only if additional assessment** is needed outside the Ethics approval process.  All projects need to be run in a safe manner. See risk assessment guidance at [Health and Safety](mailto:l.burbeary@shu.ac.uk). | Delete as appropriate (and this text):  Yes |

NOTE: This application should be returned electronically to Lisa Burbeary ([l.burbeary@shu.ac.uk](https://sheffieldhallam.sharepoint.com/sites/3003/FinanceSystemSupport/SitePages/go2book.aspx))

The submission deadline is **Monday, 18th July 2022**. Please name the application file after the Project Lead.

| **Area** | **Your content (Max. 150 words please!)** |
| --- | --- |
| 1. **Overview of the challenge, problem or issue that are been explored or addressed through the project**   What is the underlying issue the project is addressing? What is the context of the project? Who will benefit from this project? What type of change will the project lead to (increased knowledge, behavioural, cultural, organisational, etc.) At what level will change happen (individual, organisational, societal)? What is the link to SHU strategy? | In the context of a marketised and competitive higher education sector, where both student distress and burnout amongst colleagues is high, the concept of compassion has emerged as an approach which promotes care and action between stakeholders in a learning community, e.g. Stanford University’s [Compassion Project](https://www.shu.ac.uk/research/quality/ethics-and-integrity/guidance-and-legislation).  This project will involve a team from department of XXXX who will undertake a community peer learning activity to encourage a range of interventions to support the development of self-compassion and compassionate working approaches with their students. The team of staff intend to meet regularly throughout the year, and they will undertake an evaluation of the special interest group. This project applies the SHU mission to prepare students for whatever they choose to do. We believe compassion in HE can transform lives. It meets the values of collaboration, inclusion, innovation and integrity. This project seeks to operationalise the SHU value of integrity The project aligns with the Shaping Futures area of the SHU strategy, through supporting students to develop their confidence and understanding in relation to both their studies and their future careers. |
| 1. **Overview of existing evidence or assumptions you are making in the absence of evidence**   What research/data already exists in the sector and how will it be used in the project? What work has already been undertaken at SHU related to the project? What groups or individuals at SHU will be able to help inform the project? What are the underlining beliefs about how the project will work? If the absence of data and evidence, what assumptions are you making in the project? | ‘Compassion can be defined in many ways, but its essence is a basic kindness, with deep awareness of the suffering of oneself and of other living things, coupled with the wish and effort to relieve it.’ (Gilbert, 2009)  There are several examples which demonstrate the impact of compassionate approaches in the context of higher education. Gilbert (2016) found that embedding and assessing compassionate group work approaches helped support inclusion for students from diverse backgrounds. Neff and Germer’s (2013) work on self-compassion can support students and staff with managing failure and minimising avoidance behaviour. Raimondi (2019) advocates for HE professionals to recognise compassion fatigue and explores how techniques from other helping professions may help alleviate these feelings.  These studies demonstrate that the concept of compassion in higher education is well-explored and, considering the strategic aims of SHU including widening participation, EDI and highly skilled employment, provide justification for the proposed project. |
| 1. **Long term impact of the project on students, a course, a department, a college, or the university (this should be connected to the problem been explored above)**   When the project has finished what should have changed as result (increased knowledge to inform future work, changes in individuals or practice)? What mechanism will you use to measure the impact of your project? How does this connect to course, department, university strategy or initiatives? | In XXXX, many students will go on to work and become future leaders in XXXXX institutions and adversarial roles. Our students are often interested in the helping professions and will be expected to work with clients experiencing distress during their careers. To work with vulnerable people with compassion operationalises SHU values into the workplace.  The impact from the project(s) should be threefold:   1. Embedding compassion as a pedagogy in courses across XXXXX 2. Encouraging Lecturers to work with self-compassion and compassion in their teaching 3. Engaging students in reflection on compassion in teaching materials   To measure this, we will explore student readiness to engage with compassionate approaches through focus groups in semester one. These findings will help to inform the approaches of the staff peer learning group, which will themselves be evaluated in semester two to explore staff readiness to embed compassion within their work. There is the potential for the group to extend beyond the project timescale and include colleagues across the university.  The project connects to SHU values, including integrity, XXXX |
| 1. **Immediate and intermediate outcomes of the project on students, a course, a department, a college, or the university (these should enable and be connected to the long-term impact)**   What anticipated immediate changes (things like skills, attitude, knowledge, awareness, or motivation) will result from the project? | Following initial meetings, a number of colleagues have agreed to take actions to embed compassion in the following courses during the course of the project:  XXXXX– embedding compassionate pedagogy in the new BA (Hons) XXXXX degree throughout the process of the modules being created (XXXXX)  XXXXX – include content on compassion for students completing the Professional Qualification in XXXX – (XXXX, XXXX and XXXXX)  We expect staff involved with the peer learning group to develop their confidence with the concept of compassion and finish the project with tangible actions they can take to embed compassion within their modules/courses/student support activities.  These activities stand to have an impact on students in the long-term. However, student participants in the project will also gain an understanding of compassion and how it relates to their course and future career aims. |
| 1. **What are the outputs and deliverables of the project?**   What are the anticipated tangibles resulting from the project (e.g. report, presentation, publication, etc.)? | The team will present their findings at the Learning, Teaching and Assessment Conference 2023.  The team aim to produce a publication which will outline the interventions and subsequent evaluation |
| 1. **Activities that will be carried out in your project**   What are the research / evaluation methods? What is the approach to data analysis? What activities will be run? What will different members of the project team do? | A qualitative evaluation will take place with groups of staff and students taking part in semi-structured focus group activities to explore the implications of the project activities and interventions. As the project is experimental, the design will take an iterative approach.  The staff peer learning group will meet four times over the course of the 2022-23 academic year. Each meeting will have aims and objectives outlined and will aim to introduce, inform, and explore concepts of compassion with the goal of exploring ways these concepts can be embedded into practice.  Staff participants in this group will be invited to take part in a qualitative interview to explore the outcomes of the activity, with a view to exploring how staff plan to act for compassion in future. |
| 1. **Inputs that will be needed to deliver the project, including funds (Specify the funding amount requested, up to £1,800)**   The resources that go into the project that a team or organisation needs to be able to carry out its activities and deliver the outcomes. How many hours of student researcher time is needed? Are gift vouchers needed? Are there conference or travel costs? Discuss specification requirement for the student researchers, to support their recruitment. | Student Research Assistant £10.55 per hour – 120 hours (2 x 60 hours) = £1,266  Gift vouchers (30 x £10) thank you for student participants = £300  Refreshments for COP meetings four meetings over the year  Tea and coffee (2.00 x 10)  Biscuits (0.95 x 10)  29.50 x 4 = £118  Total = £1,684 |
| 1. **Collaboration and engagement**   How will collaboration with other staff in the university be ensured? What approach to engagement from students in the project either as participants or as project team members are you taking? | There is the potential for staff across the University to contribute to the peer learning events, including wellbeing, student services, and the Student’s Union.  We will seek opportunities for dissemination at university events and consider ways to develop the peer learning group to include a wider staff group in the long-term.  The project will involve collaboration between staff from across DLC programmes.  Students will be involved through engaging with the student researchers, inviting DLC students to take part in focus groups, and inviting student reps to engage with the peer learning meetings to share insights from student body. |
| 1. **Project Team**   Who is involved in the project? What will be their roles in the project? How will project team be managed? | XXX  2 x student researchers to support data collection and analysis |

