



Quality Assurance Code of Practice

Professional Development and Recognition for Staff and Students who Teach and Support Learning

This document is primarily intended for:

All Staff and Students involved in teaching.

Assistant Registrars in the Faculty/School

Heads of Departments/ School/ Director of Studies (Undergraduate and Postgraduate)

Queries:

First point of contact – Assistant Registrars in the Faculty/School or equivalent

Technical/specialist contact – *Academic Staff Development, Centre for Learning & Teaching*

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1 Purpose and Scope

- 1.1 The purpose of this statement is to make clear the opportunities for, and expectations and requirements of all staff and students who teach and/or assess students or Student Apprentices taking a University of Bath award. This statement sets out the provision made by the University to equip its staff and, where applicable students, to

teach and/or assess its students and Student Apprentices to a minimum standard and, where possible, to enhance the quality of teaching and assessment practices.

- 1.2 This statement encompasses the delivery of all activities involving learning, teaching and assessment, and learning and teaching support including but not limited to lectures, tutorials, seminars, on-line tutoring, e-teaching, teaching at a distance, laboratory demonstrating, providing feedback, workshops, curriculum design, undergraduate and postgraduate project supervision, and doctoral supervision.
- 1.3 This statement applies to all staff (full time, part time and sessional/temporary staff) and students who teach and/or assess students or Student Apprentices taking a University of Bath award. The term 'all staff' encompasses anyone on a University of Bath contract who undertakes teaching and/or assessment at undergraduate or postgraduate level including (but not limited to) lecturers, research staff and all others in the Education & Research job family; technicians and other professional services. A summary of procedures and development activities which are available and/or mandatory for staff and students according to their position or role is provided in Annex 1.
- 1.4 Where a responsibility is given to a 'Director of Studies (Taught Provision)', this may lie with the Director of Teaching at the discretion of the Department/School.
- 1.5 Staff in the Education and Research job family should read this QA statement in conjunction with the University's [Career Progression in the Education & Research Job Family Principles & Framework](#) (CPER framework) which provides details of the criteria and procedures for pre-probation, probation and promotion.
- 1.6 Additional requirements for supervisors of doctoral students are set out in [QA7 Research Degrees](#).
- 1.7 These guidelines may be varied under the terms of an institutional agreement where a course of study is delivered as a collaborative initiative with a partner organisation. The University's expectations in relation to staff employed in the University's partner organisations are made clear in section 8 of this statement on Collaborative Provision.
- 1.8 These guidelines may be varied under the terms of a [Subcontractor Agreement](#) where a course of study is delivered as subcontracted provision with a partner organisation.

2 Principles

2.1 Commitment to excellence in education

- 2.1.1 The University is committed to providing its students with an excellent all round learning experience as defined in its Education Strategic Implementation Plan. The University has a responsibility to equip, support, develop and enable professional recognition for all those whose activities directly impact on the student learning experience.

2.2 Supporting our staff who teach as they develop their skills, curricula and careers

- 2.2.1 (Continuing) professional development activities for enhancing learning and teaching might include participation in an internal or external conference, event or networks, internal or external seminars, workshops or training webinars, informal conversations with colleagues, introducing a different or innovative approach, leading a Teaching Development Fund project, peer review of teaching, mentoring, coaching, engaging with research on teaching, writing (about teaching) for publication, links with Professional Services, links with training providers and so on.
- 2.2.2 The Centre for Learning & Teaching (CLT) offers a range of opportunities to support all those who teach in the development, enhancement and recognition of their academic practice throughout their career. These opportunities include provision of an Advance HE accredited scheme mapped against the Professional Standards framework (PSF 2023) for probationers and experienced staff, leading Fellowship recognition, a CLT professional development programme and fora for sharing good practice, and administration of the University's Teaching Development Fund.
- 2.2.3 Academic Departments/The School complement this provision with discipline-based development and enhancement such as peer mentoring, peer review of teaching, shadowing opportunities, seminars and workshops.
- 2.2.4 The University recognises excellence in learning and teaching and leadership and management as key criteria for the promotion of its staff within the Education and Research job family. The CPER framework outlines the University's requirements for staff within this category to achieve promotion up to professorial level. Unless only involved in research activity, staff will require some assessment/evidence of the quality of their teaching to be considered for promotion.
- 2.2.5 All staff are encouraged to use feedback from students, emerging from unit evaluation, and/or from peers and other forms of teaching and related evidence to reflect on their performance and to develop and enhance their teaching skills on an ongoing basis. Staff Development and Performance Review (SDPR) offers the opportunity to discuss career and professional development needs and opportunities in relation to teaching.

