



# Senate Handbook

## Staff Handbook

### Recognised Teachers

This Handbook supplements Regulations governed by Senate.

It includes policies, procedures, advice and/or guidance that staff and Recognised Teachers are expected to follow in the proper conduct of University business.

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## **Major changes to this document since version 1.1 (September 2017):**

- **Amendment that all handbooks available online**
- **Removal of guidance on accessing handbooks through the intranet**

# Glossary

The following terms are provided to Recognised Teachers to aid you in understanding Cranfield terminology:

<b>Academic Lead</b>	Academic responsible for the management of the course, normally known as the Course Director, Programme Director, Academic Leader or Course Chairman. (Different Schools use different terminology, depending on local programme structures.)
<b>Board of Examiners</b>	Group of internal and external examiners that convene to consider student progress and award outcomes. There is a Chair to lead the Board.
<b>Course Team</b>	Team dedicated to the delivery of a course, normally comprising the Academic Lead, module leaders and course administrators. The first point of contact for local external examining matters.
<b>Link Tutor</b>	Where the University validates a programme with a trusted partner organisation Link Tutors are in place for each partnership to act as a key point of communication between the validated partner and the University.
<b>Director of Education</b>	The senior academic responsible for education quality and standards within a School.
<b>Director of Research</b>	The senior academic responsible for the quality of research supervision and assessment, research capabilities and practices within a School.
<b>Education Services</b>	The central department that is responsible for supporting the academic endeavours of the University through the provision of advice and guidance on expected national and University standards and the quality assurance of the academic provision and learning support for students.
<b>Human Resources</b>	The central department that is the point of contact for contractual issues relating to Recognised Teacher status.
<b>Head of School</b>	The Pro Vice-Chancellor responsible for the management of a School.
<b>Module Leader</b>	Most taught courses at Cranfield are made up of shorter courses or modules (as outlined in the annual course structure document). The academic member of staff responsible for the management of an individual module.

<b>Pro-Vice-Chancellor (Education)</b>	The foremost member of academic staff responsible for standards and quality, who reports to the Vice-Chancellor and Senate.
<b>Pro-Vice-Chancellor (Research)</b>	The foremost member of academic staff responsible for research capabilities and practices who reports to the Vice-Chancellor and Senate.
<b>Progress Review Team</b>	Three or more members of academic staff (or Recognised Teachers) are appointed by the Head of School for each research student to form a Progress Review Team to meet with the student at regular intervals to review progress through his or her research programme.
<b>Supervisor</b>	The academic responsible for maintaining the quality of the academic supervision for the student and his or her research. For Research students, Recognised Teachers may be appointed as co-supervisors. The Cranfield member of staff will normally be the 'primary supervisor'. A clear statement of roles of all Supervisors will be provided to the student on appointment.
<b>Vice-Chancellor</b>	The Chief Executive Officer of the University.

# 1 Introduction

This Handbook is designed to provide an overview of important information and guidance for Recognised Teachers in order to provide you with the information required to support you in your role.

The information in this handbook is of a general nature and is applicable to all Recognised Teachers. It is designed to provide high level information about a range of important topics, and should be read alongside other more detailed information published on the intranet, documents produced by the Schools for their students, information contained in individual handbooks for specific courses, and other information and handbooks produced by other areas of the University, including Education Services, Campus Services and Information Services.

Differences in the information between information for students based at the Cranfield campus and the Defence Academy facilities at Shrivenham are highlighted. Information relating solely to Shrivenham is in a green box.

**Shrivenham**

The status of Recognised Teachers is conferred upon a variety of individuals including:

- Retired or former members of Cranfield University academic staff
- Current Cranfield University non-academic staff
- Members of academic staff at another University
- Professionally qualified staff external to Cranfield University
- Members of staff from a collaborative partner.

In addition, Recognised Teachers are appointed to undertake a variety of tasks. Generally this can be split into two main categories:

- to teach and assess taught students
- to co-supervise or assess research students

Where information relates specifically to one of these categories, this has been indicated in the Handbook.