References

Gilbert, T. (2016). Assess compassion in higher education? Why and how would we do that?. *LINK-University of Hertfordshire*.

Neff, K. D., & Germer, C. K. (2013). A pilot study and randomized controlled trial of the mindful self‐compassion program. *Journal of clinical psychology*, *69*(1), 28-44.

Raimondi, T. P. (2019). Compassion fatigue in higher education: Lessons from other helping fields. *Change: The Magazine of Higher Learning*, *51*(3), 52-58.

## **Appendix 1 – further guidance for Project Type 1, Teaching, Learning & Student Experience Enhancement Project (Enhancement Project - EP)**

### **Types of application which may be considered**

In SSA, for 2022-23, we would particularly welcome projects that relate to the following themes:

* Learning community
* Student engagement
* Innovative assessments
* Equality, Diversity and Inclusion, in particular the Degree Awarding Gap
* Transition, Retention and Progression

Here is a broad set of examples of types projects to help you think about what you may do:

* Systematic investigation of issues, collecting data or reviewing literature
* Exploration of integration of research and teaching practice
* Adoption and evaluation of good practice from other areas and implementing in own module, course or subject area
* Metrics related (e.g. NSS, MEQ, Graduate Outcomes, etc.)
* Development and evaluation of innovative online or blended (online + face to face delivery) learning materials
* Development and evaluation of case studies for a module
* Adoption and evaluation of good practice from other areas and implementing in own module, course or subject area
* Exploration of current educational policy and its impact on practice within discipline/subject
* Creation of materials to support and evaluate learning (e.g. making videos for classroom use, creating a bank of recorded interviews or extracts for teaching and learning use)
* Targeted plans that address aspects of students as partners (e.g. student voice, co-creation, etc.)
* Funding for teaching team’s development activities with evaluation

If you wish to have more information or to discuss your bid further, please contact Emma Heron ([e.j.heron@shu.ac.uk](mailto:e.j.heron@shu.ac.uk)).

Consider linking your proposal to the Teaching and Learning (T&L) pillar of the [Academic Career Framework](https://sheffieldhallam.sharepoint.com/sites/3069/SitePages/COVID-19.aspx).

Your proposal should be clear and well considered. It should be practical, focusing upon an output that informs the work of others, directly influencing approaches and practices that impact upon students and their learning.

### **Funding**

The awarded funding may be spent on any of the following below.

**Important: A minimum of 35% of funding must be used to cover the work of a student researcher (Min. 70 hrs).**

The amount of funding awarded will normally be **up to £1,800**. Funding over this amount will be awarded only exceptionally, to enhancement projects that address more than one major objective, aligned with SHU strategy.

