Quality Assurance Code of Practice

Development of All Staff and Students Undertaking Teaching Activities

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 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 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 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, project supervision, and postgraduate research 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 taking a University of Bath award. 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. 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 Framework¹ (CPER framework)

1.5. Additional requirements for supervisors of postgraduate research students are set out in QA7 Research Degrees.

1.6. These guidelines may be varied under the terms of an institutional agreement where a programme 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 9 of this statement on Collaborative Provision.

2. Principles

2.1. The University is committed to providing its students with an excellent all round learning experience as defined in its Education Strategy. The University has a responsibility to equip,

¹ [http://www.bath.ac.uk/hr/hrdocuments/cper/career-progression-document.pdf](http://www.bath.ac.uk/hr/hrdocuments/cper/career-progression-document.pdf)
support and develop all those whose activities directly impact on the student learning experience and the Academic Staff Development team in the Learning and Teaching Enhancement Office (LTEO) offers a range of opportunities to support all teachers in the development of their academic practice throughout their career. The Bath Course in Enhancing Academic Practice offers probationary staff the opportunity to study a variety of themes that cover the range of academic practice including learning, teaching, assessment, research and leadership. The Bath Scheme for Professional Recognition of Teaching and Supporting Learning in Higher Education offers opportunities for all staff, on University of Bath contracts, with relevant roles to gain professional recognition benchmarked against the UK Professional Standards Framework for teaching and supporting learning in higher education (UKPSF). Further information on The Bath Course, the Bath Scheme and other professional development activities for those who teach and support learning can be found on the LTEO website at http://www.bath.ac.uk/learningandteaching/

2.2 All staff are encouraged to use feedback from students, emerging from unit evaluation, and/or from peers, through peer review, 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 All staff and students new to teaching and/or assessment must undertake development activities appropriate to their role.

2.4 Continuing professional development activities which aim to address disability and other equality and diversity issues as an integral theme are available to all staff through a variety of routes, including programmes run by HR and the Academic Staff Development team in the LTEO.

2.4 The University recognises the need to support staff to teach on programmes using a variety of modes of flexible and distributed learning including e-learning and distance learning. In particular, the needs of staff teaching on distance learning programmes may be different from those delivering a programme face to face and they should be provided with development opportunities appropriate to their roles.

2.5 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. Unless the candidate is only involved in research activity, staff will require some assessment/evidence of the quality of their teaching to be considered for promotion. This evidence will normally include evidence of teaching observation (see 4.7.5) amongst other things; a successful application through the Bath Scheme will also be considered as appropriate evidence against some of the promotions criteria.
Good Practice

The development of staff and exchanging good practice is encouraged by the University in a number of ways:

Teaching Development Fund: finances projects researching or developing a particular area of learning and teaching. The fund invites proposals from staff on a biannual basis. These are then assessed by the Learning, Teaching & Quality Committee. Further information can be found at http://www.bath.ac.uk/learningandteaching/recognition/tdf/.

Events and workshops through the year to showcase and encourage discussion on various themes in learning, teaching and assessment (including the annual conference “Exchange! Sharing Ideas for Learning, Teaching & Research”): http://www.bath.ac.uk/learningandteaching/courses-development/events/index.html

Fora: the University supports a number of fora such as Directors of Studies Forum and Placement Tutors Forum where good practice and ideas in learning and teaching are shared.

Learning and Teaching Journal Club: the LTEO organises this informal forum for conversation with colleagues about topical learning and teaching issues.

Away Days: most Departments use Away Days to discuss aspects of learning and teaching and share best practice.

Links with the Higher Education Academy (HEA): the HEA is a UK-wide organisation that provides a wide range of activities and resources to support learning and teaching, including events, funding, examples of good practice, research and specific opportunities within the disciplines: http://www.heacademy.ac.uk

Distance Teaching: in one Department/School a handbook specifically geared to the needs of part time distance teaching staff has been developed and staff are also encouraged to share best practice through online fora.

3. Roles and Responsibilities

3.1 It is the role of the Head of Department or School (or her/his authorised delegate) to ensure that the needs of all staff involved in learning, teaching and assessment in the Department/School are met and in particular that:

- the development needs of staff involved in learning, teaching and assessment are identified, normally through unit evaluation, performance review and peer review of teaching, and that appropriate development is recommended;
- the expectations and requirements for staff new to teaching and/or staff on probation are met (see sections 5 and 6);
- a mentoring scheme for staff new to teaching is available and suitable mentors are appointed (see section 7);
- 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 the Department/School as a whole, are given the opportunity to learn from
the process and put that learning into practice in order to continuously enhance the quality of teaching (see section 4).