2.3 Understanding the needs and aspirations of our diverse student communities to inform our strategy, inclusive curriculum development and student support

- 2.3.1 An inclusive approach includes understanding and supporting the diversity and variety of student needs, equality issues and disability. Professional development activities which aim to promote and facilitate an inclusive education approach (including supporting students with disabilities) are available to all staff through a variety of routes, including CPD activities and courses run by HR, CLT and Equality, Diversity and Inclusion and through specialist advice and guidance from Student Services.

2.4 Ensuring that our technologies and facilities support our strategic priorities for learning and teaching

- 2.4.1 The University recognises the need to support staff to enhance learning and teaching using technology. This may result in different modes of learning including blended and distance learning. The needs of staff teaching on distance learning courses and apprenticeship courses may be different from those delivering a course face to face and they should be provided with development opportunities appropriate to their roles. CLT offers a range of support in this area.

3 Summary of Requirements

- 3.1 All teaching staff new to the University and staff/students new to teaching (see definition of 'all staff' in paragraph 1.3) must be appropriately supported to ensure that their teaching and assessment activities meet expected standards and must be made aware of how their teaching activities fit in the context of the course and Department/School. This support includes an appropriate induction and development activities appropriate to their role.
- 3.2 All students who teach (including facilitating seminars, demonstrating, supervising dissertations etc) or assess, must:
- Be approved by the Board of Studies as qualified to do so;
 - Receive from their Department, or be committed to, appropriate training or development prior to taking up their position;
 - Be provided with regular supervision, monitoring and mentoring from their Department with regard to their teaching activities;
 - Have demonstrated that they have appropriate subject knowledge and communication skills to enable them to perform the teaching duties required of them.
 - Enhance practice through their own continuing professional development in accordance with the Professional Standards Framework (PSF 2023)
- 3.3 All staff with substantial teaching responsibilities and who are new to teaching will be assigned a mentor by the Head of Department.
- 3.4 "It is the responsibility of the Head of Department/Division to ensure:
- Any University employee, upon their initial appointment to a doctoral supervisory team, attends an intensive training course on supervision, either prior to, or within six months of assuming supervisory responsibility.
 - Any member of a supervisory team employed by the University who is new to supervision at the University of Bath, but with experience of doctoral supervision elsewhere, attends a University training session on supervision to provide an understanding of supervisory practice specific to the University of Bath. This must be prior to, or within six months of, assuming supervisory responsibility.
 - Any member of a doctoral supervisory team employed by the University undertakes a refresher session on supervision on the recommendation of the Department/School in order to keep up to date on practice." ([QA7](#) para 21.3).
- 3.5 All teaching staff on pre-probation or probation:
- Will be allocated a mentor by their Department/School;

- Must undertake the Pathways to Fellowship [programme](#). Accreditation of prior (experiential) learning (AP(E)L), may be considered and agreed by the CLT (see Annex 2 for different contractual requirements);
- Should have teaching observed at least twice during their first year.

- 3.6 All Departments/the School must establish and maintain a peer review of teaching scheme and a co-ordinator should be appointed to run the scheme.
- 3.7 All staff in the Education and Research job family can request a mentor through their departmental mentoring coordinator.
- 3.8 All staff with teaching responsibilities should be encouraged to continually enhance their practice throughout their career, taking an academically rigorous (evidence-informed) and professional approach (in accordance with the Professional Standards Framework).

