# Organisational Development

<table>
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<tr>
<th>Title:</th>
<th>NTU Learning and Teaching Professional Development Policy</th>
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<tr>
<td>Approved by:</td>
<td>Deputy Vice Chancellor, Professor Eunice Simmons and UET</td>
</tr>
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<td>Implementation date:</td>
<td>01 June 2018</td>
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Section 1: Introduction

1.1 Purpose

1.1.1 The purpose of the NTU Learning and Teaching Professional Development Policy is to help support staff development by facilitating appropriate access to the initial and continuing professional development (CPD) required by those who teach and support learning at NTU.

1.2 Scope

1.2.1 This Policy relates to learning and teaching professional development including professional recognition of practice and qualifications. It replaces the NTU Learning and Teaching Professional Development Policy (2015). The 2018 policy has been updated to ensure that it reflects other strategic changes, Enabling Academic Leadership, the appraisal process and the three academic pathways (Teaching & Research, Teaching & Scholarship and Teaching & Practice). This policy will support the professional development of academic colleagues and sustained teaching quality at NTU.

1.2.2 The Policy applies to all University academic and professional services staff who teach and/or support learning, in any form and through any media, and at all stages of their career at NTU.

1.2.3 The policy should be read in conjunction with:

- NTU Learning and Teaching Professional Development Policy Guide
- The NTU Academic Workload Framework
- Staff Induction information
- Guidance on HEA Fellowships in NOW Learning Room "NTU Fellowships Professional Recognition Staff Information" – includes info about applying via NTU (TILT) Scheme

1.3 Definitions

<table>
<thead>
<tr>
<th>Word/Term</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>AP(C)L/APEL</td>
<td>Accreditation of Prior (Certificated) Learning / Accreditation of Prior Experiential Learning</td>
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<tr>
<td>AHE</td>
<td>Advance Higher Education previously known as the Higher Education Academy (HEA). Accredit HE institutions to award up to four categories of HEA Fellowships (professional recognition) against the four descriptors (D1-D4) in the UK Professional Standards Framework (UKPSF) as follows:</td>
</tr>
<tr>
<td></td>
<td>HEA Associate Fellowship (AFHEA – D1)</td>
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<tr>
<td></td>
<td>HEA Fellowship (FHEA – D2)</td>
</tr>
<tr>
<td></td>
<td>HEA Senior Fellowship (SFHEA – D3)</td>
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<tr>
<td></td>
<td>HEA Principal Fellowship (PFHEA – D4)</td>
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</table>
Learning and Teaching CPD

Initial and Continuing Professional Development for staff who teach and/or support learning. Opportunities include professional recognition and award-bearing programmes (such as the Academic Apprenticeship Standard Programme, and Postgraduate Certificate in Academic Practice PGCAP), active participation in mentoring and coaching including colleagues applying for recognition or completing programmes, pedagogic scholarship or research, external examining, curriculum design, assessment, verification, academic consultancy, quality management of learning programmes.

NTU Academic Workload Framework

The University’s Guidelines for Managing Academic Workloads (MAW) introduced in 2011– outlining guidance for allocating hours to various aspects of academic work.

UKPSF

The UK Higher Education Sector’s Professional Standards Framework for Teaching and Supporting Learning in higher education; the AHE (previously HEA) are stewards of the UKPSF, but the Framework is owned by the sector.

1.4 Policy Context

1.4.1 This policy supports the University’s strategic ambitions to ensure a high quality teaching experience for all students underpinned by appropriately qualified staff.

1.5 Equality and Diversity

1.5.1 This Policy has been developed in accordance with the University’s commitment towards supporting, developing and promoting equality and diversity in all practices. When using this Policy, the University expects members of staff to conduct themselves with dignity, honesty and integrity to promote an atmosphere of mutual respect, in accordance with the University’s Equality and Diversity Policy.

1.5.2 The Policy has undergone appropriate equality analysis, to comply with the University’s legislative responsibilities.
**Section 2: Policy Statement**

2.1 All staff who teach and/or support learning at NTU are required to demonstrate explicitly their active engagement in continuing professional development appropriate to their role. In addition to completing any required learning and teaching professional recognition or qualifications, this also applies to the ongoing maintenance of standards and enhancement of practice throughout employment with NTU.

2.2 This policy is designed to ensure that 100% of eligible staff demonstrate achievement of an appropriate level of teaching qualifications and/or professional recognition for teaching and supporting learning in Higher Education.

**Section 3: General Principles**

3.1 This policy version will be operational from the 1 June 2018. It is relevant to all staff who teach and/or support learning, and those who manage learning and teaching at NTU including PVCs, Deans, Deputy Deans, Heads of Academic Departments, Principal Lecturers, academic staff including Associate Lecturers, academic learning support staff, professional services staff, undergraduate student mentors, postgraduate researchers, demonstrators and technical staff, at all career stages and levels of expertise.

