

2021

**Recognised Teacher
Status
(HE23)**

Document Reference: Recognised Teacher Status

Reference Code: HE23

Version: 1.0

Date: May 2021

Date of Implementation: July 2021

Originator: HE Quality Office

Approval by: Executive Management Team

Date for Review: July 2023

Description: Whilst considering regulations within partner Universities, this code of practice makes clear the processes that must be adopted within higher education across the TEC Partnership in relation the application and maintenance of Recognised Teacher Status.

For further advice on how the code of practice works, you should contact the HE Quality Office.

HE Quality Office

(01472) 311222

heqa@tecpartnership.ac.uk

This document is available in alternative forms.

Change log	
1.0	New Code of Practice

1.0 Recognised Teacher Status (RTS)

1.0.1 The purpose of this code of practice is to detail the mechanism through which TEC Partnership can assure itself that those who are employed to teach higher education are appropriately qualified or experienced for the role.

1.0.2 This code applies to anyone employed by TEC Partnership who is engaged in teaching programmes leading to higher education awards defined as qualifications at Level 4 and above.

1.0.3 RTS is not required for 'guest speakers' involved in providing a limited amount of teaching. Guest speakers must not be involved in any part of the assessment process or in providing academic/or personal supervision and/or support.

1.0.4 Teaching includes the following activities:

- i. teaching (including the supervising of dissertations and projects);
- ii. preparation of assessment tasks;
- iii. first marking or moderation/second marking of student output;
- iv. academic and/or personal/pastoral supervision of students.

1.0.5 The Recognised Teacher Status Committee makes decisions about the threshold qualifications or experience required for teaching Higher Education. It does not make employment decisions or about the allocation of other duties outside of the teaching and learning remit.

1.1 Applying for RTS There are three routes RTS can be granted: through the Qualifications Route, Experiential (academic) or an Experiential (industrial) route.

- The qualifications route is tested by academic qualifications related to the course being applied for.
- The experiential (academic) route is based on experience in delivering within Higher Education in the subject area.
- The experiential (industrial) route is where the applicant has significant industrial experience in the field of study.

1.2 Qualifications Route - For this entry route the qualifications of staff seeking RTS should be relevant to the discipline they expect to teach and should be to at least the following levels:

Level at which delivering/supporting	Essential	Desirable
Pre-Certificate stage (level 3)	Foundation degree	Honours degree Fellowship of HEA
Certificate stage (level 4)	Foundation degree	Honours degree PGCE

		Fellowship of HEA
Diploma stage (level 5) (Foundation Degree)	Honours degree	Honours degree PGCE Fellowship of HEA
Honours (level 6)	Honours degree plus studying towards a Masters Fellowship of HEA	Masters degree PGCE Fellowship of HEA
Masters Degree (level 7)	Expectations to match the RTS requirements of the Awarding Body.	

1.3 Experiential (Academic) route to level 6: Applicants may apply through an experiential route up to Level 6.

For this entry route staff seeking RTS must demonstrate that they possess one of the following:

- i. A level 6 qualification in the relevant subject and no fewer than two years relevant teaching experience at level 6 in a UK higher education institution including sustained engagement in relevant scholarship activities.
- ii. A level 6 qualification and no fewer than two years relevant teaching experience at level 5 in a UK higher education institution including sustained engagement in relevant scholarship activities. The manager/representative of the department must make a clear and concise argument how the applicant will be trained and supported to deliver at the level and the restrictions to practice that are being applied in order to protect quality and standards of delivery and assessment.

For applicants of this type the committee will apply restrictions ensuring that all assessments are moderated and that the applicant must not conduct moderation of other's assessments. These restrictions can be removed by further application after a calendar year.

1.4 Experiential (Industrial) route up to level 5: Applicants may apply through an experiential route up to Level 5.

For this entry route staff seeking RTS must demonstrate that they possess the following:

- i. relevant professional qualifications and/or no fewer than three years relevant professional/industrial experience directly related to the programme being delivered.

The manager/representative of the department must make a clear and concise argument how the applicant will be trained and supported to deliver at the level and the restrictions/ support in practice that are being applied in order to protect quality and standards of delivery and assessment. For applicants of this type the committee must agree to the support and restrictions proposed.