4 Responsibilities

- 4.1 It is the role of the Head of Department or School (or their authorised delegate) to ensure that the (continuing) professional development needs of all staff involved in learning, teaching and assessment in the Department/School are met and in particular that:
- These needs are identified, normally through unit evaluation, performance review and peer review of teaching, and that appropriate development is recommended;
 - All staff with teaching responsibilities are encouraged to continually enhance their practice throughout their career, taking an academically rigorous (evidence-informed) and professional approach;
 - The expectations and requirements for staff new to teaching and/or staff on probation are met (see section 6);
 - A mentoring scheme for staff new to teaching is available and suitable mentors are appointed (see section 6.2.8);
 - A scheme for peer review of teaching is implemented, maintained and monitored within the Department/School; a Department/School co-ordinator for the scheme appointed and that individuals and best practice is shared amongst the Department/School as appropriate.
- 4.2 It is the responsibility of all staff who teach to undertake (continuing) professional development activities associated with learning, teaching and assessment. These development needs may be identified and addressed through a variety of mechanisms including:
- The probation or promotions criteria as set out in the CPER framework;
 - The Professional Standards Framework for teaching and supporting learning in higher education (PSF 2023);
 - Contractually;
 - Unit evaluation;
 - Staff Development and Performance Review (SDPR);
 - Staff reflecting on their own practice and learning from that of colleagues through informal conversations, peer review of teaching, participation in internal and/or external events and so on;

- Participation in the Pathways to Fellowship programme
- CLT Professional Development Programme

4.3 It is the responsibility of the Director of Teaching, in liaison with the Director of Studies (Doctoral Provision) to monitor the quality of teaching undertaken by students and to ensure the appropriate environment and conditions as set out in section 5.

5 Students undertaking teaching activities

5.1 Students who contribute to teaching play an important role in enhancing the learning experience of the students or Student Apprentices they support. The University seeks to provide doctoral students with the opportunity to engage in teaching support or teaching activities as part of their development. The opportunity for students to engage in teaching duties is subject to a need for their services. On occasion, postgraduate taught and undergraduate students may also be employed to teach or support teaching.

5.2 Professional Development

5.2.1 All students new to teaching in the University (including teaching-related activities such as facilitating seminars, demonstrating, supervising dissertations, marking etc.) must receive an appropriate induction, including any identified training (see 5.2.3)

5.2.2 All students new to teaching must receive appropriate support from their department to ensure their activities meet expected standards and must be made aware of how their activities fit in the context of the course and Department/School. Students are expected to complete the [First Steps to Teaching training course](#) as part of their departmental training programme, unless other departmental teaching training is already provided.

5.2.3 The Director of Teaching will be responsible for monitoring the quality of teaching and teaching-related activity undertaken by students to ensure they:

- receive or are committed to appropriate training or development prior to taking up their position. This will normally include attendance on an institutional, faculty or departmental induction course as well as unit-specific briefings within the Department/School. In developing an appropriate development course, the Departments/School/Faculties will be expected to liaise with the CLT in order to agree the standards of such courses and regularly review the course with the CLT;
- are subject to regular supervision, monitoring and mentoring regarding their teaching and assessment activities.

5.2.4 The Department/School may also wish to consider extending its probationers' mentoring scheme to provide teaching mentors for students with significant teaching responsibilities. Mentoring may last for the first year of teaching activity.

5.3 Teaching environment and conditions

5.3.1 The Director of Teaching will be responsible for safeguarding the interests of undergraduate and postgraduate taught Student Teaching Assistants and ensuring that their studies are not compromised by undertaking teaching and assessment

activities. The Director of Studies (Doctoral Provision) will be responsible, in liaison with research supervisors, for ensuring that the research activities and the capacity of doctoral students to complete their awards in a timely manner are safeguarded.

5.3.2 At the time that the offer of a studentship is made, doctoral students should be made aware of:

- any conditions attached to the offer relating to the nature, extent and terms of any teaching duties that they will be required to undertake;
- any opportunities for undertaking teaching activities and the terms of such activities.

5.3.3 The Director of Studies (Doctoral Provision) will be responsible for ensuring that the imposition of any such condition on an academic award holder does not contravene any rules specific to the particular award.

5.3.4 As recommended by UKRI, doctoral students will not normally be required to engage in teaching activity that occupies more than six hours of work in any week (including contact time and time for marking submitted work). Postgraduate taught and undergraduate students will not normally be required to engage in teaching activity that occupies more than two hours of work per week (including contact time and time for marking submitted work), calculated as an average over the teaching year.

5.3.5 Students will not routinely be permitted to engage in any marking duties that contribute to the final degree classification. Where doctoral and/or postgraduate taught Student Teaching Assistants (GTAs) are approved to do so, they should be well trained, supported (including through the provision of detailed marking schemes) and mentored, and the marks moderated. GTAs approved to undertake marking duties will normally be doctoral students. In addition, the case for GTA involvement in the assessment of a unit which contributes towards degree classification and the support process must be approved by the Faculty/School Board of Studies using Form 2. The Unit Coordinator is responsible for setting assessment, ensuring that all pieces of work marked by GTAs are subjected to moderation and for the final mark.