This Handbook intends to provide an overview of the resources available to support Recognised Teachers but the applicability of sections may vary depending on the situation of the Recognised Teacher concerned (for example current Cranfield staff would not necessarily require information on external access to IT facilities).

If you have any questions about your role during the 3 year term please contact your academic contact in the first instance. If you require further advice on the processes relating to academic provision please contact Education Services.

## **2 Conditions of Recognised Teacher Status**

### **2.1 Confirmation of conditions of Recognised Teacher Status**

Conditions of undertaking work will be outlined in a formal written agreement and you should contact your academic contact or Human Resources for queries. The following terms and conditions, however, relate to all Recognised Teachers.

### **2.2 Data Protection and Freedom of Information**

#### **2.2.1 Your data**

The University collects personal data about you in order to facilitate the proper functioning of its business. This includes your name, your contact details, your previous experience relating to your role and your current academic and/or professional credentials and affiliations. The University will share this information with staff within the University. The University will also share your name, and your current academic and/or professional credentials and affiliations with students.

#### **2.2.2 Our data**

In the course of your duties, you will receive information that can be considered the personal data of students of the University. You are expected to keep such information (including, for example, scripts, marks, and comments from other examiners) confidential and secure at all times. You should not share this information with people outside of the board of examiners without the express permission of the University (usually either the Chair of the board of examiners or a member of Education Services).

Upon the completion of your role as Recognised Teacher, you should destroy all information relating to individual candidates. You may also be asked during your term to destroy information for specific cohorts, in line with any data retention policies provided to you.

### **2.3 Resignation of Recognised Teacher Status**

Recognised Teacher Status is initially conferred for three years. The University understands that a change of circumstances may mean that you can no longer fulfil your duties. If this does occur, please contact Human Resources in writing to confirm your resignation. Human Resources will ensure that all necessary parties are informed of your resignation.

### **2.4 Withdrawal of Recognised Teacher Status**

The University reserves the right to withdraw your status as a recognised teacher if you fail to meet the requirements of the role as outlined in Section 3 and evaluated through regular/annual monitoring exercises. Any such decision will be taken by Head of School.

## 3 Key Tasks

The tasks you will be required to undertake will be directed by the course team or supervisor. Examples of key tasks have been included in this section but are not exhaustive. Where tasks are not included in this section, the course team or supervisor will direct you to relevant guidance to provide the appropriate support for the conduct of the task. The University may also invite you to undertake internal training on a particular task (e.g. Research Student Supervision).

### 3.1 Lecturer

Lecturers undertake their roles in the context of the academic strategy and policies of the University and the School, taking into account the academic quality assurance and regulatory framework set out in the Senate Regulations and other guidance. The key responsibility of a lecturer is to:

- Deliver teaching, learning and assessment in line with the module descriptor, approved assessment types and intended learning outcomes to enable students to meet course and module aims and outcomes.

More detailed guidance and information is available in:

- Senate Handbook: Student Handbook Assessment Rules (Taught Courses)
- Senate Handbook: Managing Taught Courses

### 3.2 Taught Course Examiner

The role of the Examiner is outlined in the Senate Handbook on Positions of Responsibility in Learning Teaching and Assessment. The key responsibilities of an examiner are to:

- attend all meetings of the board of Examiners, unless prevented by good cause and agreed in advance with the Chair, and declare any potential conflict of interests to the board;
- accept the collective decision of the board of examiners in the management of all assessment relating to the taught programme of study, and to the outcomes for all candidates;
- approve the assessment tasks (e.g. examination questions and papers, assignments and projects) for candidates, in line with the agreed structure and methods of assessment approved by Senate;
- mark the work of candidates submitted for assessment, and approve the marks of others (i.e. Markers), and to resolve any discrepancies between Examiners and Markers in line with guidance provided by Senate, including cases where Markers cannot reach an agreement on a mark;
- report or raise any concerns about the integrity of the assessment process with the Chair of the board of examiners.