1.5 Experiential (Industrial) route up to level 6: Applicants may apply through an experiential

route up to Level 6.

i. Where an applicant does not meet the essential criteria of the qualifications route, but has substantial skills or experience within an industrial field.

The manager/representative of the department must make a clear and concise argument how they will be trained and supported to deliver at that level and the restrictions/support in practice that are being applied in order to protect quality and standards of delivery and assessment.

For applicants of this type the committee must agree to the support and restrictions proposed and agree the RTS in principle.

Following the approval by the RTS committee, approval of the chair of AASSC will be sought or submission of the application to the awarding body for the degree.

1.6 Support provided by the college: Where an applicant is granted RTS in accordance with either entry route but has fewer than three years higher education teaching experience, TEC Partnership via the relevant college must provide the applicant with an appropriate induction to delivering/supporting provision in higher education prior to commencing the designated role.

1.7 Process of application for appointment

1.7.1 A person should not commence the delivery/supporting of provision until their application for RTS has been approved in accordance with this code of practice. Applications must be submitted using relevant RTS application form (HE23A or HE23B).

1.7.2 It is the responsibility of the Curriculum Manager (or equivalent) to ensure that sole delivery/support does not begin before approval has been granted.

1.7.3 Applications for RTS and Experience Logs should be submitted no fewer than 30 working days before the intended start date to HEQA@tecpartnership.ac.uk.

1.7.4 The applications will be presented at the RTS Meetings which will be held monthly.

1.7.5 The Recognised Teacher Status Committee will comprise of:

Chair – nominated from members of AASSC;

Degree Compliance Officer (Secretary);

Group Academic Registrar;

Managers of curriculum from each college (equivalent to Associate Principal level);

Member of Human Resources;

Staff Development Manager (or equivalent).

1.7.6 The Recognised Teacher Status committee is responsible for determining whether the applicant has satisfied the criteria specified in paragraphs 1.2,1.3,1.4 or 1.5 of this code.

1.7.7 The Recognised Teacher Status committee may grant either 'RTS' or 'RTS with restrictions' based on the areas outlined on the application.

1.7.8 Restrictions must detail the activities which it would be inappropriate for the member of staff to undertake without support or guidance from a colleague with RTS. They can be focused around the following activities:

Teaching (including supervision of projects / dissertations),

Assessment Preparation,

Academic / Pastoral Supervision.

In the first year of teaching and/or the first year of teaching at level 6 new applicants must have 100% moderation of assessments and should not conduct second marking or moderation of others marking.

