South Central TEI

Staff development policy for employed, core and associate academic staff involved in delivering Common Awards

Within the South Central TEI, each centre is responsible for ensuring the appropriate professional development of those for whom it has an ongoing responsibility, subject to the oversight of the Management Committee. This policy therefore relates to anyone who has an ongoing contract of employment which expects them to be involved in an academic role in the delivery of Common Awards. In the case of other core or associate staff members, paid or volunteer, the centre should also ensure they undertake such professional development activity as is necessary to fulfil the agreed expectations, and be willing to provide funding for this.

Core staff are subject to formal annual appraisal. This is the responsibility of the member of staff's line manager. It includes review of the past year's performance, identification of priorities and development needs for the year to come, and review of the job description. Further detailed guidance on the process is provided by the employer. **Associate staff** are subject either to formal annual appraisal or to annual review which similarly reviews the past year's performance, identifies priorities and development needs for the year to come and reviews the job/role description, but may be more informal. It is carried out by a designated line manager/supervisor, or by a member of core staff.

Appropriate professional development will over time normally include maintaining and enhancing pedagogic abilities, theological/ministerial knowledge and understanding, and other relevant skills (some of which may be generic, for example relating to the management of others). Clearly members of staff may also have other responsibilities beyond those relating to the delivery of Common Awards for which they may also have development needs. It is a function of induction, ongoing supervision and in particular annual appraisals to ensure appropriate priorities for development are identified and acted on. Student feedback and peer review of teaching provide both evidence for these processes, and opportunities for staff to engage in personal reflection on their needs. Consideration should be given as to whether it is appropriate for the staff member to gain (further) qualifications in teaching and / or theology/ministry, especially if they lack the qualifications normal for their role.

If staff are to enable students to function as researchers, it is important that they too are engaged in research activity in which they test ideas and form new knowledge. This is particularly important for those teaching at levels 6 and 7. Such activity must be 'doing more than simply professional development'[1], and include but go beyond merely keeping up with their discipline. Research activity includes what would be normally regarded as original research leading to scholarly publication. However there are many other appropriate research activities which lie on a continuum between such scholarly activity and simple professional development.[2] There are at a minimum scholarships of discovery (classic

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[1] Quality Assurance Agency (2013) p5.
[2] Healey et al (2014) p55.

original scholarly research), integration (making connections within or across disciplines), application (connecting theory and practice) and teaching (enabling the student to engage effectively with the discipline).[3] Appropriate outputs include:

- academic (for example, publications or conference presentations)
- professional (for example, reports about developments in a subject or particular field of study, contributions to practice-related journals, speaking to practitioners in mission and ministry)
- consultancy (for example, reviewing the mission activity of a church and reporting to its PCC, or assessing how the level of Biblical literacy could be improved in a diocese)
- teaching (for example, offering original insights to students, or offering feedback on assessed work in light of new understanding of how this can best support learning)
- personal (for example, the development of enhanced ministerial skills or improved understanding of a subject or area) [4]

Such activities may be furthered in various ways, such as study leaves, study days, undertaking research projects as part of the person's work, allocation of time to engage in professional practice, supporting attendance at courses and conferences (though attendance at courses and conferences is not normally sufficient in itself to be research activity).

Staff Development Policy for Other Staff

Assistant teachers are by definition only committed to delivering one or more particular module(s) on a particular occasion of its/their running. The centre is responsible for ensuring the teacher receives any support needed to enable them to fulfil their responsibility for the role they have agreed to undertake, for example through training sessions, teacher meetings or individual support. The centre shall also ensure that each assistant teacher receives feedback on their teaching (in accordance with the policies relating to student feedback and to peer review) and the opportunity to discuss their teaching of the module(s) with the module leader or a member of core staff, in order to help them identify both their strengths and ways in which their practice might be enhanced. However the TEI and centre are not responsible for ensuring their ongoing professional development (though the centre may wish to support this in any way it chooses).

Visiting teachers at most deliver 35% of the face-to-face contact time for a module, and may deliver significantly less than this. While the centre is responsible for ensuring the teacher receives any support needed to enable them to fulfil their responsibility for the role they have agreed to undertake, it is unlikely this will require significant action. All visiting teachers shall have the opportunity to discuss their teaching with another teacher on the module or a member of core staff; those whose teaching forms more than 20% of the contact hours for the module should normally receive student feedback for the module.

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[3] Boyer (1990), cited with approval in Healey et al (2014); Boyer notes that such classification 'divide[s] intellectual functions that are tied inseparably to each other' (p25).
[4] The first, second and fifth categories are drawn directly from QAA (2013) p 6. The third is modified from 'commercial' with 'consultancy' given as an example of this.

Local tutors facilitate students' discussions based on prior engagement with structured learning materials; the expectation is that they will have expertise in the facilitation of such discussion, and theological competence, but not necessarily particular expertise in the subject matter of the module (since this is provided by those who prepared the learning materials). The centre is responsible for ensuring the teacher receives any support needed to enable them to fulfil their responsibility for the role they have agreed to undertake, for example through training sessions, teacher meetings or individual support. However the centre is not responsible for their ongoing professional development (though it may support this in any way it chooses). Local tutors will receive some student feedback on their facilitation skills. They will be offered either an annual review with a member of core staff or a review concerning their tutoring of a particular module with the module leader in order to help them identify both their strengths and ways in which their practice might be enhanced.

References

Boyer, E. (1990) *Scholarship Reconsidered: Priorities of the Professoriate* (San Francisco: Jossey Bass)

Healey, M., Jenkins, A. & Lea, J. (2014) *Developing research-based curricula in college-based higher education* [Internet]. York: Higher Education Academy. Available from http://www.heacademy.ac.uk/resources/detail/heinfe/Developing_research-based_curricula_in_CBHE [6 May 2014].

Quality Assurance Agency (2013) *Guidance on scholarship and the pedagogical effectiveness of staff: Expectations for foundation degree-awarding powers and for taught degree-awarding powers* [Internet]. Gloucester: QAA. Available from: www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/guidance-FDAP-TDAP.aspx [6 May 2014].