More detailed guidance and information is available in:

- Senate Handbook: Student Handbook Assessment Rules (Taught Courses)
- Senate Handbook: Managing Taught Courses
- Senate Handbook: Positions of Responsibility in Learning, Teaching and Assessment
- Senate Handbook: Academic Misconduct

### 3.3 Taught Course Assessment or Thesis Marker

The role of the Marker is outlined in the Senate Handbook on Positions of Responsibility in Learning Teaching and Assessment.

Markers review and assess work submitted for assessment, on behalf of the Examiners, and provide marks, comments and other indicators of achievement to the appointed Examiners: all marks and other information provided by Markers must be scrutinised or reviewed by one or more Examiners.

More detailed guidance and information is available in:

- Senate Handbook: Student Handbook Assessment Rules (Taught Courses)
- Senate Handbook: Managing Taught Courses
- Senate Handbook: Positions of Responsibility in Learning, Teaching and Assessment
- Senate Handbook: Academic Misconduct

### **3.4 Research Student Supervision**

The role of the Supervisor is outlined in the Senate Handbook on Positions of Responsibility in Learning Teaching and Assessment. The responsibilities of a Supervisor are equally applicable to taught and research students and include:

- maintaining the quality of the academic supervision for the student and his or her research;
- ensuring that the research facilities and supervision are appropriate for the conduct of any research by the student;
- producing any formal review documentation in line with University procedures;
- ensuring that the student is progressing through his or her research programme, within University and School;
  - regulations and policies;
  - review and assessment arrangements; and
  - expectations of appropriate levels of student learning support, information and guidance;
- attending relevant School committees as required;
- reporting to the Director of Research as required.

More detailed guidance and information is available in:

- Senate Handbook: Managing Research Students
- Senate Handbook: Positions of Responsibility in Learning, Teaching and Assessment

### **3.5 Progress Review Team Member**

The role of the Progress Review Team is outlined in the Senate Handbooks on Managing Research Students and Positions of Responsibility in Learning, Teaching and Assessment. The key responsibilities of the Progress Review Team are to:

- meet with the student at regular intervals to review progress through the student's research programme;
- recommend to the Academic Registrar whether or not the student should remain registered on his or her intended degree, and advising on whether the scheduled registration period remains appropriate;
- producing any formal review documentation in line with University procedures;
- attending relevant School committees as required;
- reporting to the Director of Research and the Academic Registrar as required.

More detailed guidance and information is available in:

- Senate Handbook: Managing Research Students
- Senate Handbook: Positions of Responsibility in Learning, Teaching and Assessment

### **3.6 Research Student Internal Examiner**

The role of the Internal Examiner is outlined in the Senate Handbook on Positions of Responsibility in Learning, Teaching and Assessment.



The key responsibilities are:

- to review the candidate's thesis and prepare appropriately for the oral examination of the candidate;
- to attend all meetings of the Examiners (including the oral examination of the candidate), unless prevented by good cause and agreed in advance with the other Examiners, and declare any potential conflict of interests to the Director of Research and the other Examiners;
- to write a report on the candidate and his/her performance and achievement, in line with Senate Regulations and guidance and in a format prescribed by the Academic Registrar.

More detailed guidance and information is available in:

- Senate Handbook: Managing Research Students
- Senate Handbook: Positions of Responsibility in Learning, Teaching and Assessment

## 4 Source material and information

The formal letter confirming your status will have included web links to University regulations and guidance. You should familiarise yourself with these documents, now and throughout the duration of the 3 year term. Recognised Teachers are entitled to undertake teaching and examining on the same basis as a member of academic staff and as such teaching and examining must take place in accordance with the Senate Handbooks. The Senate Handbooks supplement the regulations governed by Senate and include policies, procedures, advice and/or guidance that staff and Recognised Teachers are expected to follow in the proper conduct of University business.

The key handbooks for Recognised Teachers will vary depending on the tasks allocated. Section 5 outlines how you can gain access to the source materials outlined below.

