



PRIFYSGOL
BANGOR
UNIVERSITY

**Teaching and Learning Qualification
and Accreditation Policy**

Rev	Date	Purpose of Issue/Description of Change		Review Date
1.	9/3/17	Review of policy impact		April 2018
Policy Officer		Senior Responsible Officer	Approved By	Date
Director of HR		Deputy Director HR Development	HR Task Group	Policy effective from the 1 st of August 2017

Teaching and Learning Qualification and Accreditation Policy

1 Introduction and Background

Bangor University is committed to excellent teaching and an environment which recognises and supports career-wide professional teacher development linked to teacher accreditation and teaching routes to promotion through to Professorship. The Bangor University Policy on Teaching Qualifications and Accreditation is supported by the Bangor Continuing Professional Development (CPD) Framework, which confers HEA Fellowship accreditation. HEA Fellowships are a recognised teaching accreditation across the sector, and represent an important route to recognition for experienced staff with no previous teaching qualification, and for staff who wish to gain higher categories of accreditation as their teaching career develops.

Please note that staff who already have a UK PGCert qualification or a verified international equivalent qualification do not have to undertake the following qualification / accreditation routes. In the case of international qualifications, these must be agreed by the School and HR Department.

2 Outline of Teaching and Learning Qualifications and CPD Accreditation

The purpose of the Policy is to support, develop and recognise teaching by providing UK-wide recognised accreditation against the UK Professional Standards Framework (UKPSF) for all staff who teach and/or support learning in Bangor and Aberystwyth Universities. It recognises the UKPSF as an important vehicle for enhancing the student experience of learning and teaching, linked to a teaching route to promotion.

Bangor University is accredited by the Higher Education Academy (HEA), jointly with Aberystwyth University - as part of the Aber-Bangor Strategic Alliance - to award HEA Fellowships internally through the joint institutional Scheme for Recognising and Rewarding CPD. The Aberystwyth-Bangor CPD Framework (T&L) represents an essential part of both institutions' equal commitment to both the student experience and academic professional development.

a) HEA Teaching Accreditation Route

Experienced staff involved in teaching or supporting learning can apply for any of the four categories of fellowship by submitting an application to the CPD Recognition Scheme run by CELT. The Recognition Scheme is based on the UK Professional Standards Framework (UKPSF) against which the HEA's four categories of fellowship are aligned. The HEA has given approval for Aberystwyth and Bangor universities to award HEA fellowships in all four categories: Associate Fellow, Fellow, Senior Fellow and Principal Fellow.

CELT supports staff who wish to apply for a HEA Fellowship through means of monthly central Inductions, termly writing workshops, 'drop in' advice and the CELT CPD Workshop Programme. Applicants who register for the scheme, via attending a central Induction, will be put in contact with other staff who have gained Fellowship, and can provide advice. All staff who register receive an Induction Pack containing all the relevant materials.

Peer Reviewers for the HEA applications are drawn from colleagues who have successfully gained Fellowships and have attended the Reviewer training provided by CELT. The HEA Fellowship is often a condition for applying for external teaching and learning recognition awards such as the National Teaching Fellowship Scheme (NTFS) and for eligibility for funded pedagogic research projects.

There is also an Individual route to Accreditation through the CPD Scheme which allows staff to make direct applications for Fellowships to the HEA. However, due to the cost of external applications these are not supported by the University.

b) The PGCertHE Qualification Route to Accreditation

The PGCertHE forms the Programme Route of the CPD scheme and is mandatory for lecturers new to teaching at Bangor with fewer than 3 years of substantial teaching. It confers HEA Associate Fellow at the end of Stage 1, and HEA Fellow on successful completion of both Stage 1 and Stage 2 of the award.

The aim of the PGCertHE is to provide a more structured programme to support any colleagues who would prefer this route, or are new to teaching, in developing practical skills and theoretical knowledge to become an effective teacher in Higher Education. There is an emphasis on promoting innovative approaches to teaching and learning and developing colleagues as reflective practitioners.

Although it is not mandatory for all postgraduate research students who teach/support learning to obtain a teaching qualification, it is recommended. Graduate Teaching Assistant's with contracted duties are required to undertake and complete accredited training provided by their Schools or through the central CPD Scheme provision. The PGCertHE Stage 1 is normally recommended, rather than the CPD route, due to the higher level of structured support it provides, as noted above.

3 College/School Support for Staff Undertaking the PGCertHE and HEA Accreditation

All staff who undertake the above routes will be supported by their Colleges and Schools to complete the qualification / accreditation. For example, the co-ordinators of the accreditation programme will work, as appropriate, with Heads of School and / or Directors of Teaching and Learning in Schools and Colleges to find a suitable mentor, and / or to make reasonable adjustments to workload where possible.