3.2 Guidance will be developed to support the implementation of this Policy.

3.3 All staff covered by the policy will be responsible for working with their line manager to use the policy to identify and agree a plan for addressing any professional development needs. This includes all staff new to NTU as part of their probation period and beyond as appropriate.

3.4 All staff who teach and support learning at NTU will be expected to align their practice to the UKPSF Professional Standards for Teaching and Supporting Learning in HE (UKPSF) and to demonstrate achievement of any required qualifications and/or professional recognition. Achievement of these expectations will be managed and reviewed through the appraisal process. Any concerns regarding progress towards agreed standards should be managed through the University’s Improving Performance Policy and Procedure, or the Probation Policy and Procedure as appropriate.

3.5 All academic colleagues will be expected to agree an allocation of professional development time within their Academic Workload Framework plan to address agreed learning and teaching professional development needs. Academic staff will allocate part of their Staff Development Allowance (SDA – NTU Academic Workload Framework Policy Guidelines 2011) to address any agreed learning and teaching professional development plans.
3.6 Teaching practice review, mentor and peer observation processes can help contribute to learning and teaching continuing professional development opportunities at NTU, to help staff generate evidence of their professional practice standards.

3.7 More experienced staff who can demonstrate how they have impacted on wider teaching and learning in HE for a sustained period of time are encouraged to consider applying for Senior and Principal Fellowships professional recognition as appropriate to the scope of their role and contribution to HE teaching and learning. Further guidance will be provided on this.

3.8 All staff who hold a teaching qualification and/or professional recognition for their professional teaching and learning practice will be expected to continue to engage in opportunities at NTU to keep their practice up to date. This will be planned, supported and monitored via appraisal. Appraisal documentation and guidance has been adapted to enable this to be undertaken on a more transparent and effective basis.

Section 4: Mandatory Requirements

New academic appointees appointed on or after the 1st June 2018

4.1 Newly appointed part-time and full-time lecturers (L/SL) on a permanent contract or a fixed term contract of at least 3 years who hold no HE teaching qualification (PGCAP/PGCHE/PGCLTHE) are required as a contractual condition of appointment to:

a) Complete the Academic Professional Standard (APS), (or the Postgraduate Certificate in Academic Practice (PGCAP) if not eligible for the APS) within three years of appointment.

b) Attain Fellowship of the Higher Education Academy (FHEA) within 3 years of appointment. Please note that successful completion of the APS or the PGCAP automatically provides participants with Fellowship of the Higher Education Academy (FHEA).

4.2 Newly appointed part-time and full-time lecturers (L/SL) on a fixed term contract of less than 3 years who hold no HE teaching qualification (PGCAP/PGCHE/PGCLTHE) will be able to undertake part or all of the APS (or PGCAP if not eligible to complete the APS) subject to the agreement of their line manager, but this will not be a contractual requirement.

If their contract is extended beyond the 3 years, they will then be required to complete the APS (or PGCAP if not eligible to complete the APS). In the event fixed-term contracts are extended beyond 3 years, or made permanent, an L/SL will become contractually required to attain Fellowship of the Higher Education Academy (HEA) by completing the APS or PGCAP (see 4.1 above).

4.3 Newly appointed part-time and full-time Principal Lecturers (PLs) on a permanent contract or fixed-term contract of at least 3 years will be expected to hold Senior Fellowship of the Higher Education Academy on appointment or attain it within 12 months of appointment. Principal Lecturers (PLs) are not required to complete the Academic Professional Standard (APS) or
the Postgraduate Certificate in Academic practice (PGCAP).

4.4 Newly appointed part-time and full-time academic staff in Academic Management Roles across the three different academic career pathways are expected to hold a designated HEA Fellowship as indicated in the table below or attain it within the timescale indicated.

<table>
<thead>
<tr>
<th>Position</th>
<th>Fellowship Required</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Principal Lecturer</td>
<td>Senior Fellowship of HEA</td>
<td>12 months</td>
</tr>
<tr>
<td>Quality Manager</td>
<td>Senior Fellowship of HEA</td>
<td>12 months</td>
</tr>
<tr>
<td>Employability Manager</td>
<td>Fellowship of HEA</td>
<td>12 months</td>
</tr>
<tr>
<td>T&amp;P Assoc. Prof</td>
<td>Senior Fellowship of HEA</td>
<td>12 months</td>
</tr>
<tr>
<td>T&amp;S Assoc. Prof</td>
<td>Senior Fellowship of HEA</td>
<td>12 months</td>
</tr>
<tr>
<td>T&amp;R Assoc. Prof</td>
<td>Fellowship of HEA</td>
<td>12 months</td>
</tr>
<tr>
<td>T&amp;P Professor</td>
<td>Senior Fellowship of HEA</td>
<td>12 months</td>
</tr>
<tr>
<td>T&amp;S Professor</td>
<td>Senior Fellowship of HEA</td>
<td>12 months</td>
</tr>
<tr>
<td>T&amp;R Professor</td>
<td>Fellowship of HEA</td>
<td>12 months</td>
</tr>
<tr>
<td>Head of Department</td>
<td>Fellowship of HEA (as a minimum)</td>
<td>6 months</td>
</tr>
<tr>
<td>Deputy Dean</td>
<td>Senior Fellowship of HEA</td>
<td>12 months</td>
</tr>
</tbody>
</table>

