

## South Central TEI

### Common Awards Staff Appointment and Induction Policy

Minimum requirements for the appointment of new members of staff are as follows:

**Core staff** (any teaching or assessment role; may be programme leader or module leader) - Formal appointment process by centre, including clear attention to ensuring the TEI as a whole can be confident in the quality of the appointment (e.g. having a representative from another centre on the interview panel).

**Associate staff** (any teaching or assessment role; may be module leader) - Appointment process at centre.

**Assistant teacher** (any teaching or assessment role; appointment only for particular module or modules on particular occasion of running) - Approved by the programme leader and module leader or another member of core staff.<sup>1</sup> Record kept by centre of reason why judged suitable (e.g. a CV on file).

**Visiting teacher** (teaching no more than 35% of the face-to-face time for any module; may assess formatively) - Approved by module leader or member of core staff

**Local tutor** (facilitating small group discussion based on the students' prior engagement with programme learning material; may assess formatively) - Approved by module leader or member of core staff. Record kept by centre of reason why judged suitable (e.g. a CV on file).

The names of all staff teaching for the first time shall be provided to the Management Committee, with accompanying detail (e.g. a brief CV) for core and associate staff.

Potential staff are judged according to their suitability for the proposed role. Evidence supportive of this may be found in their academic abilities, academic qualifications, teaching abilities, teaching experience, teaching qualifications, and ministerial experience.

It is normal for teachers to hold an academic qualification at least one level above that at which they are teaching. Where a teacher does not hold such a qualification, the reason why they were nevertheless judged suitable for the role shall be recorded. Such reasons might include:

- A record of publications in the area;
- For the teaching of modules with a significant practical component, professional expertise;
- Progress made by the teacher towards an academic qualification which has not yet been completed;
- Previous experience of teaching at the level in question;

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<sup>1</sup> Note: where an assistant teacher has previously taught for the centre, their re-engagement requires only the agreement of the programme leader.

- The limited nature of the proposed role (e.g. little justification needs to be offered for the appointment of a visiting teacher delivering two sessions in a ten session module where the other eight sessions are being delivered by a well-qualified member of core staff).

All new staff will have either a contract of employment or a written role description. The role description may be generic (e.g. for a visiting teacher).

The centre is responsible for ensuring all teachers receive the support necessary for them to fulfil their responsibility for the role they have agreed to undertake, for example through training sessions, teacher meetings or individual support.

New core and associate members of staff are offered additional support beyond that normal to their role. This is likely to be through more intensive line management initially, mentoring, or external consultancy.

New core, associate or assistant teachers are normally subject to peer review in the first module which they teach (see peer review policy).

When a new member of staff first undertakes summative assessment, second marking shall be carried out on at least 35% of the submissions and a minimum of 12 scripts [the normal expectations for Common Awards are likely to be 10% and 6 scripts].