**You must include a detailed estimated breakdown of how you intend to spend the funding within your application**.

If successful, it is vital that that you follow the correct university procedures which can be found via the links below:

[Travel (associated with conducting research or Conference attendance)](mailto:l.burbeary@shu.ac.uk)

[Paying students, a gift voucher/book token to attend a Focus Group](https://sheffieldhallam.sharepoint.com/sites/3003/Purchasing/SitePages/Home.aspx)

[Appointing a student casual worker (e.g. Student Researcher)](https://compassionatestanford.weebly.com/)

Refreshments for Student Focus Groups (contact Lisa Burbeary ([l.burbeary@shu.ac.uk](https://www.shu.ac.uk/helena-kennedy-centre-international-justice)))

Please note that **Conferences should be paid for via your departmental staff development budget**.

**Recruiting students**  
It is expected that the Student Experience, Teaching and Learning (SETL) team will recruit a pool of student researchers that will then be matched to your project proposal. Previous experience shows that in the vast majority of cases it is not necessary to have a student from a specific SHU area in place in order to support an enhancement project. If you think that you need student researchers with particular expertise / specialisms, please make sure to state this in area 7 of the application table. For further information, please contact Jill Lebihan ([J.Lebihan@shu.ac.uk](mailto:l.burbeary@shu.ac.uk)).

**IT Equipment**Although the funding cannot be used to purchase specialist IT equipment directly, we can support you in obtaining this from Digital Technology Services (DTS) on a long term loan basis (typically 12-18 months) for the duration of the programme and any subsequent consolidation/dissemination. Should the enhancement project prove successful, with a clear case for continuation, the loan can be made indefinite and additional equipment supplied for wider use, if appropriate.

**Deliverables**

At the end of the enhancement project you (or a member of your project team) will be expected to present your findings at the annual SHU T&L Conference/Festival or at a College LTA event in 2023.

It is expected that you will participate in a form of formal evaluation of the impact of your project, run by the Student Engagement, Evaluation and Research (STEER) team. This may take the form of a focus group for example. Further information is available from Liz Austen ([L.Austen@shu.ac.uk](https://www.shu.ac.uk/about-us/academic-departments/law-and-criminology/study-with-us/probation)) and her team. Also check: <https://blogs.shu.ac.uk/steer/evaluation>.

Four formal Review Points will be set during the running of the project and progress will be tracked using this template:



At the end of the project you will also be asked to provide a summary of the enhancement project detailing the outcomes and outputs using this template:



### **Academic Work Plan (AWP) hours**

No AWP hours will be awarded to support the delivery of this project. It is expected that colleagues will use their RSA allocation to work on this project.

### **Criteria for award**

Applications will be considered by a review panel. This review panel will look for:

* Rationale identifying clear need for the enhancement project to take place
* Well considered and clearly structured aim and objectives
* A clear set of outcomes
* Activities and Methodology, including a proposed way to evaluate the impact / success of the enhancement project
* Focus upon informing and influencing the work of others through sharing the enhancement project outcomes

### **Timings**

* Applications submitted by **Monday, 18th July 2022** (late applications will not be considered)
* Confirmation of review outcomes by **Friday, 12th August 2022**
* Funds available to successful applicants to be spent between **01st September 2022 – 31st July 2023**

## **Appendix 2 – further guidance for Project Type 2, Teaching, Learning & Student Experience Quick Impact Project (Quick Impact Project - QIP)**

### **Types of application which may be considered**

In SSA, for 2022-23, we would particularly welcome projects that relate to the following themes:

* Learning community
* Student engagement
* Innovative assessments
* Equality, Diversity and Inclusion, in particular the Degree Awarding Gap
* Transition, Retention and Progression

Examples of intervention projects could include:

**Interventions** addressing:

* Learning community - so that students know they are part of a community of staff and students
* Sense of engagement - so that students want to engage on campus with curricula and extracurricular activity
* Assessment & feedback - so that students experience innovation in how they are assessed
* Equality, Diversity & Inclusion - so that our diverse student body see themselves reflected in the curriculum and our curriculum is experienced as inclusive and accessible
* Transition, retention and progression – so that students are empowered to progress through their university career

If you wish to have more information or to discuss your bid further, please contact Emma Heron ([e.j.heron@shu.ac.uk](https://blogs.shu.ac.uk/acf/)).

Your proposal should be clear and well considered. It should be practical, focusing upon an **output that delivers immediate results**, directly influencing approaches and practices that impact upon student experience.

### **Funding**

The awarded funding may be spent on:

**Important: All of the funding must be used to cover the work of one or more student leads (Suggested 70 hrs of work / student lead).**

The amount of funding awarded will normally be **up to £1,800**. Funding over this amount will be awarded only exceptionally, to enhancement projects that address more than one major student experience related objective, aligned with SHU strategy.

**You must include a detailed estimated breakdown of how you intend to spend the funding within your application**.

If successful, it is vital that that you follow the correct university procedures which can be found via the links below:

* [Paying students, a gift voucher/book token to attend a Focus Group](https://sheffieldhallam.sharepoint.com/sites/3003/Purchasing/SitePages/Home.aspx)
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