

Professional teaching qualification and recognition policy for teaching staff

Introduction

The University has an ambitious vision of Education Without Boundaries. To achieve this we have committed to “Supporting our staff to enhance and develop their capabilities as sector leading facilitators of learning in their areas of expertise”¹:

The People Enabling Strategy outlines the necessity of attracting, developing and retaining high-performing people and teams fully committed to self-development and maximising their contribution to the university. Strengthening the professional standing of learning and teaching is central to this and therefore the University recognises the importance of supporting all staff who teach on credit bearing programmes, either through a recognised teaching qualification or through appropriate professional recognition aligned to higher education practice. Furthermore, the university will support staff in obtaining additional teaching qualifications and recognition required, in alignment with the [academic career pathways promotion guidance and process](#).

Policy

This policy sets out expectations regarding teaching qualifications and provides guidance as to the most appropriate route towards gaining these.

1. In all cases, the agreed route must be specified by the line manager as a condition of probation.
2. Line managers are responsible for ensuring that staff are allocated sufficient and appropriate teaching and/or staff leadership and influence opportunities to enable appointees to meet the requirements of the pre-PGCert HE, PGCert HE, or Fellowship as appropriate.

Full Time Academics and Teaching Fellows (excluding Associate Academics and Research-Only staff)

Expectations regarding teaching qualifications

3. All full-time academic staff (except research-only and associate lecturers) without a HESA recognised teaching qualification are expected to undertake

¹ [This is our time: University of Greenwich Strategy 2021- 2030](#), p.22

an appropriate route to professional recognition in learning and teaching at [descriptor 2 of the Professional Standards Framework](#). This could be via the PGCertHE or GOLD scheme, see guidance below.

4. Appointees with international higher education teaching qualifications are expected to engage with Fellowship of Advance HE to both recognise their existing expertise and ensure alignment with UK higher education practices and professional standards.
5. Where an appointee holds a teaching qualification outside of higher education (e.g. a PGCE), they will be expected to achieve Fellowship (D2) of Advance HE within their first twelve months. However, the PGCert HE may be considered as an alternative route on a case-by-case basis subject to discussions with their line manager.

Appropriate route to Fellowship of AdvanceHE

6. Most academic staff without a HESA recognised teaching qualification should undertake the PGCertHE to gain Fellowship. However, appointees with significant higher education teaching experience (typically 3+ years), but who do not hold a PGCert HE or equivalent, may alternatively apply for Fellowship (D2) or Senior Fellowship (D3) via the GOLD scheme in discussion with ALE.
7. Where an appointee has insufficient prior teaching experience to meet the entry requirements for the next PGCert HE intake, they will be expected to undertake the pre-PGCert development pathway in preparation for the following intake of the PGCertHE.

Academics on Research Only Contracts

8. Research-only staff may, where appropriate and consistent with their contractual duties, engage in activities that support learning and researcher development. They are eligible to apply for FHEA through GOLD and/or to apply for the PGCertHE but they are not required to do so.

Part-time Academics and Teaching Fellows (excluding Associate Academics and Research-Only staff)

9. For colleagues employed on part-time contracts who do not hold a recognised higher education teaching qualification, engagement with the PGCert or Fellowship (D2) via the GOLD scheme should be discussed and agreed with their line manager on a case-by-case basis, taking account of contractual hours, role requirements, workload allocation, and individual circumstances.

Associate Academics

10. Associate academics engaged in teaching activity will be expected to undertake appropriate professional development to support effective teaching practice and alignment with institutional and sector expectations.

Post Graduate Research Students

11. All Postgraduate Research Students (PGRs) are required to undertake GRI's Postgraduate Researcher Development Programme (PGRDP) *Strand 2: Teaching Skills* training.
12. This training is mandatory for all PGRs, with exemptions considered for those holding relevant teaching qualifications (e.g. PGCE).
13. Successful completion of the training is a prerequisite for appointment as a Postgraduate Research Teaching Assistant (PGRTA) within the University and provides potential progression opportunities to achieve Associate Fellow (D1) via the GOLD scheme.