Teaching Staff and Learning Centre Guidelines.

Quality Assurance Agency (QAA).

The Quality Code (Chapter B:10) sets out the following expectation about managing the delivery of learning opportunities with others:

Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.

Types of Collaborative Provision.

The College operates a range of partnerships in relation to its programme provision. This guidance is intended to cover only validated programme arrangements where programmes are delivered by non-degree-awarding bodies.

Approval and Monitoring of Teaching Staff.

1) Teaching Staff.

In order to meet fully its responsibility as a degree-awarding body, and to have oversight of academic standards and the quality of learning opportunities, the College must have in place a robust, documented, and auditable process or set of processes for overseeing and reviewing the staffing team at partner institutions to ensure that it is of the appropriate calibre and make-up to deliver the relevant Royal Holloway validated programme(s).

2) Appointment of Teaching Staff.

Partner institutions are responsible for the selection and interviewing process for teaching staff. All teaching staff must meet the College’s requirements with regard to qualifications, which for degree awards shall normally be taken to be a minimum of a Master’s degree (or equivalent qualification or experience) in a relevant subject (a PhD and teaching qualification are desirable), experience and level of performance.

The College’s management of the quality of learning opportunities requires that all teaching staff must be approved by Royal Holloway as a part of normal contract arrangements, validation documentation, or by post-validation and annual review processes. Partner institutions are required to have in place robust systems for the appointment of teaching staff and submit for final approval the names and full CVs of all teaching staff that they wish to appoint. Post-validation appointments must be approved by submitting the names and full CVs of candidates to the appropriate Royal Holloway Liaison Manager or other nominated person for consideration by the relevant Royal Holloway Programme Director. In all cases the decision reached by the Royal Holloway Programme Director, to approve the appointment or not of a particular individual, will be final and communicated to partner institutions in writing.

3) Induction and Professional Development.

Partner institutions must ensure that there is a robust and compulsory induction system in place through which newly-appointed staff will be provided with specific training, information (including a
Staff Handbook), and development activity to familiarise themselves with the structure, delivery, and assessment of the programme on which they are teaching, and also with the relevant sources of academic and pastoral support available to students so that they can advise them appropriately on academic and pastoral matters and/or direct them to such support.

There must be in place a transparent and appropriate system of personal development with Continuing Professional Development (CPD) activity that is available for all staff, regardless of tenure (i.e. employed full-time and part-time teaching staff), and is taken-up as appropriate by individual members of the teaching team given their qualifications and experience.

All staff involved in the setting and/or marking of formative and summative assessment must be provided with appropriate training and mentoring as required, and be familiar with relevant College regulations and procedures including the College Guidelines for Examiners and Assessors.

There must be a documented system to thoroughly monitor the proficiency of all categories of teaching staff, through:

a) Peer Review of teaching (which may include observation by Royal Holloway staff in addition to staff from the partner institution, and a review of teaching material and supporting information provided to students);

b) Student evaluation feedback (including the individual staff member’s response to this feedback);

c) Annual Appraisal.

4) Annual Review.

As Part of the Annual Review Process, partner institutions must provide a report on the teaching staff to the College, which must be signed off by a senior manager.

Approval and Monitoring Teaching and Leaning Centres.

1) Teaching and Learning Centres.

For the purpose of validated provision a teaching and learning centre is defined as;

\textit{A venue/location where the routine delivery and/or assessment of a Royal Holloway validated programme takes place.}

In respect of validated provision, a teaching and learning centre will typically be the premises of an organisation such as a College, NHS Trust, Training Provider, or Employer that is accountable directly to Royal Holloway for the delivery and/or assessment arrangements leading to an award made by Royal Holloway.