4.5 New Postgraduate Research Students (PGRs) who are teaching. A new policy for PGRs who teach is being developed by the Doctoral School. PGRs may complete the short professional development course called ‘Teacher Training for Postgraduate Researchers’ delivered by Organisational Development. Subject to Doctoral School approval, PGRs who are already teaching at NTU then may then apply to join the new Associate Lecturer Programme (ALP) to attain a 20 M-level credit L&T Certificate. Successful completion of these credits also gives them Associate Fellowship of the Higher Education Academy.

4.6 Newly appointed Hourly Paid Lecturers will be expected to be inducted into the course team by other colleagues in the team. Subject to line management agreement, colleagues may then have the opportunity to:

- complete the short professional development course called ‘Teacher Training for Postgraduate Researchers’ delivered by Organisational Development, which is also open to Technicians and HPLs.
- OR they could apply to complete the Associate Lecturer Programme (APL) to attain a 20 M-level credit L&T Certificate and Associate Fellowship of the Higher Education Academy
- Or apply just for either Associate Fellowship or Fellowship of the HEA by applying via the NTU Professional Recognition Scheme.

4.7 Newly appointed Associate Lecturers will be expected to be inducted into the course team by other colleagues in team. Subject to line management agreement, colleagues then have the opportunity to apply to complete the Associate Lecturer Programme (APL) to attain a 20 M-level credit L&T Certificate. Successful completion of the programme will automatically give them Associate Fellowship of the Higher Education Academy as well as the academic credits.

4.8 Hours from the Staff Development Allowance (SDA) should be allocated as appropriate to enable academic staff to complete appropriate learning and teaching professional development (including any required induction and orientation activities, and professional recognition and/or qualifications). Guidance will be provided on the recommended hours for different qualifications and
professional recognition.

4.9 A mentor should be provided to new academic appointees to facilitate their professional practice development whilst they work towards any required teaching qualifications and/or professional recognition. Guidance will be provided about mentoring support.

**Academic staff in post before 1st June 2018**

4.10 Part-time and full-time lecturers (L/SL) on a permanent contract or a fixed term contract of at least 3 years who hold no HE teaching qualification (PGCAP/PGCHE/PGCLTHE) **OR** HEA professional recognition are expected to gain Fellowship of the HEA (FHEA) within 3 years of their appointment by choosing one of the following options:

**EITHER**

a) Successfully completing the Academic Professional Standard (APS) which will give them the bonus of gaining a full postgraduate teaching qualification in addition to their fellowship. **OR**

b) Applying direct via the NTU (TILT) Professional Recognition Scheme for the minimum of Fellowship (FHEA). They are welcome to apply direct for a higher category of fellowship (Senior or Principal) if appropriate to their teaching and learning influence and achievements.

4.11 Current part-time and full-time lecturers (L/SL) on a fixed term contract of less than 3 years who hold no HE teaching qualification (PGCAP/PGCHE/PGCLTHE) or HEA professional recognition will be able to apply for an appropriate category of Fellowship of the Higher Education Academy via the NTU Professional Recognition Scheme, but this will not be a contractual requirement. In the event of their contract being extended on or after the 1st June 2018 beyond 3 years they will an L/SL will become contractually required to attain Fellowship of the Higher Education Academy (HEA) and will do this by completing the APS or PGCAP (see 4.1 above).

4.12 Current part-time and full-time Principal Lecturers (PLs) on a permanent contract or fixed-term contract of at least 3 years. To reflect the updated person specifications implemented as part of the Enabling Academic Leadership Project, existing Principal Lecturers in post before the 1st June 2018 are also expected to either hold Senior Fellowship of the HEA (SFHEA) or attain it. They will have a longer time-frame in which to attain HEA Senior Fellowship - typically, but not exclusively within 3-4 years of their appointment to the PL role. Existing Principal Lecturers (PLs) are not required to complete the Academic Professional Standard (APS) or the Postgraduate Certificate in Academic practice (PGCAP).

