

University of Plymouth

Document	Teaching Qualifications and Recognition Policy
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1. Scope

- 1.1. This policy applies to staff who are newly employed by the University of Plymouth on an academic or other teaching contract.

- 1.2. Where capacity exists, established colleagues may also access some of the training and professional recognition opportunities on a volunteer basis, for personal development purposes.
- 1.3. The training and professional recognition opportunities described here are only available cost-free to University of Plymouth contract holders. Charges apply for other colleagues e.g. NHS staff whose employer is reimbursed for time spent contributing to University of Plymouth courses.

2. Purpose

The purpose of this policy is to:

- 2.1. Clarify the level of training and/ or professional recognition that staff must demonstrate as a contractual requirement, either on appointment or within an agreed timeframe;
- 2.2. Provide detailed information to new employees and their managers about different streams of training and professional recognition;
- 2.3. Help ensure that employees from across the University complete the appropriate training and/ or professional recognition in a consistent manner;
- 2.4. Outline specific responsibilities for employees, managers, Human Resources, and training/ professional recognition providers (the Academic Development and Clinical Education teams).

3. Supporting Teaching Excellence at Plymouth

- 3.1. The umbrella name for the University's teaching-focused training and professional recognition opportunities is 'Supporting Teaching Excellence at Plymouth'. There are five streams of training and/ or professional recognition (see sections 5-9).
- 3.2. ITL/ TDF/ PPT/ TEAL
[https://liveplymouthac.sharepoint.com/:u:/r/sites/u411/SitePages/ED%20Home%20\(Teaching-Development-Opportunities\).aspx?csf=1&web=1&e=jPG670](https://liveplymouthac.sharepoint.com/:u:/r/sites/u411/SitePages/ED%20Home%20(Teaching-Development-Opportunities).aspx?csf=1&web=1&e=jPG670)
- 3.3. PGCert ClinEd (face-to-face pathway)
<https://www.plymouth.ac.uk/courses/postgraduate/pgcert-clinical-education>
- 3.4. PGCert ClinEd (distance learning pathway)
<https://www.plymouth.ac.uk/courses/postgraduate/pgcert-clinical-education>

4. The streams of training and/ or professional recognition

- 4.1. The departmental manager(s) leading an appointment will decide the appropriate stream, according to the new employee's role type; existing level of training/ professional recognition; and volume of relevant experience.
- 4.2. Relevant experience is that relating to teaching and/ or support of student learning in a Higher Education context.
- 4.3. A flow diagram (Appendix A) and an [online decision maker](#) is available to help managers decide the appropriate stream for new employees.

5. Preparing PhD Students for Teaching (PPT)

- 5.1. PPT is for all postgraduate research students with little or no relevant experience, who will be providing occasional teaching or student support.
- 5.2. PPT is equivalent to around half a day of training. It is an online course that participants can complete independently, to fit around other commitments.
- 5.3. Colleagues should complete PPT before contributing to teaching/ support of student learning.
- 5.4. PPT is not formally assessed and is not accredited by an external professional body. It is designed as a 'starter kit' for staff who are beginners in Higher Education teaching and who have limited responsibilities.
- 5.5. Upon completion, participants in PPT are issued a certificate.
- 5.6. Where completed previously, there is no requirement for colleagues to participate in PPT again.
- 5.7. Postgraduate research students and supervising staff should be mindful of limits on teaching activity imposed by sponsors (e.g. Research Councils) or locally, by Schools/ Faculties. These should be stated in research degree handbooks/ School handbooks. All preparation, assessment and delivery should be summed, to ensure it stays within the weekly permit time.
- 5.8. Colleagues are exempt from PPT where they can evidence any of the following:
 - 5.8.1. A HEA fellowship (AFHEA/ FHEA/ SFHEA/ PFHEA).¹
 - 5.8.2. A PGCert, PGDip, Masters degree, or Doctorate in higher education, secondary education, further education, or lifelong learning (or overseas equivalent).
 - 5.8.3. A National Teaching Fellowship Scheme Individual Award.
 - 5.8.4. A SEDA award accredited against the PSF (Professional Standards Framework).
 - 5.8.5. A Diploma in Teaching in the Lifelong Learning Sector (DTLLS).
 - 5.8.6. A Diploma in Education and Training (DET).