Good Practice

In some Departments, a single member of staff has responsibility for maintaining an overview of the range of teaching appointments and the amount of teaching each individual student is undertaking.

5.3.6 Students will be responsible for notifying the Department/School at the earliest opportunity if they are unable to fulfil any teaching activity that they have undertaken to perform. Directors of Studies (Taught Provision) will be responsible for ensuring that all students are aware of the appropriate departmental procedures for such notification

5.4 Approval

5.4.1 Approval must be sought from the Board of Studies prior to any student being appointed to a role involving teaching, teaching support and/or assessment. For undergraduate and postgraduate taught students, approval is the responsibility of the

Faculty/School Board of Studies; for doctoral students, it is the responsibility of the Board of Studies (Doctoral).

- 5.4.2 The requirement for Board of Studies approval is independent of the process used for recruitment or the contract the student will be employed on. This means that where students are recruited via Stonefish (for low-fractional contracts), approval must be sought from the Board of Studies before a student can be appointed to the role.
- 5.4.3 QA9 Form 1, “Approval of Student Teaching Assistants”, must be completed to demonstrate that the student has appropriate subject knowledge and communication skills to enable them to perform the duties required of them and giving details of the development activities the student has undertaken or is committed to.
- 5.4.4 Approval must also be sought from the Faculty/School Board of Studies for in principle GTA involvement in the assessment of specific units contributing to final degree classification using QA9 Form 2, “Approval of unit(s) on which appointed, trained and supported Graduate Teaching Assistants may mark assessments contributing to final degree classification”. This will demonstrate that for learning and teaching purposes the utilisation of a GTA is appropriate for the form of assessment and confirm appropriate support mechanisms are in place to support the GTA in appropriately discharging their duties. QA9 Form 2 must be approved by the Faculty/School Board of Studies prior to the utilisation of a GTA on a unit. The competence of individual graduate students will be considered using QA9 Form 1.
- 5.4.5 Copies of approved QA9 Form 1s will be made available as necessary between the Doctoral College/Faculty/School to maintain appropriate records/oversight of students involved in teaching activities.
- 5.4.6 Boards of Studies do not need to re-approve students with a previous or existing appointment to a similar role. These students should, however, be encouraged by Directors of Studies (Taught Provision) to engage in additional formal training or development activities whenever these are available.
- 5.4.7 The University will routinely monitor the involvement of students in teaching activities (see paragraph 10.5).
- 5.4.8 In addition to the provisions made above, the University and Students’ Union have developed a [Peer Assisted Learning](#) (PAL) scheme whereby trained PAL Leaders facilitate regular study groups with students in lower years. PAL Leaders do not re-teach students or introduce new material but help students to reflect on lectures, work through recommended readings etc. PAL schemes, therefore, are exempt from the above approval processes. Similarly, peer assessment methods (e.g. of groupwork contributions) are overseen and moderated by unit convenors and are also not relevant to this Code of Practice statement.

6 Staff who are new to teaching

6.1 Professional Development

- 6.1.1 All staff new to teaching in the University must be given an appropriate induction.

- 6.1.2 All staff new to teaching must be appropriately supported to ensure that their teaching activities meet expected standards as outlined by the PSF 2023 and must be made aware of how their teaching activities fit in the context of the course and Department/School. Faculty/School Boards of Studies are responsible for agreeing the initial appointment of sessional/temporary staff to any role involving learning, teaching and assessment.
- 6.1.3 Where development activities are delivered by a Department/School to meet the contractual obligations of a member of staff, these activities must meet standards approved by the CLT (on behalf of the Education, Quality and Standards Committee (EQSC)).
- 6.1.4 In addition to regular peer review (see section 7.2), all staff new to teaching should be observed at least twice during the first year to help them develop their teaching practice. These observations should be undertaken by a mentor, or a senior member of staff in the Department. It is important that these observations are non-threatening and that staff new to teaching start to develop skills of critical reflection. These observations may take a different form where the member of staff is not involved in lecturing (e.g., a peer review discussion around tutorial provision).
- 6.1.5 All staff with substantial teaching responsibilities and who are new to teaching will be assigned a mentor (see paragraphs 6.2.8 to 6.2.13).