3.2 When it approves a partner to deliver a programme, the Programmes and Partnerships Approval Committee, supported by the Learning Partnerships Office is responsible for considering whether staff employed by partner colleges delivering programmes leading to a University of Bath award, are appropriately qualified to teach and have access to development activities at the partner college (see QA20) or at the University if these are available.

3.3 The Director of Studies (taught provision) or equivalent of a given programme is responsible for:

- ensuring that staff and students new to teaching or new to the University are aware of how their teaching activities fit in the context of the programme and the Department/School (see section 5);
- ensuring that all students undertaking teaching on the programme receive appropriate support and/or development (see section 8);
- monitoring the quality of the teaching, development, supervision and mentoring of students undertaking teaching on the programme (see section 8);

If more than one Director of Studies is involved, the Head of Department/School may designate one of them to take overall responsibility for these matters.

3.4 Directors of Studies (Postgraduate Research) are responsible for checking that postgraduate research students who wish to undertake learning and teaching activities are allowed to do so under the terms of any award.

3.5 The Learning and Teaching Enhancement Office (LTEO):

- provides advice and support to Departments, the School and the Widening Participation Office on the full range of learning, teaching and assessment development activities;
- has responsibility for the provision of staff development opportunities in relation to learning teaching and assessment and for delivering The Bath Course in Enhancing Academic Practice and the Bath Scheme for the Professional Recognition of Teaching & Supporting Learning. Through its subcommittee, the Bath Scheme Committee, the University Learning and Teaching Quality Committee is responsible for the strategic oversight of The Bath Course and the Bath Scheme;
- provides opportunities for all staff and postgraduate students with responsibility for learning, teaching and/or assessment to engage with the UK Professional Standards Framework for teaching and supporting learning in higher education, and provides guidance and support in developing new approaches to teaching, learning and assessment including the use of learning technologies;
- monitors the standard of training provided by Departments for students involved in teaching activities (see section 8);
- keeps a record of students involved in teaching activity (see section 8).

3.6 Faculty/School Boards of Studies are responsible for agreeing the initial appointment of sessional/temporary staff, staff in partner organisations and students to any role involving learning, teaching and assessment.

3.7 Faculty-level Learning Teaching and Quality Committees are responsible for annual monitoring of peer review undertaken by Departments and the School.
3.8 The **Department of Human Resources** is responsible for identifying staff on probation who are required to take The Bath Course and for communicating this information to the probationer and to the LTEO.

3.9 The **Academic Staff Committee** is responsible for monitoring the progress of Lecturers on probation. The Teaching Fellow Sub-Group of the Academic Staff Committee is responsible for monitoring the progress of Teaching Fellows on probation.

3.9 It is the responsibility of all teaching staff to undertake development activities associated with learning, teaching and assessment. These development needs may be identified:
- through the CPER framework;
- contractually;
- through unit evaluation;
- through performance review;
- by staff reflecting on their own performance and learning from the practice of colleagues through peer review of teaching;
- through participation in The Bath Course.

4. **Peer Review of Teaching**

4.1 The University operates a system of peer review of teaching in which the majority of teaching staff are required to participate.

4.2 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.

4.3 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.

4.4 It is expected that peer review of teaching will take place every two years. The Department/ School may wish to increase this.

4.5 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 programme 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 Learning, Teaching and Enhancement Office webpages: at [http://www.bath.ac.uk/learningandteaching/advance-your-teaching/peer-review.html](http://www.bath.ac.uk/learningandteaching/advance-your-teaching/peer-review.html). The peer review system is a key component in applications to the Bath Scheme.

4.6 Peer review of teaching is an important tool in enabling staff to teach and facilitate learning effectively. It is intended to:
- be a supportive process that promotes a reflective conversation between colleagues about teaching that can link to an individual’s personal and professional development;
- improve the quality of teaching and the student learning experience through the development of understanding and sharing of experiences of teaching;
• identify and share good practice;
• develop awareness of the approach and content of teaching between colleagues in related subject areas.

4.7 The Purpose of a Peer Review of Teaching Scheme

4.7.1 The Departmental/School scheme should articulate the purposes of the review and should be clear about how the information gained through peer review of teaching will be used. In line with the underlying principles of the University’s peer review scheme, details of individual peer review dialogues are confidential to those involved in the exercise.

4.7.2 Peer review should not be seen as part of the Staff Development, Performance and Review (SDPR) process, probation, progression, promotion or disciplinary procedures of the Department/School, unless the person whose work is being reviewed wishes to include it. However, the experience of participating in peer review could helpfully be discussed during SDPR, if the reviewee desires, particularly to determine any development needs.

4.7.3 The requirements of staff new to teaching or on probation to have their teaching practice observed or reviewed are set out in sections 5 and 6.

4.7.4 Heads of Departments/the School are advised to encourage new staff with experience of teaching (and who are therefore not on probation) to participate in a classroom observation as part of the peer review process in their first year at the University, so that good practice may be shared.