6. Teaching Essentials for Associate Lecturers (TEAL)

- 6.1. TEAL is for Lecturers, Associate Lectures, Associate Tutors, Doctoral Teaching Assistants, Teaching and Research Associates, and Demonstrators, who have a confirmed role in teaching/ support of student learning that is equal to or below 180 hours p.a. (per annum)/ 0.2 f.t.e. (full time equivalent)².
- 6.2. TEAL is equivalent to around 7 hours of training, comprising independently completed preparatory tasks, followed by a synchronous workshop.
- 6.3. Colleagues should participate in TEAL at the first available opportunity, to benefit their practice and to ensure that the course is completed within their period of employment.

¹ HEA refers to Higher Education Academy – the former name of Advance HE.

² As agreed between University management and Union representatives, for hourly paid Associate Lecturers a 0.2 f.t.e. contract is equivalent to 180 hours of direct teaching.

- 6.4. The maximum timeframe for completing TEAL is normally six months from the individual's start date. TEAL is delivered several times a year; colleagues should ensure that they join a delivery which enables them to meet the 6-month timeframe.
- 6.5. TEAL is not formally assessed and is not accredited by an external professional body. It extends the content of PPT, including, for example, material on how to design learning sessions independently.
- 6.6. Upon completion, participants in TEAL are issued a certificate.
- 6.7. Where completed previously, there is no requirement for colleagues to participate in TEAL again.
- 6.8. Colleagues are exempt from TEAL where they can evidence any of the credentials or training listed in 5.8.1. – 5.8.6.
- 6.9. Appointing managers can also choose to exempt new employees from TEAL where they have substantial experience of teaching and/ or supporting student learning (see definition in 7.2). In these instances, line managers and new employees should discuss if any short training in specific topics should be completed (e.g. engagement with Academic Development web resources).

7. Introduction to Teaching and Learning (ITL)

- 7.1. ITL is for Lecturers, Associate Lectures, Associate Tutors, Doctoral Teaching Assistants, Teaching and Research Associates, and Demonstrators, who have a confirmed role that is above 180 hours p.a./ 0.2 f.t.e., and who do not have substantial experience of teaching/ support of student learning.
- 7.2. Substantial experience of teaching/ support of student learning is defined as making repeated contributions, for a sustained period of at least 12 months, in any national Higher Education system.
- 7.3. ITL is a credit-bearing module at NQF level 7. Sectoral guidance³ states that each credit should confer around 10 hours effort time for the typical student. However, many ITL participants have extensive prior experience of postgraduate study, which may facilitate their engagement. In addition, many ITL activities that contribute to the total effort time form part of the participant's routine practice (e.g. drafting session plans, composing learning outcomes, professional conversations with colleagues).
- 7.4. Colleagues should participate in ITL at the first available opportunity, to benefit their practice and to ensure that the course is completed within their period of employment.
- 7.5. The maximum timeframe for submission of summative assessment is normally 12 months from the individual's start date. ITL is delivered several times a year; colleagues should ensure that they join a delivery which enables them to meet the 12-month timeframe.
- 7.6. ITL covers a comprehensive set of topics (e.g. different teaching methods).
- 7.7. Successful completion of the ITL confers Masters-level credits, as well as HEA Associate Fellowship (AFHEA).

³ QAA Quality Code

- 7.8. Where completed previously, there is no requirement for colleagues to participate in ITL again.
- 7.9. Colleagues are exempt from ITL where they can evidence any of the credentials or training listed in 5.8.1. - 5.8.6.
- 7.10. Prospective ITL participants should ensure that they have substantial student-facing commitments in the six-month period following the start of the ITL module. This is to enable completion of practice-based assessments. Suitable commitments include, for example, lectures, seminars, workshops, laboratory time, tutorials, supervision, fieldwork, placement support.
- 7.11. Exempted staff, whose relevant experience was accrued mainly outside the UK, can volunteer to participate in the ITL on an attendance-only basis, to build familiarity with UK Higher Education structures/ practices. These employees should discuss the potential value of attendance-only participation with their line manager.