6.2 Staff on academic probation or pre-probation who are undertaking teaching activities

- 6.2.1 All staff on academic probation or pre-probation with any responsibility for learning, teaching and assessment should refer to the CPER framework and/or their contract of employment with the University for information on the University's requirements and their obligations with respect to their probationary period.
- 6.2.2 According to the terms of their appointment (and as specified in Annex 1 of this statement), all teaching staff on probation or pre-probation, without the relevant qualification and/or experience of teaching in Higher Education, must undertake the Pathways to Fellowship programme, delivered by the CLT. The Department of Human Resources is responsible for identifying staff on probation who are required to take the Pathway to HEA Fellowship scheme and for communicating this information to the probationer and to the CLT.
- 6.2.3 Annex 2 outlines the minimum requirements for probationary staff undertaking the Pathway to HEA Fellowship scheme. Staff who have already gained an HEA fellowship may receive accreditation of prior or experiential learning (AP(E)L) from the scheme. Participants seeking AP(E)L from the scheme should refer to the scheme handbook for information on applying. Until a decision is reached on their claim by the relevant Associate Dean (Education) or equivalent and the Pathways to Fellowship programme Lead, the probationer will continue to be registered on the scheme and will be expected to engage with it.
- 6.2.4 All teaching staff on probation/pre-probation will be allocated a mentor (see section 6.2.8).

Teaching Observations

- 6.2.5 Staff on probation/pre-probation should be observed by an experienced member of staff on a regular basis. The observation of staff on probation may be formative (developmental) or summative (for the purposes of formal record) in nature.
- 6.2.6 In accordance with the requirements of the CPER framework (2.8.1), staff on probation must present records of satisfactory teaching observations and a Senior Teaching Observation to Academic Staff Committee, with probation review reports, in order to pass probation.

Summative teaching observations must be recorded using the Teaching Observation Form.

The senior observation needs to be carried out by an approved senior member of staff, (Senior Observer), from a Department/School other than that of the probationer. Senior Observations are arranged in co-ordination with the CLT by contacting acdev@bath.ac.uk.

- 6.2.7 Where it is agreed that the observation is developmental (formative observation), the record of the observation should remain confidential to those involved in the observation.

Mentoring

- 6.2.8 New members of staff are likely to have questions, concerns and needs which may not have been met at initial departmental or university induction (or in case of staff with teaching responsibilities, the Pathway to HEA Fellowship scheme). Because of the individual nature of questions that may arise, these are best dealt with in an atmosphere of trust and mutual respect by a more experienced peer with an awareness and understanding of the situation facing their new colleague. The formal establishment of such a relationship for support is mentoring, and the more experienced colleague is the mentor for the new members of staff.
- 6.2.9 Mentors should be appointed from among more experienced members of staff, giving consideration to the views of the new member of staff.
- 6.2.10 All new staff with substantial teaching responsibilities will be assigned to one or more experienced member(s) of staff who will provide mentoring support and guidance about meeting the University's expectations in learning and teaching and/or research. A Head of Department/School or other senior member of staff who will be making judgements about a probationer's progression should not act as a mentor for that probationer.
- 6.2.11 Mentoring should last throughout the probationary period. Patterns and guidelines for meetings and other contact during the mentorship are agreed between the two parties. Normally meetings would be at least once every three months and more frequently at the beginning. Where possible the mentor should be appointed by the start date of the new member of staff.

6.2.12 Further details on the role of mentors can be found in the guidance document [Role of mentors](#).

7 Experienced Teaching Staff

7.1 Experienced Teaching Staff New to the University

- 7.1.1 All staff new to the University must be given an appropriate induction.
- 7.1.2 All teaching staff new to the University must be appropriately supported to ensure that their teaching activities meet expected standards and must be made aware of how their teaching activities fit in the context of the course and Department/School.
- 7.1.3 All new staff with substantial teaching responsibilities will be assigned to one or more experienced member(s) of staff who will provide mentoring support and guidance about meeting the University's expectations in learning and teaching and/or research.
- 7.1.4 Experienced teaching staff with no prior knowledge of teaching at the University may find it useful to participate in some of the Departmental/School activities and sessions offered through the CLT Professional Development Programme.

