**ASTON UNIVERSITY**

**POLICY FOR THE REQUIRED DEVELOPMENT ACTIVITY FOR THOSE ENGAGED IN LEARNING AND TEACHING**

1. **Introduction**

The University has a responsibility to ensure that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed, including those staff who are employed by delivery partners and visiting staff.[[1]](#footnote-1)

The table below sets out the University’s expectations of staff and how they are expected to demonstrate their competence for the role to which they have been appointed.

1. **Continuing Professional Development**

Once appointed, staff are also expected to engage with opportunities to develop their teaching capabilities and reflect upon their teaching practice, and to engage in continuing professional development (CPD) activities.

The University has a variety of opportunities available to staff and supports a range of internal activity. An active engagement with CPD is also likely to benefit an individual’s career prospects.

For more information about the Centre for Learning Innovation in Professional practice (CLIPP) Academic programmes: Introduction to Learning and Teaching Practice, Postgraduate Certificate in Learning and Teaching in Higher Education, Postgraduate Diploma in Learning and Teaching in Higher Education, Master in Education, Master in Education Research and Professional Doctorate in Education go to <http://www.aston.ac.uk/clipp/academic-courses/>

1. **Peer Observation**

Each School has arrangements for peer observation and the policies are available to view at

<http://www.aston.ac.uk/clipp/quality/a-z/peer-observation/>

1. **Professional Standards**

The UK higher education sector has endorsed the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF), which is managed by AdvanceHE[[2]](#footnote-2). The framework provides threshold standards against which higher education teachers may benchmark their practice, and a benchmark by which Universities can assure themselves that staff are qualified to teach and facilitate learning. It also enables universities to demonstrate that their professional development programmes and activities meet expected national professional standards.[[3]](#footnote-3)

1. **Recording Continuing Professional Development Activity**

Staff should record CPD activity in relation to teaching and learning, as well as any development required to maintain and evidence meeting professional registration standards. Formal courses offered within Aston are already registered via the course booking process, but more informal and externally provided activity can be logged by individual staff members via the staff portal:

<http://www.aston.ac.uk/staff/hr/aston-staff-portal/>

Guidance on how to log the activity is on the Human Resources page ‘Booking Training and Recording CPD’:

<http://www.aston.ac.uk/staff/hr/aston-staff-portal/training/>

The activity could range from self-directed reading of journals or books to attending accredited courses, engaging in professional body activities or work-based learning.

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**Summary of the required qualification/CPD activity by category of staff**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Staff – category of appointment** | **PGCert in Learning and Teaching in Higher Education[[4]](#footnote-4)** | **Introduction to Learning and Teaching Practice**  **(20-credit Level 6 module)** | **Continuing Professional Development[[5]](#footnote-5)[[6]](#footnote-6)**  **(minimum of 6 hours per academic year)** | | **Peer observation** |
| Teaching and Research academic staff at all levels | Contractual requirement[[7]](#footnote-7) | – | ✓ | | ✓ |
| Teaching and Clinical staff – Teaching Fellows, Teaching Associates, Clinical Tutors, Clinical Instructors, Clinical Practitioners at Grade 8 and above | Contractual requirement[[8]](#footnote-8) | – | ✓ | | ✓ |
| Teaching and Clinical Staff–Teaching Assistants, Language Tutors, Graduate Teaching Assistants (GTAS) (Grade 7) | Requirement of Graduate Teaching Assistants | Where PGCert not a requirement ✓ | ✓ | | ✓ |
| Staff who deliver occasional teaching (more than 4 sessions per academic year), e.g. postdoctoral researchers, professional services staff demonstrators or technicians | Encouraged and supported | | Encouraged and supported | | ✓ |
| Staff who deliver occasional teaching (less than 4 sessions per academic year), e.g. postdoctoral researchers, professional services staff or technicians | – | – | Encouraged and supported | | ✓ |
| **Postgraduate research students who teach** |  | | | | |
| Students who deliver occasional teaching (more than 4 sessions per academic year) | – | ✓ | | ✓ | ✓ |
| Students who deliver occasional teaching (less than 4 sessions per academic year) | – | – | | Encouraged and supported | ✓ |

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1. UK Quality Code for Higher Education, Chapter B3: Learning and Teaching, Indicator 4, September 2012 [↑](#footnote-ref-1)
2. Formed from a merger of the Higher Education Academy with the Equality Challenge Unit and the Leadership Foundation for Higher Education March 2018 [↑](#footnote-ref-2)
3. UK Professional Standards Framework: [www.heacademy.ac.uk/ukpsf](http://www.heacademy.ac.uk/ukpsf) [↑](#footnote-ref-3)
4. Where individuals hold a part-time contract they are granted an extended timeframe in which to gain a PGCert e.g. if 50% FTE they will have 4 years rather than 2 years to complete it. [↑](#footnote-ref-4)
5. While enrolled on the PGCertHE, PGDipHE, MEd, MRes or EdD, colleagues are encouraged to engage with other CPD (for example, CLIPP-CPD) but this would not be an expectation. Once the CLIPP Academic Practice programme was completed then there would be an expectation to complete a minimum 6 hours of CPD per academic year. [↑](#footnote-ref-5)
6. CPD could include attending a CLIPP-CPD event, attending an external CPD event, presenting at a conference, reading education articles and/or books, preparing an education manuscript for publication, reviewing a manuscript for the Aston Learning & Teaching Journal or an external education journal, mentoring an applicant for HEA accreditation, reviewing HEA accreditation submissions, attending an HEA accreditation panel, reviewing new programme applications, chairing a periodic review panel, chairing a Programme Specific Approval Panel, supporting new programme development as a design navigator. This list is not meant to be prescriptive nor exhaustive. [↑](#footnote-ref-6)
7. Included in the letter of appointment and progress towards achievement of the award monitored by the School. [↑](#footnote-ref-7)
8. Included in the letter of appointment and progress towards achievement of the award monitored by the School. [↑](#footnote-ref-8)