### 4.1 Taught course students

If you will assess taught students the key handbooks are:

Handbook	Summary of contents
Managing Taught Courses	This is the key handbook for taught courses and is designed to support course teams in the day-to-day management of their courses and their taught course students, and outlines the procedures course teams are required to follow in the management of their courses.
Assessment Rules	This Handbook outlines the University's assessment rules and the expectations placed on students.
Student Welfare	This Handbook outlines the University's Welfare policies and has been designed to offer students practical support for a variety of welfare issues, including harassment and bullying, mental health issues and disabilities.
Academic Misconduct	This Handbook describes the University's definition of 'academic misconduct' and its approved procedures for the management of allegations of academic misconduct.

There is also a **Senate Guide: Assessment of Taught Courses: Design and Feedback** which is intended to offer advice and guidance to academic staff and act as a source of ideas for developing new approaches to assessment but it is not intended to be prescriptive.

For **taught programmes**, the course team should also provide you with a range of information relating to the course and assessment. The information you can expect to receive from the course team is outlined below:

- aims and objectives of the course;
- details of the course curriculum/ syllabus;
- details of the course assessment methods;
- details of attendance requirements, (including dates of meetings of the board of examiners if applicable);
- key dates when you will be required to undertake specific tasks, i.e. module delivery and marking.

## 4.2 Research students

If you will co-supervise or assess research students the key handbooks are:

Handbook	Summary of contents
Managing Research Students	This is the key handbook for research students and is designed to support Supervisors of research students and other staff in their interactions with research students, their day-to-day management of research students, their programmes of supervised research, and their learning support and assessment and outlines to staff the general expectations and procedures that they are required to adhere to in the management of research students.
Student Welfare	This Handbook outlines the University's Welfare policies and has been designed to offer students practical support for a variety of welfare issues, including harassment and bullying, mental health issues and disabilities.
Academic Misconduct	This Handbook describes the University's definition of 'academic misconduct' and its approved procedures for the management of allegations of academic misconduct.

For **research programmes**, the supervisor will provide you with the range of information relating to the programme of supervised research. The information you can expect to receive from the Supervisor is outlined below:

- research proposal
- Progress Review Team details
- copies of Progress Review meetings or meetings with the student (if applicable)
- statement of the roles of Supervisors involved in the programme of supervised research.

## 4.3 Other general guidance

Handbook	Taught	Research	Summary of contents
Changes to Registration	√	√	This Handbook describes the University's approach for managing requests to change the nature or conditions of a student's registration.
Positions of Responsibility in Learning, Teaching and Assessment	√	√	This Handbook outlines various positions of responsibility in learning, teaching and assessment, including definitions of posts, and the associated roles and responsibilities.
Student Complaints	√	√	This Handbook describes the University's approved procedures for the management of comments, concerns or complaints made by students.
Disciplinary Procedures	√	√	This Handbook describes the University's approved procedures for the management of complaints made against the behaviour of one or more students.
Academic Appeals	√	√	There are separate handbooks for Taught and Research academic appeals. The handbooks outline the approved taught and research procedures for the management of Academic Appeals.

If at any point you believe that you have not received sufficient information from the course team or supervisor to allow you to undertake your role please contact Education Services for clarification.

## 5 University Resources

Recognised teachers will require access to a range of university resources depending on whether you will be primarily working on or off campus. For off-campus activities information has been provided in relation to electronic resources. Further information on health and safety and use of university premises has also been provided for Recognised Teachers who will work on campus.

### 5.1 Access to University Resources

To receive access to university resources including the library and IT facilities your academic contact will be required to authorise your access to the secure intranet. This will activate as appropriate:

- IT username (mailbox, filestore, remote access)
- intranet access,
- access to the Virtual Learning Environment

Your academic contact will arrange for a demonstration of the resources that will subsequently be available including:

- Virtual Learning Environment (VLE) (Either Blackboard or Moodle) which will contain course information and resources
- Intranet

Your IT account can also be used to access Library resources however this will require further authorisation before being activated, please see 5.3 below for details.

#### 5.1.1 Access to source material and guidance

All Senate Handbooks are available on the Cranfield University website:

<https://www.cranfield.ac.uk/About/Governance-and-Policies/Quality-assurance>

Access to the intranet provides a wealth of information about how the university operates. You are strongly encouraged to familiarise yourself with the range of guidance available to you.