The approval and the ongoing monitoring of teaching and learning centres plays a critical role in establishing and maintaining the quality and standards of the learning opportunities of students registered on Royal Holloway validated programmes delivered by partner institutions. Royal Holloway recognises that it has an absolute duty to ensure that teaching and learning centres are fit for purpose, and have appropriate teaching and learning resources for the delivery of the relevant validated programmes(s), including the provision of any facilities advertised to prospective students, and approved at the point of validation, e.g. library facilities, computing resources, access for
disabled students, virtual learning environments, appropriate Health and Safety requirements, and advice and guidance.

2) Approving Teaching and Learning Centres.

As part of the College’s management of the quality of learning opportunities all teaching and learning centres that deliver validated programmes must be approved by Royal Holloway as part of normal contract arrangements, validation documentation, or post-validation and Annual Review processes.

Outside of the normal contract process, for example where centres are not approved as part of a schedule to the contract, centres must be approved in writing by a representative of the College (normally the Royal Holloway Liaison Manager) following the examination of the appropriateness of the centre which may include a site visit by could be granted on the basis of information provided by the partner institution or which is publically available.

Should a partner institution wish to change the location for the delivery of a validated programme, or add an additional location, the College may need to visit the new location to ensure that the facilities are suitable for the delivery of the programme(s) concerned. The College will request annual notification of any proposed changes to the location for delivery of a programme for the next academic session as part of annual review, and will expect notification as far in advance as possible of a change in location. The College will make one of three decisions and partner institutions will be notified in writing of the outcome as follows:

- Approved;
- Approved subject to conditions (e.g. the provision of additional resources);
- Not Approved.

3) Visiting Teaching and Learning Centres.

As part of its approval process for centres or ongoing monitoring arrangements of validated programmes, Royal Holloway may send one or more of its representatives to inspect teaching centres at which programmes or particular courses of programmes are delivered face-to-face.

Partner institutions will be responsible for domestic arrangements, including arranging reasonable access by staff from Royal Holloway to visit new sites prior to programme approval, and any approved teaching and learning centre on request at the time of validation, Annual Review, and Periodic Departmental Review or at any other time as part of ongoing monitoring.

Ongoing monitoring serves a variety of functions. Principally it ensures that the available resources are sufficient to enable the validated programme(s) to be delivered in accordance with the specifications agreed at the Validation Panel. Other functions include:

- Helping to ensure the comparability of the learner experience and standards of teaching and learning across centres delivering the same or different validated programmes;
- Helping to assess the effectiveness and development Royal Holloway’s own quality assurance and enhancement procedures;
• Supporting the continuous improvement and quality enhancement of learning at teaching and learning centres through providing a source of accessible, critically constructive and professional advice.

In the first year of the delivery of a validated programme, a minimum of one visit will normally be made to all UK centres. Overseas centres may be subject to different arrangements and these will be described in the relevant Operations Manual. Where provision is spread across a number of centres, visits will follow the student journey and will be scheduled to encompass different phases of the student experience. In subsequent years, if there are no reservations about the adequacy, validity, or probity of deliver and or assessment practice in centres, centres will be subject to a new three-year cycle.

A visit to a teaching centre may include:

• Teaching and learning observations; and
• Examination and assessment observations.

Teaching and learning observations will not be limited to classrooms and the direct delivery of the programme(s) but include student facilities and learning resources (such as library and IT resources), and facilities intended for support for students with specific learning difficulties and/or students with disabilities, medical or psychological conditions which impact upon their studies.

A visit may include the following activities:

• Discussion with students about induction, student support, their perceptions of the programme, noting any observations on how well it is satisfying their needs, and how they consider they are coping with the level of demand of the assessment;

• Discussion with lecturers about teaching and learning approaches, programme management and course review.

4) Visit Report.

Using the pro forma (available on the website) a report of a visit to a teaching and learning centre will be produced, and a copy provided to the relevant Programme Director of the partner institution.

In the event that any changes are required as a result of deficiencies identified during a visit, the relevant institutional partner will take appropriate remedial action in a reasonable and timely fashion, to be agreed with Royal Holloway, and to the absolute satisfaction of Royal Holloway.

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