Support is particularly relevant for staff who have a contractual requirement to complete the PGCertHE/ HEA Accreditation as a condition of their probation. Progression in terms of achieving the required qualification/accreditation is reported by the Schools and monitored by HR through the Probation Reports. This process ensures that staff are supported and monitored to ensure they complete the qualification / accreditation within the required timeframe.

It is expected that staff who do not complete the qualification / accreditation within the probation period will meet with Head of School to agree a Development Plan to ensure completion as staff will not be confirmed in post until the qualification / accreditation is awarded. In this situation CELT will be available to advise if required.

4 Qualifications and Accreditation Requirements for Probation, Progression and Promotion

The relevant teaching qualifications and accreditation required by the University are outlined below (also see Appendix 1). It is important to note that the University recognises that extended periods of absence such as; maternity, long term sickness and study leave will have a potential impact on an individual's ability to complete the relevant qualification / accreditation. This will be recognised in the probationary reviews and full support will be given to enable staff to compete their probationary requirements

a) Lecturer 1

Staff who are appointed on the Lecturer 1 grade who do not hold the PGCertHE or an equivalent qualification and normally have fewer than three years substantial teaching experience are required to undertake and be awarded the PGCertHE within their probation period and before progression to Lecturer 2.

Those appointed to this grade with more than three years substantial teaching experience will normally be required to undertake the PGCertHE or apply and be awarded for Fellowship of the Higher Education Authority (HEA) within their probation period and before progression to Lecturer 2.

b) Lecturer 2

Staff on the Lecturer 2 grade will normally have completed the PGCertHE or hold an equivalent qualification.

Externally appointed staff who do not have an appropriate teaching qualifications or accreditation but have more than three years substantial teaching experience will normally be required to undertake the PGCertHE or apply and normally be awarded a Fellowship of the Higher Education Authority (HEA) within their probation period.

- c) Senior Lecturer** - There is an expectation that by September 2018 staff applying for promotion under the relevant promotion route will hold relevant teaching qualifications and/or accreditation as noted above under sections a) and b) above. In addition, for individuals holding Teaching and Scholarship contracts, the expectation is that they will normally have applied for and be awarded HEA Senior Fellow status prior to applying for promotion.

Staff appointed externally who do not hold a formal teaching qualification/accreditation will be normally be required to apply for and normally be awarded) HEA Fellowship status (or Senior Fellow if they are appointed to a Teaching and Scholarship role) within 3 years of appointment.

- d) Reader and Professor** - There is an expectation that by September 2018 staff applying for promotion will normally hold relevant teaching qualifications and/or accreditation as noted above under the section b) above. In addition, for individuals holding Teaching and Scholarship contracts, the expectation would be that they will have applied for and be awarded Principal Fellow status prior to applying for promotion.

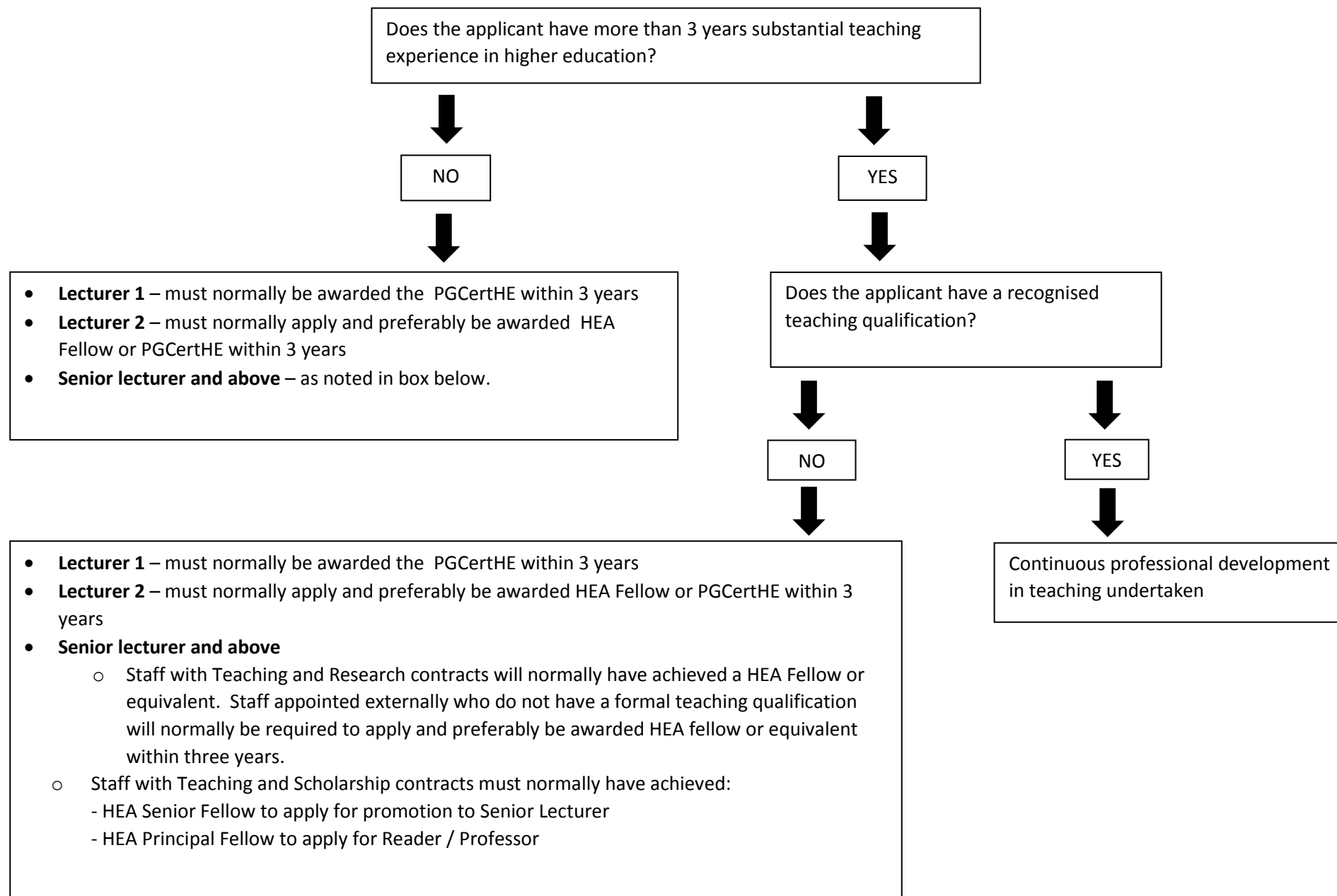
Staff appointed externally who do not hold a formal teaching qualification/accreditation will normally be required to apply for and preferably be awarded HEA Fellowship status (or apply for and be awarded HEA Principal Fellow status if appointed to Teaching and Scholarship role) within three years of appointment.

