

### Procedure 3.1 Expectations from and Support to Staff in Teaching Delivery

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**Procedure Owner** : Principal/CEO

- ❖ This procedure is shared with our staff and/or can be obtained:
  - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
  - on the desktops of all computers in the library on the top floor,
  - by emailing us at [info@docklandsacademy.co.uk](mailto:info@docklandsacademy.co.uk).
- ❖ Also, our staff are informed about the main aspects of the procedure in the Staff Handbooks and Academic Staff Induction.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Review and Revision of Policies and Procedures.

## 1 Introduction

Teaching is an essential function of Docklands Academy London (the Academy). We, as the Academy, 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 which will commonly be at all levels.

There is an expectation that teaching staff will:

- undertake teaching that is research-led and also, where appropriate, research-centred (i.e., 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 Academy committees or working groups, member of a department, representation of the Academy overseas, service in a role of departmental responsibility (e.g. as an admissions tutor, head of department 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's 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,
- keep eye on students' behaviours and attitudes and promptly inform the senior academic team members to take necessary precautions,
- pay extra attention to the classroom order and never let the students break the rules regarding this,
- monitor and register the student attendance carefully and record the attendance as explained in "DAL Procedure 4.4 Attendance Monitoring". After the teaching, hardcopies for attendance tracking will be delivered to Academic Department,
- share the teaching materials with Academic Department before every teaching day.
- never leave the classrooms before the time scheduled on the timetable,
- never leave the computers on and share the username and password with the students,
- have appropriate knowledge of the Academy's Policies and Procedures,
- aim to assist learners benefit from them via all possible ways (face-to-face and/or online lessons, field trips, master classes, tutorials, directed and/or supervised studies and tasks within the Guided Learning Hours required for Pearson certification.

### **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 commercialization. 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.
- implement mandatory and optional trainings and share the certificates they achieve with the Quality Coordinator promptly.
- take place in each CPD arranged by the Academy and try to accomplish the goals related to those CPD's,
- obey the determined rules on the Academy's Policies and Procedures such as;
  - **6.5** Discipline at Work Version,
  - **6.6** Absenteeism and Lateness,
  - **6.7** Holiday and Leave Entitlement.

#### **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 (e.g., 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.

## **5 Expectations about the Learning Environment**

The Academy aims to provide high quality teaching and a culture of continuous improvement. To this end, we will ensure that:

- initial student assessment will be carried out during the induction period or at interview to determine the level and type of support needed and the appropriate key/basic skills to be studied,
- previous learning experiences and outcomes will be considered, and preferred learning styles will be recognized. All teams will ensure a differentiated approach to the curriculum offer and delivery of learning programmes,
- a range of learning environments will be provided to encourage independent and flexible learning,
- a range of learning resources appropriate to individual learning styles will be employed and the meaningful use of Information Learning Technology (ILT) will be maximized,
- work based learning and work experience will be incorporated where appropriate to help students relate theory to practice and to provide them with direct experience of the world of work,
- all students will receive personalised learning support throughout their learning programmes from programme coordinators,
- learning will be well planned and delivered by appropriately trained and qualified staff,
- when learning is taking place exclusively online, a range of learning resources and software appropriate to individual learning styles will be employed,

## **6 Types of Teacher Support Provided by the Academy**

- All members of staff have a responsibility to update their knowledge and skills by undertaking appropriate training to support their teaching as required. They are encouraged to evaluate

and reflect on vocational and training activities as a tool to enhance their own performance and to share good practice.

- All teaching staff should maintain a continuous professional development portfolio which provides evidence of activities undertaken and personal reflection to improve practice. All new teaching staff will receive a developmental observation from their Academic Head and programme coordinators as a part of the induction process, with follow up support.
- All members of teaching staff will have at least two formal lesson observations per academic year. The observation report will include verbal and written feedback which will be given to the teacher. A copy of the written report will be sent to CEO/Principal and will be used as part of the appraisal process to agree actions and targets.
- All teaching staff will receive support from their Academic Head to continually improve teaching and learning practice. Observed good teaching practice will be disseminated across the Academy and, where practicable, staff may be asked to observe colleagues or possibly to visit other institutions where good practice is exhibited.
- An observation grid and timetable will be produced, and staff will be given a minimum of one week notice of the planned time for teaching observation. Underperforming staff will be supported through an action plan, which may result in further observations to monitor continuous improvement and may lead to disciplinary action unless improvement occurs. Training (if required) will be provided for observees, observers and internal moderators to ensure a standardized approach.
- Training and briefing will be provided for academic staff whenever needed to provide updating or new information. Individual training needs will arise out of the performance review process.

## **7 Expectations about Scholarly Activity**

The Academy expects that academic staff will undertake appropriate research or scholarly activities and will disseminate the results of such activities as appropriate.

For academic staff, this gives rise to an expectation that they will:

- engage in other research or scholarly activity,
- attend specialist or professional conferences relevant to their field of study,
- give leadership in students' investigations and research, and assist students to produce outputs of high quality
- and where appropriate:
  - occasionally publish research material,
  - submit papers to specialist journals,
  - act as external examiners, advisers or specialists where appropriate,

The Academy will support appropriate scholarly activities and membership of relevant professional and learned societies among academic staff is encouraged.

## 8 Related Documents

### 8.1 Policies

- 3 Teaching Learning and Assessment
- 4 Student Admissions
- 5 Student Support, Engagement and Learning Resources
- 6 Human Resources and Staff Development

### 8.2 Procedures

- 1.9 Review and Revision of Policies and Procedures
- 3.3 Encouraging Independent Learning
- 4.4 Attendance Monitoring
- 5.3 Equality, Diversity and Special Needs
- 5.4 Student Engagement
- 6.4 Personal Development and Performance
- 6.5 Discipline at Work Version
- 6.6 Absenteeism and Lateness
- 6.7 Holiday and Leave Entitlement
- 6.9 Continuing Professional Development
- 6.10.1 HE Lesson Observation
- 6.10.2 Peer Review
- 6.11 Requests for Training
- 6.12 Evaluation of Training
- 7.1 Review and Sign off PI
- 7.4 HE Public Information
- 9.4a Health and Safety Policy under HASAWA

### 8.3 External References

- Office for Students (OfS) Requirements and Guidance at [Advice and guidance - Office for Students](#)
- UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- UK Quality Code Advice & Guidance – Enabling Student Achievement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/enabling-student-achievement>
- UK Quality Code Advice & Guidance – Learning and Teaching at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/learning-and-teaching>
- UK Quality Code Advice & Guidance – Student Engagement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/student-engagement>
- Higher Education Code of Governance (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>



- **Pearson Recognition of Prior Learning Policy** at [https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition\\_of\\_prior\\_learning\\_and\\_process\\_policy.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf)
- **UKCISA Code of Ethics** at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- **Equality Act – 2010** at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Related QAA guidance: Understanding assessment: its role in safeguarding academic standard** Higher Education include the QAA Quality Code at <https://www.qaa.ac.uk/quality-code>.
- **Teaching Excellence and Student Outcomes Framework** at <https://www.gov.uk/government/publications/teaching-excellence-and-student-outcomes-framework-specification>.