8. The Teaching Development Framework (TDF)

- 8.1. The TDF is for Lecturers, Associate Lectures, Associate Tutors, Doctoral Teaching Assistants, Teaching and Research Associates, and Demonstrators, who have a confirmed role that is above 180 hours p.a./ 0.2 f.t.e. and who do have substantial experience of teaching/ support of student learning (see definition in 7.2).
- 8.2. TDF is not a route to a qualification or academic credit. It provides a form of professional recognition that has currency throughout the UK higher education sector and in some other countries. The minimum requirement is for TDF participants to achieve Associate Fellowship (AFHEA). Alternatively, where colleagues meet the criteria published by Advance HE, they can target Fellowship (FHEA) or Senior Fellowship (SFHEA). With support, TDF participants produce a fellowship application, showcasing their knowledge and accomplishments in higher education teaching. There is no formally taught content.
- 8.3. Colleagues should participate in TDF at the first available opportunity, to benefit their practice and to ensure that the course is completed within their period of employment.
- 8.4. The maximum timeframe for submission of summative assessment is normally 12 months from the individual's start date. TDF has several submission windows in a year; colleagues should ensure that they target a submission window which enables them to meet the 12-month timeframe.
- 8.5. Successful completion of the TDF process confers AFHEA, FHEA or SFHEA, dependent on the type of application submitted.
- 8.6. Colleagues are exempt from TDF where they can evidence any of the credentials or training listed in 5.8.1. - 5.8.6.
- 8.7. Where colleagues meet the criteria published by Advance HE, they can pursue Principal Fellowship (PFHEA), which must be achieved via direct application to Advance HE rather than via the TDF. Achievement of PFHEA fulfills a contractual obligation to gain professional recognition.
- 8.8. To meet requirements of Advance HE, applications should include contemporary material. For AFHEA and FHEA applicants, emphasis is placed on the previous three

years. For SFHEA applicants, emphasis is placed on the preceding five years. Hence, colleagues who are returning to Higher Education employment after a substantial career break should engage in an alternative stream of training and professional recognition (e.g. ITL).

- 8.9. TDF participants whose professional experience was accrued mainly outside the UK can, in parallel, volunteer to engage in the ITL module on an attendance only basis, to build their familiarity with UK Higher Education practices. Employees in this group should discuss the options with their line manager.

9. The Postgraduate Certificate in Clinical Education (PGCert ClinEd, face-to-face and distance learning pathways)

- 9.1. The PGCert ClinEd (face-to-face or distance learning pathway) is a formal academic programme at Masters-level, comprising three 20-credit modules. The PGCert ClinEd programme is accredited by Advance HE and the Academy of Medical Educators.
- 9.2. The PGCert ClinEd is the default contractual requirement for newly employed colleagues in Peninsula Medical School (PMS) who teach/ support student learning in clinical settings for in excess of 180 hours p.a./ 0.2 f.t.e., and who do not have substantial experience of teaching/ support of student learning (see definition in 7.2). Successful participation confers HEA Associate Fellowship (AFHEA).
- 9.3. The PGCert ClinEd is also suitable as a voluntary undertaking for newly employed colleagues in Peninsula Medical School (PMS) who teach/ support student learning in clinical settings for in excess of 180 hours p.a./ 0.2 f.t.e., and who do have substantial experience of teaching/ support of student learning (see definition in 7.2). These colleagues may wish to pursue the PGCert ClinEd as it provides a foundation for further Masters-level study and qualifications in education. Alongside voluntary participation in the PGCert ClinEd, these colleagues would have a contractual requirement to engage in the TDF Scheme to gain – at minimum – HEA Associate Fellowship (AFHEA).
- 9.4. As a default, colleagues involved in teaching/ supporting students in the Peninsula Medical School will participate in the PGCert ClinEd. However, in exceptional circumstances, and through discussion with their line manager and the ClinEd Programme Lead, they may, as an alternative, complete the ITL module; a selection of PGCert ClinEd modules; or a combination of the ITL plus PGCert ClinEd module(s).
- 9.5. As a minimum, colleagues involved in teaching/ supporting students in clinical settings are expected to complete the ITL. Normally, however, they will be offered the opportunity to take one or all of the PGCert ClinEd (face-to-face pathway) modules as an alternative, or in addition to, the ITL. Obligations for each employee are decided in negotiation with the relevant line manager(s), and the Clinical Education Programme Lead (face-to-face pathway).
- 9.6. Colleagues are exempt from the PGCert ClinEd where they can evidence any of the credentials or training listed in 5.8.1. - 5.8.6.
- 9.7. On successful completion of the first module of the PGCert ClinEd, participants gain 20 credits and those with a University of Plymouth contract become entitled to apply for AFHEA. This process sits aside from the TDF Scheme and is supported by the Clinical Education team. There is no cost to the individual.