7.2 Continuing Professional Development: Peer Review

- 7.2.1 All Departments/the School must establish and maintain a peer review of teaching scheme and a co-ordinator should be appointed to run the scheme.
- 7.2.2 The scheme should include all staff (with at least 0.2 FTE contracts) who make a contribution to teaching. The scheme might also include other regular contributors to teaching, by including them in peer review less frequently.
- 7.2.3 Peer review of teaching is a two-way developmental process in which teaching staff share parts of their teaching practice with a colleague or colleague(s) in order to inform and enhance their own practice. Peer review relates naturally to the full range of teaching, learning support and educational development processes that academic staff are engaged in on a day-to-day basis. It may include direct observation of teaching activities, in the classroom, but equally it may involve a review of documentation (e.g. exam questions, new course design etc.) or an open discussion of an aspect of learning and teaching. All peer review exercises should culminate in a reflective dialogue between all parties. Full details of the process for peer review of teaching, including guides for staff and Heads of Departments/the School, and possible scenarios can be found on the [Centre for Learning & Teaching webpages](#).
- 7.2.4 For staff no longer on probation, it is good practice to undertake periodic peer review of teaching. Peer review should be considered in conjunction with other professional development support provided by the Centre for Learning and Teaching. The Department/ School may wish to utilise peer review on an ad hoc basis for specific individual or departmental development needs.
- 7.2.5 Where there are any specific areas of peer review that require discussion, the Departments/ School will provide a summary report of peer review activity in the Department/School to its Faculty/School Learning Teaching and Quality Committee.

- 7.2.6 Annual Monitoring of courses provides Departments/School with the opportunity to identify and share good practice from peer review of teaching.

7.3 Continuing Professional Development: other opportunities

- 7.3.1 All staff with teaching responsibilities should be encouraged to continually enhance their practice throughout their career, taking an academically rigorous (evidence-informed) and professional approach.
- 7.3.2 A variety of professional development opportunities are available in relation to learning and teaching within Departments/Faculties/School, across the University and externally. These include informal activities such as conversations with colleagues or browsing research / examples of practice, and also more formal approaches including updating practice on the basis of student/peer/self-feedback, participating in networks or other events; or the Pedagogic research (PedR) network. The Centre for Learning and Teaching can provide advice and guidance, together with support for seeking resources and provision of bespoke professional development sessions for Departments/School/Faculties and other groupings.
- 7.3.3 Experienced teaching staff who do not already have a formal teaching qualification or professional recognition are encouraged to gain a Higher Education Academy (HEA) Fellowship. This can be achieved by an application through the Pathways to Fellowship programme, or through a supported application overseen by CLT.
- 7.3.4 All staff in the Education and Research job family can request a mentor through their [departmental mentoring coordinator](#).

8 Collaborative Provision

- 8.1 It is the University's expectation that partner organisations delivering courses leading to a University of Bath award, and subcontractors delivering elements of an apprenticeship course, will have the policies and procedures in place to ensure that its staff are adequately qualified to teach, have opportunities to develop their teaching and undertake an aspect of peer review of teaching. In the case of staff employed by Colleges of Further Education, it is the expectation that the college will employ a Higher Education co-ordinator to support staff to teach at HE level.
- 8.2 Staff employed by partner organisations are subject to the requirements of their institution with regard to staff development. The Courses and Partnerships Approval Committee (CPAC) is responsible for considering at the course approval stage whether staff employed by partner colleges delivering courses leading to a University of Bath award, are appropriately qualified to teach. Staff in partner organisations who teach on a University Award are entitled to attend the course of workshops delivered by the CLT.

9 Sources of Advice and Further Guidance

- 9.1 Advance HE works with institutions and individual staff to enhance the quality of teaching and learning. The [Advance HE website](#) provides information and guidance on many aspects, both generic and discipline-specific, of learning and teaching.
- 9.2 Organisations such as the [Staff and Educational Development Association](#) (SEDA), [Society for Research into Higher Education](#) (SRHE) and the [British Education Research Association](#) (BERA) and other professional bodies offer further resources that may be of use. The CLT can offer assistance in finding appropriate resources.
- 9.3 The [Apprentice Workforce Development \(AWD\) course](#), funded by the Department for Education (DfE) and delivered by the Education and Training Foundation (ETF) supports staff and employers all levels and roles supporting or delivering apprenticeship courses.