4.7.5 Staff in the Education and Research job family wishing to use teaching as a criterion for promotion must provide evidence from teaching observation. This is a one way process, outside the peer review scheme, undertaken with a senior colleague, during which a judgement will be made by the observer regarding the teaching effectiveness of the member of staff being observed. Staff seeking promotion should refer to the CPER framework for full details of the evidence required.

4.8 Recording Peer Review of Teaching

4.8.1 Review exercises should be recorded in two parts. The first part, which should be sent to the Departmental/School peer review co-ordinator, should be a brief record of the exercise and include the following information.
• names of members of staff involved;
• date of the exercise;
• description of activity being reviewed (see 4.5);
• any development activity requested requiring departmental approval or co-ordination;
• good practice identified.

The second part, which should remain confidential to the participants in the peer review exercise, should record the outcomes of the review and any subsequent actions.

4.8.2 Departments/School will provide a summary report of peer review activity in their Department/School to their Faculty/School Learning Teaching and Quality Committee on an annual basis.

4.8.3 Annual Monitoring of programmes provides Departments/School with the opportunity to identify and share good practice from peer review of teaching.
4.8.4 A specific set of guidelines and templates have been designed for those individuals using peer review of teaching as part of the Bath Scheme.

5. Staff/students new to teaching or teaching staff new to the University

5.1 All staff new to the University and staff/students new to teaching in the University must be given an appropriate induction.

5.2 All teaching staff new to the University and staff/students new to teaching must be appropriately supported to ensure that their teaching activities meet expected standards.

5.3 Where development activities are delivered by a Department/School to meet
   a) the contractual obligations of a member of staff, or
   b) the requirements of students undertaking teaching, as set out in this Code of Practice, these activities must meet standards approved by the LTEO (on behalf of ULTQC).

5.4 In addition to regular peer review (see section 4), 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.

5.5 All staff with substantial teaching responsibilities and who are new to teaching will be assigned a mentor (see section 7).

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**Good Practice – E-teaching on Distance Learning Programmes**

A number of Departments/Schools delivering distance learning programmes require all new staff (unless they have significant previous experience) involved in online tutoring, e-moderating, assessment marking and feedback to undertake e-workshops introducing them to online learning and teaching and facilitation and communication. Staff are encouraged to follow up this initial training with workshops on marking and giving feedback, designing online activities and supervising student projects.

In one Department/School a handbook specifically geared to the needs of part time distance teaching staff has been developed and staff are also encouraged to share best practice through online fora.

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6 Staff on probation or pre-probation who are undertaking teaching activities

6.1 All staff on 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 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 Bath Course in Enhancing Academic Practice or an appropriate development programme agreed by the LTEO.

6.3 Annex 2 outlines the minimum requirements for probationary staff undertaking The Bath Course. Staff who have already gained a similar qualification may receive accreditation of prior learning (APL) from some sections of the course. Participants seeking APL from sections of The Bath Course should refer to the course handbook for information on applying. Until a decision is reached on their claim by the relevant Associate Dean (Learning & Teaching) or equivalent and the Course Director, the probationer will continue to be registered on the course and will be expected to engage with it.

6.4 All teaching staff on probation/pre-probation will be allocated a mentor (see section 7).

6.5 **Observation of staff on probation**

6.5.1 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. Members of staff participating in the Bath Course will have opportunities for formative observations included as part of the programme.

6.5.2 In accordance with the requirements of the CPER framework, staff on probation must present records of satisfactory observations (summative observation) to Academic Staff Committee or Teaching Fellow Sub Group (as applicable), with probation review reports, in order to pass probation. Summative observation should be carried out by a senior member of staff from a Department/School other than that of the probationer and may not be carried out by the probationer's mentor. Summative teaching observations must be recorded using the Teaching Observation Form (Probation):

http://www.bath.ac.uk/hr/hrdocuments/cper/teaching-observation-form.doc

6.5.3 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.

7. **Mentoring**

7.1 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 Bath Course). 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.

7.2 Mentors should be appointed from among more experienced members of staff, giving consideration to the views of the new member of staff.

7.3 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. 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.
7.4 The Department/School may also wish to consider extending the scheme to provide teaching mentors for students with significant teaching responsibilities.

7.5 Mentoring should last throughout the probationary period or whilst the mentee is engaging with The Bath Course (whichever is longer). In the case of students with teaching responsibilities, mentoring may last for the first year of teaching activity. 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.

7.6 Further details on the role of mentors can be found in the guidance document “Role of Mentors”: http://www.bath.ac.uk/hr/hrdocuments/cper/cper-appendix-8-mentors.pdf.

8. Students undertaking teaching activities

8.1 The University seeks to provide postgraduate research 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 there being a need for their services. Occasionally, postgraduate taught and undergraduate students may also be employed to teach or support teaching.

