

## Teaching and Learning Qualification and Accreditation Policy

| Rev | Date   | Purpose of Issue/Description of Change | Review Date |
|-----|--------|--|-------------|
| 1.  | 9/3/17 | Review of policy impact                | April 2018  |

| Policy Officer | Senior Responsible Officer     | Approved By   | Date   |
|----------------|--------------------------------|---------------|--|
| Director of HR | Deputy Director HR Development | HR Task Group | Policy effective from the 1 <sup>st</sup> of August 2017 |

# Teaching and Learning Qualification and Accreditation Policy

## 1 Introduction and Background

Bangor University is committed to excellent teaching and an environment which recognises support for careerwide professional teacher development linked to teacher accreditation and teaching routes to promotion through to Professorship. The Bangor University Policy on Teaching Qualifications and Accreditation is supported by the Bangor Continuing Professional Development (CPD) Framework, which confers HEA Fellowship accreditation.

There is also an Individual route to Accreditation through the CPD Scheme which allows staff to make direct applications for Fellowships to the HEA. However, due to the cost of external applications these are not supported by the University

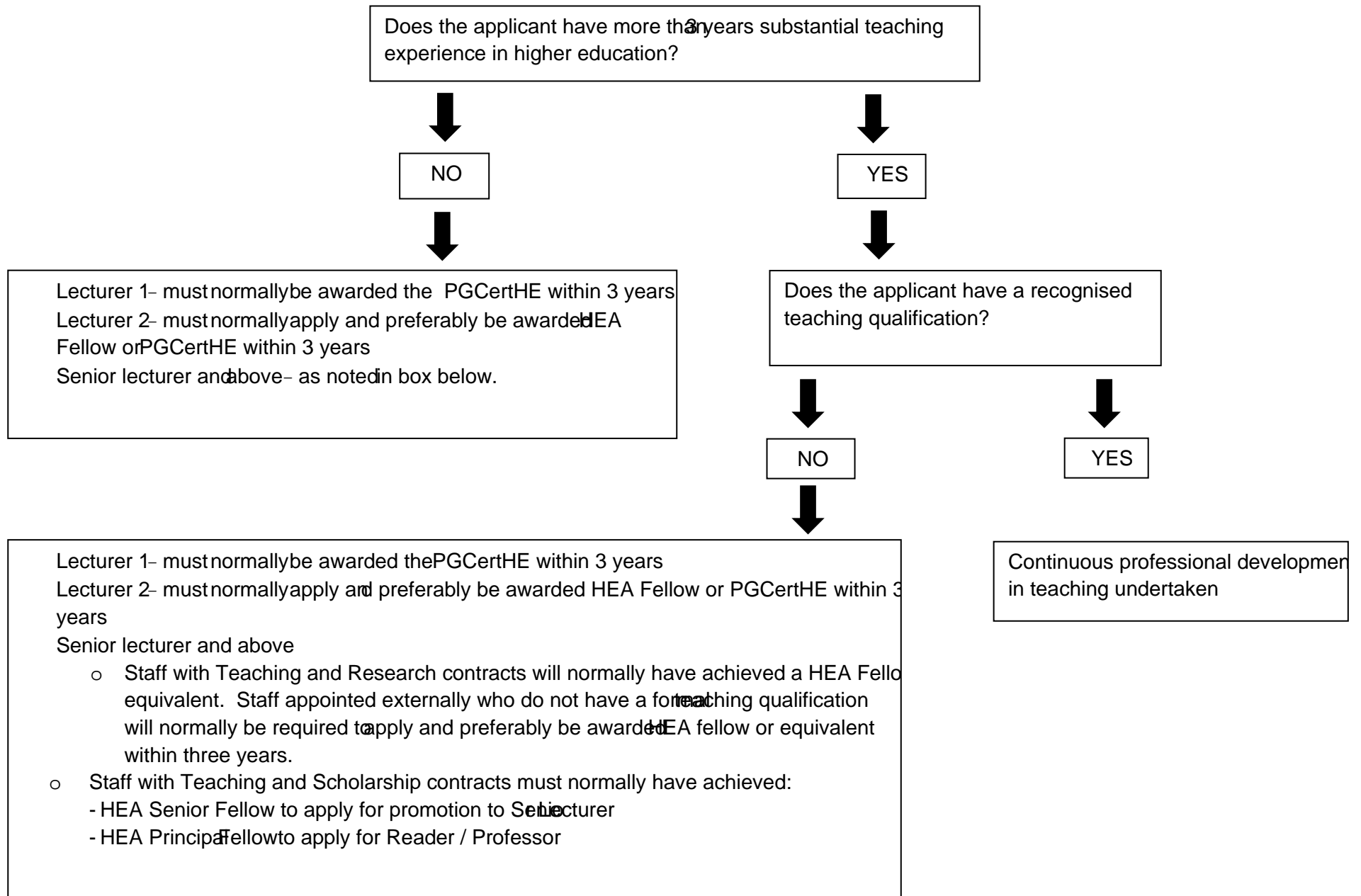
b) The PGCE Qualification Route to Accreditation

The PGCE forms the Programme Route of the CPD scheme and is mandatory for lecturers new



- 5 Teaching and Learning Qualifications and Accreditation Assessment during Recruitment  
Where teaching is a component of a post and an applicant does not have a PGCertHE or HEA Fellowship or equivalent has more than three years substantial teaching experience it will be necessary to decide whether the applicant should undertake the PGCertHE for HEA

APPENDIX 1-BANGOR UNIVERSITY TEACHING AND LEARNING ACCREDITATION POLICY FLOW CHART



APPENDIX 2 TEACHING AND LEARNING DIAGNOSTIC FORM

During the interview process the Panel were unable to assess whether you should undertake the PG Cert HE or a HEA Fellow as a probationary requirement and are therefore seeking additional information regarding your teaching experience to make that decision.

Below, please provide evidence against each descriptor of the activity and development you have undertaken

|   | PG Cert HE |   | HEA Accreditation |   |
|---|------------|---|-------------------|---|
|   | A          | B | C                 | D |
| 5 areas of professional activity:   |            |   |                   |   |
| 1. Design and plan learning activities and / or programmes of study   |            |   |                   |   |
| 2. Teaching and / or support learning   |            |   |                   |   |
| 3. Assess and give feedback to learners   |            |   |                   |   |
| 4. Developing effective learning environments and approaches to student support and guidance  |            |   |                   |   |
| 5. Engage in continuing professional development in subjects / disciplines their pedagogy, incorporating research, scholarship and the evaluation of professional practices |            |   |                   |   |
| Knowledge and understanding of:   |            |   |                   |   |
| The subject material (pedagogic issues within both the HE sector and own discipline)  |            |   |                   |   |
| Appropriate methods for teaching and learning in their subject area at the level(s) of the academic programme   |            |   |                   |   |
| How students learn, both generally and within your subject/disciplinary area(s)   |            |   |                   |   |

The use and value of appropriate learning technologies