10 Monitoring and Review

- 10.1 The quality of teaching is monitored through annual unit and course monitoring (see [QA51](#) Education Annual Review and Enhancement) and the periodic review of courses, Degree Scheme Review or equivalent (see [QA13](#) Degree Scheme Reviews).
- 10.2 As set out in section 7, Faculty-level Learning Teaching and Quality Committees are responsible for monitoring the peer review activity undertaken by each Department or the School.
- 10.3 The Pathways to Fellowship programme is accredited by Advance HE.
- 10.4 The Pathways to Fellowship programme is monitored by a Steering Group on behalf of EQSC.
- 10.5 Faculty/School Boards of Studies will monitor the involvement of and arrangements for students undertaking teaching activities, and report on this activity once a year to EQSC.
- 10.6 At the request of the University Doctoral Studies Committee, the Board of Studies (Doctoral) will submit a report to the Committee on the utilisation of doctoral students in teaching activities.

Statement Details

Issue Version:	6.2
Date:	August 2025
Antecedents:	<p><i>Senate</i> 29 June 1976, Minute 3968</p> <p><i>Quality Assurance Committee</i> Minutes 236(a), 491(b), 623(1), Chair's Action 9 May 2008, 857(8) 9 July 2009 Minute 990 (2) 13 July 2010, Minute 1096(1)</p> <p><i>University Learning Teaching and Quality Committee</i> 13 July 2011 Minute 121, 10 July 2012 Minute 279, 9 July 2013 Minute 428, 8 July 2014 Minute 552 7 July 2015 Minute 671 5 July 2016 Minute 807 11 July 2017 Minute 940 22 May 2018 Minute 1040 16 July 2019 Minute 1197 14 Nov 2019</p> <p><i>Academic Staff Committee</i> Minutes 966, 1043, & 1052</p> <p><i>Learning and Teaching Committee</i> Minutes 04/05 - 6, 06/07 - 33.</p> <p><i>Humanities and Social Sciences Course Approval Panel</i> 13 June 2008</p> <p>QA10 v1.1 - 1 August 1997</p> <p>QA29 v2.2 - 1 August 2008</p> <p>QA46 v1.5 - 1 August 2008</p> <p><i>Education, Quality and Standards Committee</i> 22 September 2023 (via circulation) 14 August 2024 (via circulation) 14 May 2025</p>
Related Documentation:	Career Progression in the Education and Research job family UK Professional Standards Framework (UKPSF)
Author:	Centre for Learning and Teaching

Annex 1 - Summary of Professional Development Opportunities for All Staff who Teach

NB (Section 1): "staff" encompasses all full time and part time teaching staff including sessional/temporary staff and staff delivering units by distance learning. It includes anyone on a University of Bath contract of one year or more who undertakes teaching and/or assessment at undergraduate or postgraduate level including (but not limited to) academics, research staff and all others in the Education & Research job family; technicians and other professional services. However, short term contract staff (less than one year) are still strongly encouraged to engage in the Pathways to Fellowship programme to support their development and which may contribute to any future probationary requirements for completing the Pathways to Fellowship programme.

< 0.4 FTE		Teaching Induction (Section 6.1 & 7.1)	Teaching Observation (Section 6.2.5)	Peer Review (Section 7.2)	Pathways to Fellowship (Section 6.2.2)	Pathways to Fellowship	/Dept Teaching Introduction Course (Section 6.1)	Mentor (Section 6.2.8)	Doctoral supervision development	Other CPD
New staff Staff new to teaching	With appropriate teaching recognition/qualification/experience	✓	-	At discretion of HoD	Voluntary	Voluntary	-	Voluntary	If new PGR supervisor	✓
New staff Staff new to teaching	No appropriate teaching recognition/qualification/experience	✓	✓	At discretion of HoD	At discretion of HoD	N/A	✓	At discretion of HoD	If new PGR supervisor	✓
New staff on academic probation	With appropriate teaching recognition/qualification/experience	✓	✓	At discretion of HoD	Voluntary	Voluntary	-	Voluntary	If new PGR supervisor	✓
New staff on academic probation	No appropriate teaching recognition/qualification/experience	✓	✓	At discretion of HoD	At discretion of HoD	N/A	✓	At discretion of HoD	If new PGR supervisor	✓
Existing Staff	With appropriate teaching recognition/qualification/experience	-	-	At discretion of HoD	Voluntary	Voluntary	-	Voluntary	If new PGR supervisor	✓

