

## Teaching Teams in Partner Institutions – Guidance on DMU Expectations

This guidance is for use by DMU partner institutions. In general terms, it sets out the characteristics of programme teams, and their individual members, that are most likely to support a high quality education for DMU students studying in partner institutions. The guidance has been prepared with reference to the national academic role profiles and draws on DMU's 20+ years' experience of collaborative partnerships.

This guidance is generic. When submitting a proposal to deliver DMU programmes or making changes to their teaching teams or appointing new staff to teach DMU programmes, partner institutions are strongly advised to contact either the relevant DMU Faculty or Educational Partnerships (EP) in the case of validated service provision, for more detailed subject specific guidance. The University recognises that the decision to appoint rests with the partner institution, but it hopes that through consultation, during the selection process, the University can endorse the new teaching staff appointments and confirm that teaching is delivered at the level expected for DMU awards.

If the University considers that there is a risk to the quality of the student learning opportunity because of a shortfall in the staff profile, and it is not confident that the partner college is taking steps to remedy the situation, this may lead to a decision to suspend intake to the programme.

### 1. Quality Indicators – team profile

- At least half of the teaching team should have experience of teaching and assessing at HE level\*
- At least half of the teaching team should hold a teaching qualification\*
- Some team members will have higher degrees and/or are registered
- Commitment to a staff development plan to support the programme
- Commitment to work together as a team and share issues and good practice
- Capacity for each module to be covered effectively by an alternative staff member in the event of staff illness etc.
- Appropriate balance between academic staff and practitioners
- Overall, the teaching team is stable with no more than 25% turnover in any one session
- The teaching team should consist of more than one member of staff

\*The University recognises that teams may have aspirations to develop HE provision, but may be starting from relatively low baseline of previous experience of teaching and assessing at HE level. Such teams will need to demonstrate a commitment to CPD and partner institutions will need to show a genuine time commitment to support this. Please contact the EP/ GPU Account Manager or faculty Link Tutor for more information.

### 2. Quality Indicators – individual academic CV

All lecturers should have the ability, depth of knowledge and expertise to teach at the HE level proposed. This will be scrutinised via submission of CVs, which should list education and teaching qualifications, teaching experience, relevant industrial experience (where relevant), details of

continuous professional development, research activities and membership of Professional Subject Regulatory Bodies (PSRBs), where applicable.

In addition, to support development in others, staff should have the capacity to act as a mentor to academic colleagues.

### **3. Quality Indicators – Programme Co-ordinator**

In addition to the above, a Programme Co-ordinator should have the following attributes and capacity

- To take on responsibility for resource management for a programme
- To implement quality management procedures and resolve problems affecting the delivery of the programme
- To provide academic leadership to those working within the programme
- Programme co-ordinator has previous experience of programme management or is being closely mentored
- Programme co-ordinator has HE level teaching experience

### **4. Quality Indicators – Individual practitioner CV**

- Possesses sufficient breadth or depth of specialist knowledge in the discipline to work within an established programme
- Has the capacity to teach in a variety of settings
- Is able to identify learning needs of students
- Has the capacity to develop learning and teaching materials, with guidance
- Has experience of assessing HE level work, or capacity to develop with guidance

#### **In summary:**

From experience, the characteristics of a teaching team which are most likely to provide a good quality learning experience will include:

- Low staff turnover
- Programme leader with previous experience of managing academic provision
- Balance between full and part-time staff
- Key individuals not under undue pressure from other commitments
- Team members who are up to speed with the subject
- Commitment to CPD