- 9.8. Prospective participants in the PGCert ClinEd , or its constituent modules, should ensure that they have substantial student-facing commitments during the delivery window, to complete the practice-based assessments.
- 9.9. The PGCert ClinEd is available cost-free to employees in Peninsula Medical School (PMS). Colleagues from other Schools may be able to access the PGCert as a means of fulfilling training requirements but access must be funded, either by the individual or their department (<https://www.plymouth.ac.uk/courses/postgraduate/pgcert-clinical-education>).

10. Responsibilities

10.1. Appointing/ line managers' responsibilities:

- 10.1.1. Identifying the appropriate contractual requirements for prospective employees at the time of recruitment and appointment i.e. deciding if existing credentials/ training provide exemption from further training/ professional recognition. If, after consulting the flow diagram (Appendix A) and [online decision maker](#), there is doubt, the Educational Development department within Academic Development should be consulted for advice (educationaldevelopment@plymouth.ac.uk).
- 10.1.2. Clearly advising prospective employees of expectations around training/ professional recognition.
- 10.1.3. Accurately completing relevant fields in the interview pack documents, to clearly convey the chosen contractual requirements to Human Resources.
- 10.1.4. Inducting new employees (including postgraduate research students who teach) to ensure they are familiar with Teaching Qualifications and Recognition Policy, as well as arrangements for probation and performance development reviews.
- 10.1.5. Liaising with new staff members to identify a suitable mentor for teaching and learning.
- 10.1.6. Supporting new employees to identify and achieve relevant performance objectives in teaching and learning, including the attainment of the stipulated training and/ or professional recognition.
- 10.1.7. Regularly reviewing employees' progress towards performance objectives, including stipulated training and/ or professional recognition, as part of the induction, probation, and performance development review processes.
- 10.1.8. Providing adequate support and development opportunities, for employees to attain high standards in teaching and learning, consistent with the University's [Induction Policy and Procedures](#).
- 10.1.9. Ensuring that new employees can complete the stipulated training and/ or professional recognition within their contracted hours of employment.
This includes:
 - 10.1.9.1. Ensuring that scheduled slots for delivery are protected from conflicting activity.

- 10.1.9.2. Allowing sufficient time within workload scheduling for successful completion of training and/ or professional recognition. Time for training and/ or professional recognition should be contained within existing contracted hours of employment, as opposed to the employee claiming for additional hours/ cost.
- 10.1.9.3. Providing access to appropriate networked computing facilities.
- 10.1.9.4. Providing sufficient, substantive teaching opportunities for participants during the window of their training/ professional recognition, to allow them to complete the relevant practice-based assessments.

10.2. Employees' responsibilities:

- 10.2.1. Identifying detailed course/ scheme requirements relating to the stipulated training and/ or professional recognition.
- 10.2.2. Ensuring individual schedules are clear to allow participation in scheduled sessions and/ or workshops.
- 10.2.3. Maintaining regular dialogue with line managers/ mentors about progress, as part of induction, probation, and performance development review processes.
- 10.2.4. Ensuring prompt registration on the stipulated stream, to facilitate completion within the required timeframe.
- 10.2.5. Participating in and successfully completing the stipulated training and/ or professional recognition, within the required timescale.
- 10.2.6. Raising concerns about individual progress through the stipulated training and/ or professional recognition with line managers and mentors, at the earliest opportunity, as failure to meet a contractual obligation may put employment at risk.
- 10.2.7. Working with training/ professional recognition providers and line managers in a timely manner, where there are concerns about individual progress through the stipulated training and/ or professional recognition.

10.3. Human Resource's responsibilities:

- 10.3.1. Providing clear, timely guidance to employees, managers and other stakeholders, in relation to induction, probation, performance development review processes, and contractual issues.
- 10.3.2. Providing training/ professional recognition providers with accurate and timely information on staff with new, modified, or terminated contractual requirements, so that individuals might be contacted or removed from systems accordingly.
- 10.3.3. Preparing employment contracts for staff that reflect the requirement to comply with the Teaching Qualification and Recognition Policy.
- 10.3.4. Supporting line managers to ensure contractual obligations are met.

