

Quality Code for Higher Education

Recognised Teacher Status

Reference Code:	3.1
Version:	3.3
Date:	August 2022
Date of Implementation:	August 2022
Originator:	Higher Education & Skills Department
Approval by:	Higher Education Learning & Teaching Committee
Date for Review:	July 2023
Description:	<p>The purpose of this Code of Practice (CoP) is to provide mechanisms through which the College can assure itself that those who are/ are not employed by the College and are engaged in delivering or supporting programmes leading to Higher Education awards are appropriately qualified for the role, and that the College has in place mechanisms to monitor their proficiency.</p> <p>NOTE: Where the awarding body has different requirements this will take precedence over the College's Code of Practice</p>
Responsibilities:	Academic Heads / Curriculum Managers / Heads of Unit Higher Education & Skills Director of Human Resources
Applications for exemptions to:	Higher Education Learning & Teaching Committee
Report Exemptions to:	Higher Education Learning & Teaching Committee
Links to UK Quality Code for HE:	Chapter B3 Chapter B4 Chapter B8

Introduction

1. The purpose of this Code of Practice (CoP) is to provide mechanisms through which the College can assure itself that those who are/ are not employed by the College and are engaged in delivering or supporting programmes leading to Higher Education awards are appropriately qualified for the role, and that the College has in place mechanisms to monitor their proficiency.
2. The College therefore requires that all such persons involved in academic planning and delivery of programmes are recognised as qualified teaching staff under the regulations of the relevant awarding body and demonstrate the technical competence in the use of relevant delivery systems and pedagogic expertise in design for delivery.
3. The College requires all persons involved in providing academic, pastoral or technical support for programmes are recognised as Qualified Teacher Learning and Skills (QTLS), or Fellow (FHEA), or Associate of the HE Academy (AFHEA), or demonstrate appropriate technical competence, experience and ability to fulfil their role. All persons described above must be recognised as qualified teaching staff under the regulations of the relevant awarding body.
4. The College requires all employers who have a designated role in the assessment of student's work-based or placement learning and formal assessment to be competent to fulfil their roles and understand their responsibilities.
5. The RNN Group Academic Staff status provides a means through which the College can give specific rights to those involved in the delivery and/or support of programmes, for example access to College learning resources and staff development events.
6. All newly appointed academic tutors undertake a comprehensive induction and are provided with teaching and learning pedagogical support by the Quality Improvement team and Higher Education & Skills Department. The support and CPD activities ensure all staff are equipped with skills to utilise the College's IT/learning technology, systems and processes.
7. The College provides a comprehensive continuous professional development programme for all staff which includes opportunities to access a wide range of Quality Improvement programmes/1-1 support, cross college events, scholarly activity and industrial updating. All staff employed by the College, including agency staff have access to all staff development events and College learning resources. The Higher Education & Skills Department provides further continuous professional development training to support teaching on HE courses. The College opens specific training events to persons not employed directly to ensure the proficiency of all staff involved in the student experience and success.
8. In revising this CoP the College has reflected on the guidance provided in Sections B3 Learning and Teaching and B4 Enabling Student Development & Achievement of the QAA's UK Quality Code for Higher Education.

Scope

9. This CoP applies to anyone who is / is not employed by the College who is engaged in delivering or supporting programmes leading to Higher Education awards.
10. QTLS or FHEA/AFHEA is not required for 'guest speakers' involved in providing a limited amount of teaching. Guest speakers **must not** be involved in any part of the assessment process or in providing academic/ or personal supervision and/or support.

11. 'Delivering or supporting' in paragraph 5 includes the following activities:

- teaching (including the supervising of dissertations and projects)
- preparation of assessment tasks
- first or second marking of student output
- academic and/or personal/pastoral supervision of students.

Programme and Module Leaders

12. In deciding which staff to designate as module and/or programme leaders (or equivalent roles), Academic Managers and the Director of Human Resources (HR) **should** ensure that such staff are sufficiently experienced, inducted and supported in the role, over and above the College's criteria as specified in paragraphs 2 and 3.

Authority

13. The Senior Leadership team (SLT) and Higher Education Learning & Teaching Committee (HELTC) is the final arbiter of the interpretation and application of this code.

ACADEMIC SKILLS REQUIRED

14. The following criteria are based on the principle that all such persons involved in academic planning and delivery of programmes, or persons providing academic, pastoral or technical support for programmes must be able to demonstrate through relevant evidence that they are appropriately equipped to undertake the designated role. This evidence may include academic qualifications or relevant experience and professional qualifications.

Academic Route

15. For this entry route the qualifications of staff should be relevant to the discipline they expect to teach and should be to at least the following levels:

Level at which delivering/supporting	Essential	Desirable
Pre-Certificate stage (level 3)	Foundation degree	Honours degree
Certificate stage (level 4)	Foundation degree	Honours degree
Foundation Degree (levels 4 & 5)	Honours degree	Masters degree
Honours (level 6)	Honours degree plus PGCE in HE (or equivalent)	Masters degree
Masters Degree (level 7)	Masters degree plus PGCE in HE (or equivalent)	Doctorate

Experience Route

16. For this entry route staff **must** demonstrate that they possess at least one of the following:
- no fewer than three years relevant teaching experience including sustained engagement in relevant scholarly activities
 - relevant professional qualifications
 - no fewer than three years relevant professional/industrial experience.
17. Where an applicant is appointed in accordance with either entry route but has fewer than three years teaching experience the College **must** provide the applicant with an appropriate induction to delivering/supporting provision in Higher Education prior to commencing the designated role.

Explanatory note:

- Relevant teaching experience means both level and subject - it is expected that applicants using this route will have already been teaching at an appropriate level for at least three years

18. The College is responsible for ensuring that programme delivery/support does not begin before confirmation of appropriate academic skills, technical competence, experience or ability to fulfil their role.

Monitoring

19. RNN Group's Recognised Teacher Status will be monitored by the Human Resource (HR) and HE & Skills Department who will report on progress and impact on staff development/scholarly activity and student success to the; Senior Leadership Team (SLT) and Higher Education Learning & Teaching Committee (HELTC).