1.7.9 The line manager of the new tutor must provide the relevant support to ensure the conditions are met.

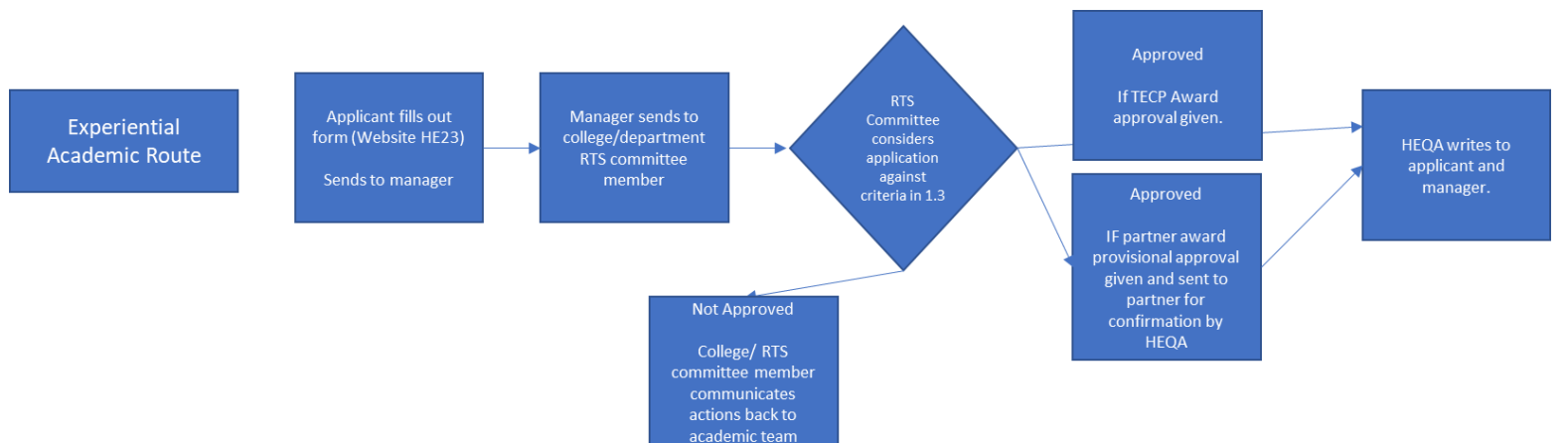
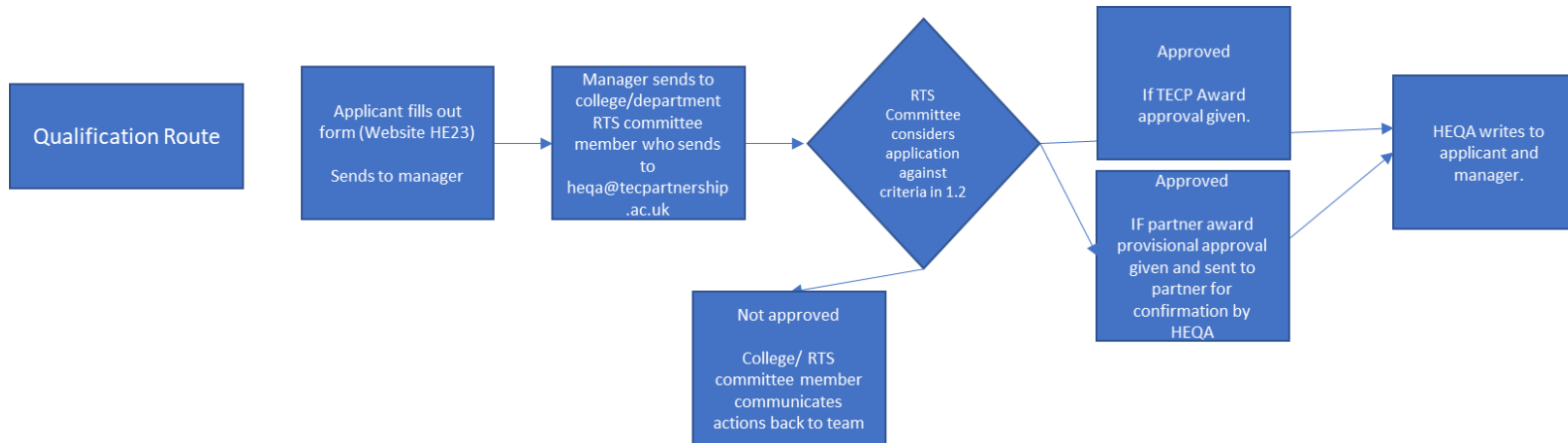
1.7.10 Where an application is approved (with or without restrictions), HE Quality and Standards department must ensure that the appointment is recorded on TEC Partnership's RTS spreadsheet and documents forwarded to partner university departments.

1.7.11 For partner organisations the awards decisions of the TEC Partnership RTS Committee remain provisional until ratified by the partner.