10.4. Training/ professional recognition providers' responsibilities:

- 10.4.1. In advance of contracts being finalised, advising managers on technical matters (e.g. currency of teaching qualifications/ professional recognition gained overseas

or in other UK Higher Education Institutions, and potential exemption from provision at the University of Plymouth).

10.4.2. Providing and administering PPT/ TEAL/ ITL/ TDF/ ClinEd.

10.4.3. Supporting participants on PPT/ TEAL/ ITL/ TDF/ ClinEd, in meeting professional body standards and/ or module learning outcomes.

10.4.4. Where appropriate, marking assessed elements and giving constructive feedback.

10.4.5. Liaising with managers and employees to help identify opportunities and solutions, where employees are not engaging or making acceptable progress towards completion within the agreed timeframe.

10.4.6. Informing Human Resources once employees have successfully completed their training/ professional recognition.

10.4.7. Monitoring and updating the Teaching Qualifications and Recognition Policy.

10.4.8. Where appropriate, entering names of successful completers into Advance HE's fellowship database.

11. Procedures

11.1. Requirements to adhere to the Teaching Qualifications and Recognition Policy are communicated in colleagues' offers of employment.

11.2. Normally, new lecturers are appointed at Grade 7. Promotion to Grade 8 follows successful conclusion of probation, for which completion of any required training and/ or professional recognition is typically required. Human Resources can advise on timescales for salary and grade adjustments.

12. Assessment

12.1. Assessment of the ITL and ClinEd courses is in accordance with the approved module/ programme documentation and the University's academic regulations.

12.2. Where completion of the ITL/ ClinEd is a contractual requirement, the minimum acceptable result is a 'pass'.

12.3. The relevant Award Board will confirm which participants have successfully completed the module/ programme and can receive the relevant transcript/ certificate. For ITL/ ClinEd participants, outcomes from the respective Award Board are used to finalise decisions about the award of HEA fellowship (AFHEA or FHEA).

12.4. In keeping with University regulations, colleagues are permitted two attempts at the assessment for ITL/ ClinEd modules. Failure at the second attempt precludes the employee from further attempts and, as this is a contractual requirement, could result in formal action.

12.5. Following Award Boards, Academic Development routinely update Human Resources of applicants' progress, as part of monitoring compliance with contractual obligations.

- 12.6. The TDF Committee normally convenes three times per annum (Winter, Spring, Summer) to confirm outcomes for participating staff. TDF applications are reviewed against the criteria published by Advance HE for the given category of fellowship (AFHEA, FHEA, SFHEA). At least two assessors, who are colleagues in senior teaching and learning roles from across the University, review each application. The appointed external examiner moderates decisions.
- 12.7. TDF applicants who are unsuccessful at the first attempt can resubmit ad infinitum. However, additional requirements may be imposed (e.g. compulsory formative feedback) and individuals may have to wait until the next scheduled submission point, which could lie beyond the timeframes set out in this policy.
- 12.8. The TDF Committee routinely notifies Human Resources of applicants' progress, as part of monitoring compliance with contractual obligations.
- 12.9. A certificate, confirming HEA fellowship status, is available from Advance HE (not internally from the University). Participants should hear directly from Advance HE a few weeks after the outcome has been confirmed by an Award Board or TDF Committee.

13. Review of this policy

- 13.1. The University is committed to ensuring that the current policy remains fit for purpose at individual, team, and organisational level. Suggested improvements can be emailed to the Educational Development department within Academic Development, using the address below.
- 13.2. This policy will be reviewed regularly, taking into account feedback from within the organisation, evaluation mechanisms, and relevant changes in statutory regulations.

14. Contact details

- 14.1. For queries relating to contracts, contact HR Administrative Team:
hradmin@plymouth.ac.uk
- 14.2. For queries relating to existing qualifications/ professional recognition:
- 14.2.1. PPT/ TEAL/ ITL: educationaldevelopment@plymouth.ac.uk
- 14.2.2. TDF: tdf@plymouth.ac.uk
- 14.2.3. PGCert ClinEd (face-to-face and distance learning pathways):
meddent-admissions@plymouth.ac.uk

Appendix A: Routes to qualification/ professional recognition for staff with contractual obligations (click [here](#) for an interactive version)

Visit https://xerte.plymouth.ac.uk/xerte/play.php?template_id=8322 for an interactive version