Annex 1

QA9

Existing Staff	With no appropriate teaching recognition/qualification/experience	✓	✓	At discretion of HoD	At discretion of HoD	N/A	✓	At discretion of HoD	If new PGR supervisor	✓
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≥ 0.4 FTE		Teaching Induction (Section 6.1 & 7.1)	Teaching Observation (Section 6.2.5)	Peer Review (Section 7.2)	Pathways to Fellowship (Section 6.2.2)	Pathways to Fellowship	CLT/Dept Teaching Introduction Course (Section 6.1)	Mentor (Section 6.2.8)	Doctoral supervision development	Other CPD
New staff Staff new to teaching	With appropriate teaching recognition/qualification/ experience	✓	-	✓	Voluntary	Voluntary	-	Voluntary	If new PGR supervisor	✓
New staff Staff new to teaching	No appropriate teaching recognition/qualification/ experience	✓	✓	✓	✓	N/A	-	✓	If new PGR supervisor	✓
New staff on academic probation	No appropriate teaching recognition/qualification/ experience	✓	✓	✓	✓	N/A	-	✓	If new PGR supervisor	✓
New staff on academic probation	With appropriate teaching /recognition/qualification/experience	✓	✓	✓	✓ (may be able to AP(E)L)	N/A	-	✓	If new PGR supervisor	✓
Existing Staff	With appropriate teaching recognition/qualification/experience	-	-	✓	Voluntary	Voluntary	-	Voluntary	If new PGR supervisor	✓
Existing Staff	With no appropriate teaching	✓	✓	At discretion	✓	N/A	✓	At discretion of HoD	If new PGR supervisor	✓

Annex 1

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	recognition/qualification/ experience			n of HoD						
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		Teaching Induction (Section 6.1 & 7.1)	Teaching Observation (Section 5.2 & 6.2.5)	Peer Review (Section 7.2)	Pathways to Fellowship (Section 6.2.2)	Pathways to Fellowship	CLT/Dept Teaching Introduction Course (Section 6.1)	Mentor (Section 6.2.8)	Doctoral supervision development	Other CPD
Students	Teaching assistants, undergraduate tutors, lab demonstrators	✓	✓	At discretion of HoD	-	Voluntary	✓	Where appropriate	N/A	✓
Staff in partner organisations	New to teaching or with appropriate recognition/qualification/experience	Organised at local level			Voluntary*	-*	-	Org'd at local level	N/A	Org'd at local level

* May participate in the Course/Scheme but may have to pay for HEA accreditation unless on University of Bath contracts.

Annex 2 - Minimum requirements for Probationary Lecturers (Teaching) and Lecturers (Teaching and Research) undertaking The Pathway to HEA Fellowship scheme

The Pathway to HEA Fellowship scheme leads either towards Associate Fellowship HEA or Fellowship HEA.

Accreditation of prior (experiential) learning - AP(E)L - may apply for both schemes if the probationary Lecturer already holds the level of fellowship required for their probation.

For the purposes of probation, mandatory elements of the scheme for staff on different contracts are defined in the table below. Other, non-mandatory elements are available as an option. For the purposes of probation, successful completion of the Pathways to Fellowship programme is evidenced by a formal letter from the PVC Learning and Teaching.

	Pathway to HEA Fellowship	Pathway to HEA Fellowship	Required for probation
Contract	<i>Associate Fellow HEA</i>	<i>Fellow HEA</i>	Researcher skills Sessions
Pre-probationary Lecturers	✓	<i>Optional</i>	<i>Optional</i>
Lecturers (Teaching) (<i>< 0.4FTE</i>)	<i>Optional</i>	<i>Optional</i>	<i>Optional</i>
Lecturers (Teaching) (<i>≥ 0.4FTE; < 18-month contract</i>)	✓	✓ (<i>if contract extended or an additional contract signed</i>)	<i>Optional</i>
Lecturers (Teaching) (<i>≥ 0.4FTE; ≥ 18-months or permanent contract</i>)	✓	✓	<i>Optional</i>
Lecturers (Teaching & Research) (<i>≥ 0.4FTE; ≥ 18-months or permanent contract</i>)	<i>N/A</i>	✓	✓
Prize Fellows	✓ (<i>if doing sufficient teaching</i>)	<i>Optional</i> (✓ <i>if transferred to lecturer contract</i>)	✓