4.13 Current part-time and full-time academic staff in Academic Management Roles. As indicated above in 4.12, slightly longer timescales will be allowed for existing academic managers in post before the 1st June 2018 to apply for the expected level of HEA professional recognition – typically, but not exclusively within 3-4 years of appointment.

<table>
<thead>
<tr>
<th>Role</th>
<th>Expected Level of HEA Recognition</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Lecturer</td>
<td>Senior Fellowship of HEA</td>
<td>12 months</td>
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<tr>
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<td>T&amp;P Assoc. Prof</td>
<td>Senior Fellowship of HEA</td>
<td>12 months</td>
</tr>
</tbody>
</table>
Hourly Paid Lecturers in post before 1 June 2018

4.14 **Hourly Paid Lecturers** in post before 1 June 2018 will be expected to have been fully inducted into the course team by other course colleagues. Subject to line management agreement, colleagues may then have the opportunity to:

- complete the short professional development course called ‘Teacher Training for Postgraduate Researchers’ delivered by Organisational Development, which is also open to Technicians and HPLs.
- OR they could apply to complete the Associate Lecturer Programme (APL) to attain a 20 M-level credit L&T Certificate and Associate Fellowship of the Higher Education Academy
- Or apply just for either Associate Fellowship or Fellowship of the HEA by applying via the NTU Professional Recognition Scheme.

Postgraduate Research Students at NTU before 1st June 2018

4.15 NTU postgraduate research students who would like to teach are no longer required to complete a ‘Readiness to teach’ certificate prior to teaching at NTU. Instead, they will be expected to be inducted into any course on which they teach by more experienced course team colleagues. Once a PGR is teaching, and subject to Doctoral School approval, colleagues then have the opportunity to apply to complete the Associate Lecturer Programme (APL) to attain a 20 M-level credit L&T Certificate and Associate Fellowship of the Higher Education Academy.

Section 5: Responsibilities

5.1 **All Line Managers are responsible for ensuring that:**

- Any required learning and teaching qualifications and/or professional recognition as indicated in this policy are accurately specified in the person specification for any vacant post which requires the post holder to teach and/or support learning.
- The learning and teaching professional development needs of any staff in their team who teach and/or support learning are reviewed, identified, and addressed during the probation period (for staff new to NTU) and through the annual appraisal process (for all staff post-probation).
- Those colleagues, to whom they delegate the task of conducting appraisal reviews, identify and address any relevant learning and teaching professional development needs as part of the appraisal process, and in the academic workload framework plan for each member of staff.
- Information on learning and teaching professional development needs is collated and acted upon as required in partnership with the appropriate Human Resources Team.
- Instigating performance management measures in cases where the requirements of
this policy are not being met for reasons which cannot be accounted for reasonably (e.g. sickness absence, maternity leave).

5.2 **In addition to 5.1, Heads of Department are specifically responsible for ensuring that:**

- They have worked with Principal Lecturers, course leaders and other managers as appropriate to make sufficient provision within academic workload planning to enable staff learning and teaching professional development needs to be addressed appropriately.
- Course Leaders have made appropriate provision for identifying and meeting the learning and teaching professional development needs of Associate Lecturers and hourly-paid lecturers contracted to individual course teams.

5.3 **Course Leaders are responsible for ensuring that:**

- They review, identify and agree any learning and teaching professional development needs of any Associate Lecturer and hourly-paid staff they contract (including postgraduate students who teach, academic student mentors, and demonstrators)
- Participating as required in any information gathering and collation and transfer of information relating to the Learning and Teaching CPD needs identified and addressed.

5.4 **Individual Members of staff are responsible for** developing their skills and knowledge to enable them to work to the best of their ability. Staff are expected to:
- Participate in appraisal process, and other professional and peer review and observation processes designed to support professional development;
- Identify ongoing professional development needs and seek opportunities to address these in their work and through other appropriate means;
- Take responsibility for their career planning and associated development;
- Support colleagues in their development.

5.5 **Human Resources Teams are responsible for working in partnership with Deputy Deans and Line Managers to**

- Ensure that appropriate processes are in place to facilitate learning and teaching professional development needs to be identified, planned, reviewed and addressed, and progress tracked, through the HR processes of recruitment and selection, induction, probation, reward and recognition, and appraisal.
- Ensuring that appropriate processes are in place to ensure that information about those required to complete teaching qualifications and/or professional recognition is collated and provided to Organisational Development and/or Apprenticeships Office as required.

**Section 6: Document Governance**

6.1 **Responsibility**

| Policy Owner | Head of Organisational Development |

6.2 **Version Control and Change History**
6.3 Document Review
The policy and its associated procedure will be reviewed by the Head of Organisational Development in association with University Executive Team and managers in response to statutory changes, changes in University procedures or structures or the monitoring of the application of the policy and procedure. In any event, the policy and procedure will be reviewed periodically.