### 5.2 University IT Facilities

You may use IT facilities for private and personal use, providing that they comply with the University's IT Users Policy and other associated policies, which you must sign in agreement with. You may not use "Cranfield University" or its logo for private businesses or enterprises (including student societies) without written permission.

You should be aware that email facilities and electronic file stores are retained by the University. The University reserves the right to access information held on university IT facilities, including email accounts and electronic file stores for the purposes of investigating misuse, cases of disciplinary investigations, and/or to remove any material found to be in contravention of copyright and other applicable laws.

The University's IT policies, including the IT Users Policy can be found on the intranet at

<https://intranet.cranfield.ac.uk/it/Pages/About.aspx>

## Shrivenham

IT services at the Defence Academy are split between Cranfield University and SERCO Information and Technology Services (for the Defence Academy). Consequently, whilst the University's IT policies apply here, Recognised Teachers at Shrivenham are additionally bound by the Defence Academy's security policies.

Further details of these policies are available on the Defence Academy intranet available on site only (<http://dais>). Follow the links from Business Support > Help guides > SyOps

Please contact the IT Service Desk for any advice and assistance with using the IT resources available. T: +44 (0)1234 75 4199 (#6199, quick dial from the Shrivenham site),  
E: [servicedesk@cranfield.ac.uk](mailto:servicedesk@cranfield.ac.uk).

## 5.3 University Library Facilities

As a Recognised Teacher you are welcome to use any of our Libraries. There are two on the Cranfield Campus (the main Kings Norton Library which serves the entire campus, and the Management Information and Resource Centre (MIRC) which is located in the School of Management) and the Barrington Library on the Shrivenham site.

Please contact the Library when you arrive as you will need to complete some forms to gain access to the electronic resources and to set up your borrowing rights. You can also arrange to meet with the Information Specialist for your area of expertise to learn more about the specific resources and facilities that are available to you.

Information on the library services can be found at  
<https://intranet.cranfield.ac.uk/Library/Pages/default.aspx>

## 5.4 Staff Development

Recognised Teachers are supported in their roles by the Centre for Andragogy and Academic Skills. Further information about staff development is available on the intranet. As a guide, the following development is recommended:

	Internal Recognised Teachers	External Recognised Teachers
For taught module assessment	PGCAP Modules 1 and 2 <u>or</u> FHEA	Introduction to Learning and Teaching <u>or</u> FHEA
For taught project supervision/ examination	PGCAP Module 1 (Includes Supervising Masters Students) <u>or</u> AFHEA	Supervising Masters Students (one day workshop)

For research supervision/ examination	PGCAP Modules 1 and 2 (Includes supervision workshops)  <u>or</u> FHEA	Planning Student Projects / Effective Use of Supervision Meetings (one day workshop)
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PGCAP	PGCert in Academic Practice
AFHEA	Associate Fellow of the Higher Education Academy
FHEA	Fellow of the Higher Education Academy

## 5.5 Health and Safety

The University recognises and accepts its responsibility to ensure the health and safety of its students whilst at the University, as well as its obligations to employees, contractors and visitors. The University's health and safety Policy Statement, along with procedures, guidance and forms are available on the Health and Safety Intranet site:

<https://intranet.cranfield.ac.uk/safety/Pages/Default.aspx>

Health and Safety handbooks for Cranfield Campus and the Defence Academy at Shrivenham can be found on the Cranfield University website handbook section at

<https://www.cranfield.ac.uk/About/Governance-and-Policies/Quality-assurance>

## 5.6 Other University Premises

If you, as part of your duties, require access to physical facilities (such as office or laboratory space), your academic contact will arrange such access on your behalf and manage any required induction sessions including specific health and safety briefings. Access to laboratories and specialised university facilities need to be agreed in writing between you and your academic contact, and include any necessary confirmation of required Health and Safety induction.

<b>Owner</b>	Academic Registrar
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