It must be noted that achieving a HEA Fellow of any status will not lead to automatic promotion as the criteria and expectation for promotion are far broader than the achievement of the PGCertHE and relevant HEA accreditation level.

5 Teaching and Learning Qualifications and Accreditation Assessment during Recruitment

Where teaching is a component of a post and an applicant does not have a PGCertHE or HEA Fellowship or equivalent *and* has more than three years substantial teaching experience it will be necessary to decide whether the applicant should undertake the PGCertHE or apply for HEA Fellow as a contractual requirement. To make an effective judgement regarding the contractual requirement the successful applicant must complete the Teaching and Learning Diagnostic Form in Appendix 2. This will enable the Head of School to decide on an individual's contractual requirement.

APPENDIX 1 - BANGOR UNIVERSITY TEACHING AND LEARNING ACCREDITATION POLICY FLOW CHART



APPENDIX 2 – TEACHING AND LEARNING DIAGNOSTIC FORM

During the interview process the Panel were unable to assess whether you should undertake the PGCertHE or a HEA Fellow as a probationary requirement and are therefore seeking additional information regarding your teaching experience to make that decision.

Below, please provide evidence against each descriptor of the activity and development you have undertaken:

	PGCertHE		HEA Accreditation	
	A	B	C	D
5 areas of professional activity:				
1. Design and plan learning activities and / or programmes of study				
2. Teaching and / or support learning				
3. Assess and give feedback to learners				
4. Developing effective learning environments and approaches to student support and guidance				
5. Engage in continuing professional development in subjects / disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices				
Knowledge and understanding of:				
The subject material (pedagogic issues within both the HE sector and own discipline)				
Appropriate methods for teaching and learning in their subject area at the level(s) of the academic programme				
How students learn, both generally and within your subject/disciplinary area(s)				
The use and value of appropriate learning technologies				
Methods of evaluating the effectiveness of teaching				
The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching				
Professional Values				
Respect individual learners and diverse learning communities				
Promote participation in higher education and equality of opportunity for learners				
Use evidence-informed approaches and outcomes from research, scholarship and continuing professional development				
Acknowledge the wider context in which higher education operates recognizing the implications for professional practice				

Guidance for the Head of School:

If, based on the evidence provided, most responses are in the C and D boxes, with some B's individuals will have sufficient knowledge and experience to undertake the accreditation route.

- If most of the responses are A's and B's and particularly if the candidate notes A for the fifth area of professional activity they should undertake the PGCertHE.
- If they have noted mainly C's and Ds, with some B's but A for the fifth area of professional activity then they may still be considered for the accreditation route.

Key to the columns:

- A The candidate has not really considered this and does not have any direct experience to reflect upon.
- B The candidate has thought about this and has some experience of this.
- C The candidate has thought about this and has some evidence to support claims in this area.
- D The candidate has considerable experience of this and can evidence it within his / her practice.