

<b>Owned by</b>	<b>Principal</b>
<b>Maintained by</b>	<b>Academic Registrar's Dept.</b>
<b>Last Updated</b>	<b>November 2020</b>
<b>Approved on</b>	<b>2019</b>
<b>Effective from</b>	<b>2019</b>
<b>Review Date</b>	<b>Jan 2022</b>
<b>Current Version</b>	<b>4.0</b>

## Procedure 3.1 Expectations of staff in teaching delivery

### 1 Introduction

Teaching is an essential function of the Academy. We want the quality of the whole student experience to be outstanding both academically and pastorally. Teaching should be designed to inspire and motivate students to achieve their full potential, **whether online or face to face.**

We expect that all academic staff will undertake teaching. This will commonly be at both undergraduate and postgraduate level, and includes research supervision

There is an expectation that teaching staff will:

- undertake teaching that is research-led and also, where appropriate, research-centred (ie. in which students undertake research)
- undertake teaching that, where appropriate to the subject matter, properly integrates issues of diversity and equal opportunity, and acknowledges issues of gender, ethnicity, faith, nationality and disability
- contribute to a student experience that is intellectually challenging and that helps develop qualities of global citizenship, social responsibility, and leadership
- undertake appropriate professional development and training in teaching methodology/practice
- contribute to the development and conduct of assessment that is fair, just, transparent, fully recognises equal opportunities and challenges the creativity and abilities of students
- undertake work as examiners, both internally and, as appropriate, as external examiners
- innovate in teaching and learning and assessment methods, drawing on available technologies

- provide student support, appropriate and timely feedback and guidance as personal tutors
- work in the scholarship of their discipline and continue to be part of their scholarly community.

## **2 Enabling**

Enabling takes many forms. It includes all the positive obligations of citizenship that flow from being a member of an academic community. It includes the generous help, support and fostering of the work of others, especially younger and newer colleagues, that has always been the hallmark of the conscientious academic; it includes support for and collaboration with administrative and technical staff. In some cases these obligations are formalised. The headship of a department, for example, is a challenging management and leadership role. Good academic citizenship is an essential facet of any career, and outstanding and selfless contributions warrant proper recognition.

Examples of enabling are: service as Chair or member of an Academy committee or working group, member of a Quality Review (QR) team, representation of the Academy overseas, service in a role of departmental or faculty responsibility (eg. as an admissions tutor, programme coordinator, etc).

There is an expectation that teaching staff will:

- contribute to innovative curriculum development (introduction and review of courses and programmes), in line with Academy strategies and policies
- participate in quality assurance and enhancement processes, including annual monitoring and quality review, at all institutional levels
- undertake roles of responsibility and serve on committees, working groups and panels
- where appropriate, represent the Academy or their discipline on national and international bodies
- provide appropriate support and guidance to more junior colleagues and make an active contribution to an inclusive community in which diversity is embraced and celebrated
- work in collaboration with Academy administrative services to ensure administrative processes run smoothly and effectively
- be aware that in every circumstance, they are ambassadors for the Academy and in all communications aim to enhance the Academy's reputation.
- **Actively seek to develop knowledge and use of software and technological tools to ensure dynamic online and face to face teaching**

## **3 Knowledge transfer**

Primary mechanisms for knowledge transfer are the supply of well-educated students/graduates, research, publications and texts. Other modes involve more direct

engagement with external organisations in more direct ways, such as consultancy, research collaborations, short courses, events, sponsored studentships, and technology commercialisation. Such activities generally enrich the research and teaching of those who engage in them.

The Academy has committed to a major expansion and reframing of such knowledge transfer activities to enable and encourage its academic staff and students to engage with industry, business and community organisations. Opportunities differ between disciplines. The Academy regards knowledge transfer as an integral part of an academic's portfolio, enriching other aspects of academic activity, and will recognise and reward significant contributions accordingly.

There is an expectation that teaching staff will:

- seek out and pursue opportunities to engage directly with external organisations in ways that result in direct transfer of their expertise and knowledge to the benefit of businesses and the community
- give encouragement and support to other staff and students to engage with external organisations where such activity is congruent with their research and teaching strengths
- act in a professional manner in relation to such activities, ensuring that the need of the partner is understood, that expectations are aligned and that every effort is made to ensure excellence in delivery
- conduct negotiations in collaboration with the Academy in a timely and responsive manner, assisting the Academy to secure reasonable contractual terms.

#### **4 Commitment of the Academy**

In relation to teaching, the Academy will undertake to:

- provide an intellectual and physical environment that is supportive of all areas of academic activity
- secure administrative and technical support that is of the highest quality, efficient, effective and responsive, and aligned to the support and promotion of the academic mission while also protecting Academy-wide needs and priorities
- develop and support high quality academic leadership for all areas of academic activity and enable managers to attain the management competencies that the Academy requires of them
- provide proper support for the development of individuals' careers, including regular performance review
- provide professional support for academic staff engaged in knowledge transfer, consultancy, industrial research collaboration, policy shaping, and other forms of knowledge transfer

- maintain and implement fair policies on equal opportunities, harassment, grievance and disciplinary matters
- recognise excellence by ensuring that cases for reward and promotion of academic staff are rigorously and fairly assessed against clear and consistent policies, which acknowledge and value excellence in research, teaching and other modes of knowledge transfer, and enabling
- offer opportunities and provide encouragement to undertake professional development and training of the highest quality
- provide support for those undertaking roles as examiners, QR reviewers, committee chairs, representatives on national bodies and other roles of institutional citizenship
- develop a fresh approach to workload allocation across the portfolio of academic duties (eg. teaching duties/ student contact hours/knowledge transfer/research time/administrative duties)
- provide information, guidance and other support for academic responsibilities as a researcher and teacher
- provide support and training in academic roles
- offer opportunities and provide encouragement to participate in scholarly activity such as conferences, editorial duties and learned societies.