8.2 The Director of Studies (Taught Provision) will be responsible for monitoring the quality of teaching undertaken by students and ensuring that they:
   a) 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 programme as well as unit-specific briefings within the Department/School. In developing an appropriate development programme, the Departments/School/Faculties will be expected to liaise with the Learning and Teaching Enhancement Office in order to agree the standards of such programmes.
   b) are subject to regular supervision, monitoring and mentoring with regard to their teaching activities;
   c) have demonstrated that they have appropriate subject knowledge and communication skills to enable them to perform the teaching duties required of them.

8.3 The Director of Studies (Taught Provision) will also be responsible for:
   a) safeguarding the interests of undergraduate and postgraduate taught students and ensuring that their studies are not compromised by undertaking teaching activities;
   b) liaising with the Director of Studies (Postgraduate Research) to ensure that the research activities and the awards of postgraduate research students are safeguarded.

8.4 At the time that the offer of any academic award is made, postgraduate research students should be made aware of:
   a) any conditions attached to the award relating to the nature, extent and terms of any teaching duties that they will be required to undertake;
   b) any opportunities for undertaking teaching activities and the terms of such activities.

The Director of Studies (Postgraduate Research 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.

8.5 Postgraduate research students will not normally be required to engage in teaching activity that occupies more than six hours of work per week (including contact time and time for marking
submitted work) calculated as an average over the teaching year. 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.

8.6 Students who teach will not normally be permitted to engage in any marking duties that contribute to the final degree classification.

8.7 Students will be responsible for notifying the Department/School at the earliest opportunity if they are unable to fulfil any teaching duty 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.

8.8 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. QA9 Form 1, “Approval of New Teaching Assistants”, should be completed, giving details of the development activities the student has undertaken or is committed to. Copies of the completed approval forms should be forwarded to the LTEO so that a central record of students involved in teaching activities may be maintained.

8.9 Boards of Studies do not need to re-approve students with a previous or existing appointment. They should however be encouraged by Directors of Studies (Taught Provision) to engage in additional formal training or development activities whenever these are available.

9. Collaborative Provision

9.1 It is the University’s expectation that partner organisations delivering programmes leading to a University of Bath award will have the policies and procedures in place to ensure that their staff are adequately qualified to teach, that they have opportunities to develop their teaching and also 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.

9.2 Staff employed by partner organisations are subject to the requirements of their institution with regard to staff development. The Programmes and Partnerships Approval Committee, is responsible for considering at the programme approval stage whether staff employed by partner colleges delivering programmes 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 programme of workshops delivered by the LTEO.
Good practice within the Learning Partnerships Office

Most partner colleges/organisations have an HE Forum where good practice relating to teaching in Higher Education is shared.

There are Partner and Programme Committees across partner colleges/organisations that manage the quality and enhancement of programmes and share good practice and expertise across the partnership.

The Learning Partnerships Office provides staff in partner colleges/organisations with access to a bespoke website providing them with information of relevant University of Bath processes and procedures.

10. Sources of Advice and Further Guidance

10.1 The Higher Education Academy (HEA) works with institutions and individual staff to enhance the quality of teaching and learning. The HEA website\(^2\) provides information and guidance on many aspects, both generic and discipline-specific, of learning and teaching.

10.2 Organisations such as the Staff and Educational Development Association (SEDA), Society for Research into Higher Education (SRHE), Teaching and Learning Research Programme (TLRP) and the British Education Research Association (BERA) and other professional bodies offer further resources that may be of use. The LTEO can offer assistance in finding appropriate resources.

11. Monitoring and Review

11.1 The quality of teaching is monitored through unit and programme evaluation (see QA51 Annual Monitoring of Units and Programmes) and Degree Scheme Reviews (see QA13 Degree Scheme Reviews).

11.2 As set out in 4.8.2, Faculty-level Learning Teaching and Quality Committees are responsible for monitoring annually the peer review activity undertaken each year by each Department or the School.

11.3 The Bath Course and the Bath Scheme are accredited by the Higher Education Academy.

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\(^2\) Higher Education Academy - Home
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¹In this context “staff” encompasses all full time and part time teaching staff including sessional/temporary staff and staff delivering units by distance learning.
Minimum requirements for Probationary Lecturers and Teaching Fellows undertaking The Bath Course in Enhancing Academic Practice.

The Bath Course comprises four sections of which Sections A, B and C are mandatory for all participants on probation and Section D is also mandatory for probationary Lecturers (optional for Teaching Fellows).

Accreditation of prior (experiential) learning - AP(E)L - may apply for Sections A and C only.

Pre-probationary lecturers must successfully complete Sections A and B. Teaching Fellows and Lecturers on probation must successfully complete certain sections, according to their role, as follows:

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