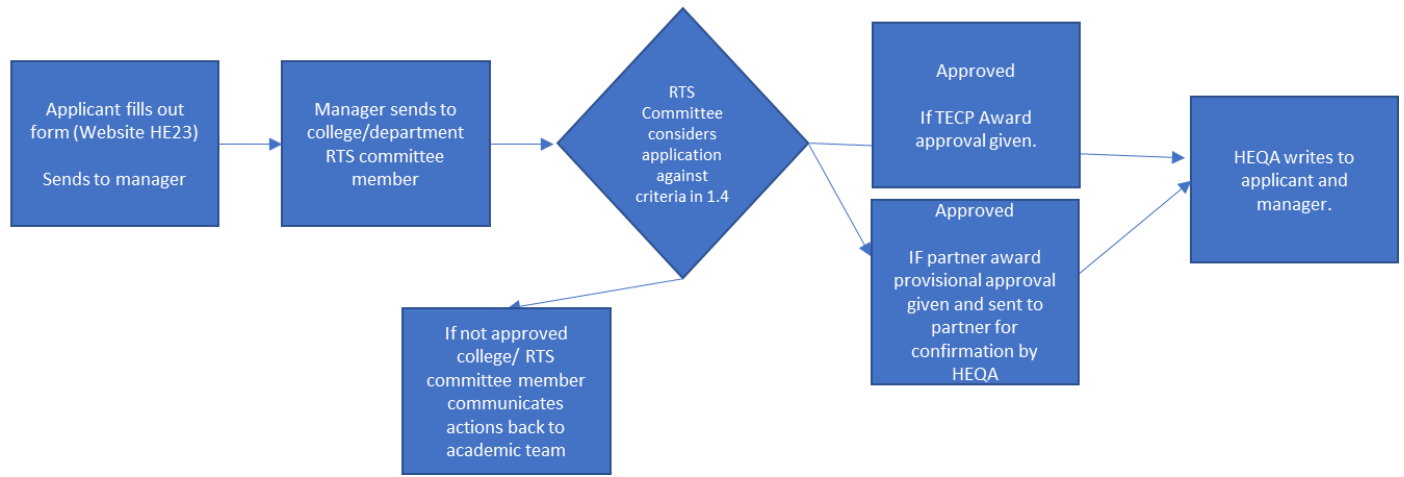
1.8 Termination of RTS

1.8.1 Where evidence is provided, through complaints or annual monitoring processes, that serious issues exist with the quality of teaching, TEC Partnership may terminate or re-evaluate the Recognised Teacher Status of the person in question. It is the responsibility of the line managers to ensure that appropriate human resource and staff development policies are used to assure the continuing professional development and suitability of their staff.

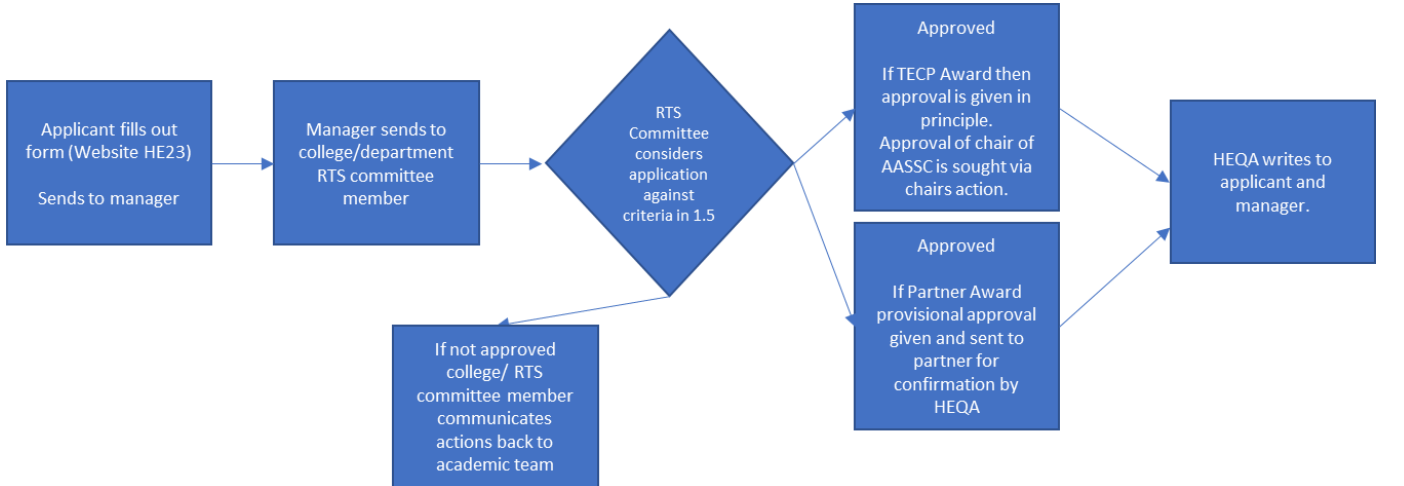
Process

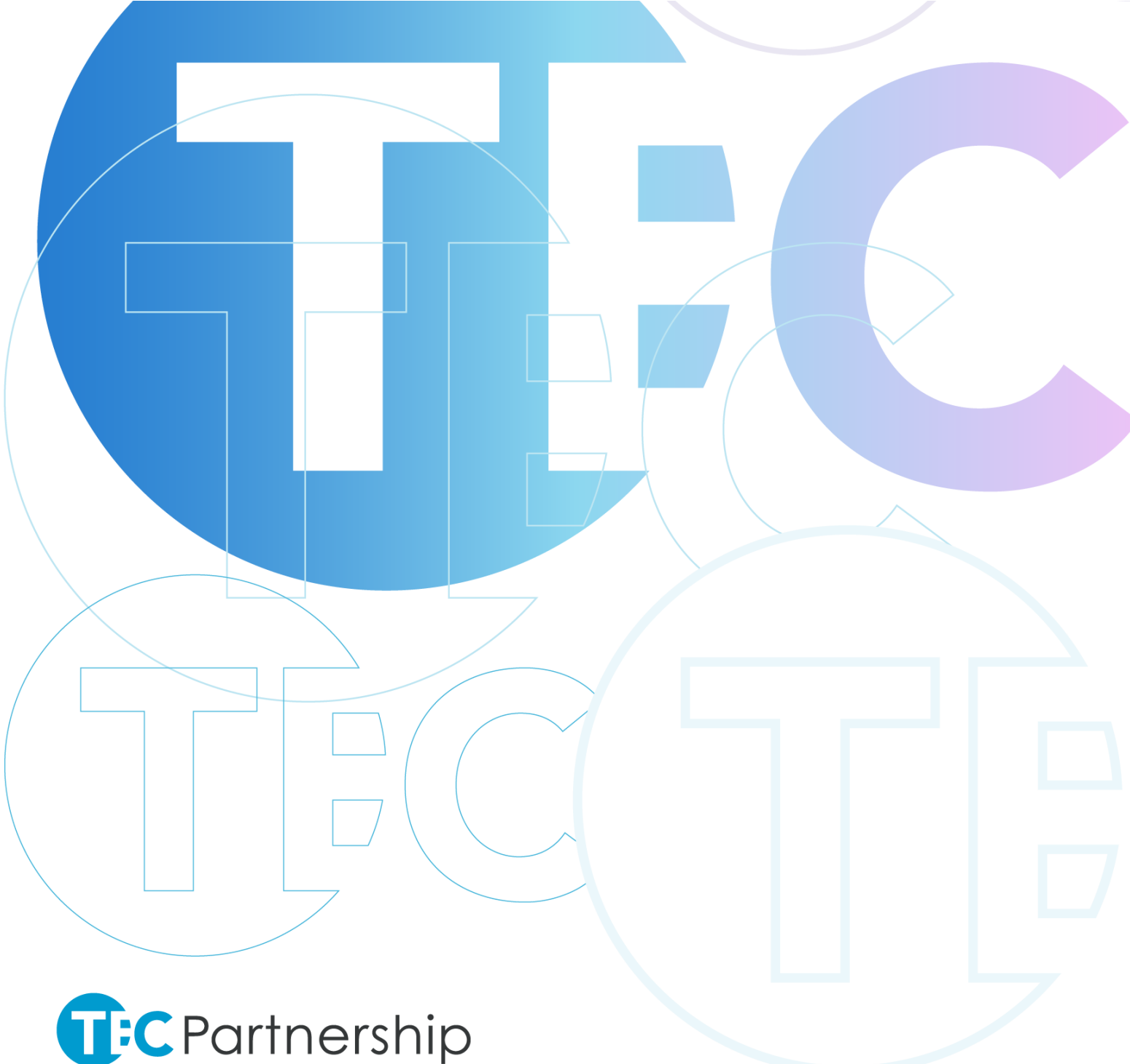


Experiential Industrial Route (<L6)



Experiential Industrial Route (=L6)





TEC Partnership

Training • Education • Careers

