



# Senate Handbook

## Staff Handbook

### Positions of Responsibility in Learning, Teaching and Assessment

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 (3.6 August 2023):**

- Change of reference from School to Faculty (throughout)
- Addition of statement on staff responsibilities (Introduction)
- Note added that new Director of Education and Research appointments are normally for a fixed period (2.1, 2.2)
- Addition of section on Apprenticeships End-point Assessment (EPA) Assessor (2.11)
- Addition of section on Apprenticeship Tutors (2.14)
- Rewritten section on Apprenticeship Coaches (2.15)
- Inclusion of EPA Assessors in Appendix A

# 1 About this Handbook

This Handbook outlines various positions of responsibility in learning, teaching and assessment, including definitions of posts, and the associated roles and responsibilities.

It should be noted that:

- the local terminology (in each Faculty) may differ (e.g. the terms “Programme Director” and “Course Leader” may be used rather than the Senate-recognised “Course Director”).
- these positions of responsibility may be shared between two or more members of staff, who may all hold identical roles, and who divide up the roles and responsibilities between them. Where this is the case, individual Faculties provide guidance on how these “local” roles relate to the guidance in this Handbook.

This Handbook assigns responsibilities for various processes and decisions to particular postholders in the University. Where required for the operation of the University, specific responsibilities may be given to other members of the University by agreement between the relevant University Officers, such arrangements to be recorded by the Secretary to Senate until such time as the Handbook is updated.

## 2 Positions of responsibility

### 2.1 Director of Education

Faculties of the University appoint one or more Director of Education who are appointed by Senate, on the recommendation of the Head of the Faculty. The Head of Faculty may divide the below responsibilities between one or more Directors of Education as they see appropriate for their faculty. New appointments are normally for a fixed term (of up to three years), with the possibility of renewal for a further fixed term period.

Directors of Education are required to be permanent senior members of academic staff, who are employed at the level of Senior Lecturer or above: exceptions would require very careful consideration to ensure they have sufficient depth and breadth of experience. In any case, Heads of Faculty are encouraged to take into account previous experience of responsibility and expertise in the nomination of staff for these positions, which normally includes a minimum of five years' experience of teaching and assessment across a range of Master's courses, previous experience of supervising research students, and previous experience as a Course Director or Module Leader.

The key responsibilities of the Director of Education are to:

- provide input to the University's Education Strategy, working with the Pro-Vice-Chancellor (Education), and to implement that strategy within their own Faculty;
- monitor and enhance the quality of the learning, teaching and assessment, disseminating best practice, and developing and promoting innovative andragogic practices;
- assess the sustainability of the education capabilities and practices within the Faculty and to work with the Head of Faculty to ensure they are strong;
- assure the delivery of all learning, teaching and assessment, including the appointment of examiners and markers;
- engage with Senate over the development of its Regulations and other guidance;
- raise with Senate any issues or concerns relating to the provision of the Faculty's taught programmes of study;
- review the overall progress of students on taught programmes of study, in conjunction with the Academic Registrar and staff in Education Services;
- consider requests for the appointment and extension of Recognised Teachers in connection with taught courses, as nominated by an appropriate member of the Faculty, and ensure that development needs for Recognised Teachers are considered;
- Monitor regularly the report provided by People and Culture on Faculty's Recognised Teachers and their sponsors, assist with the upkeep of correct records and report annually to Education Committee on their induction and training and development;
- undertake other roles and duties assigned to the post either by Senate or by the Head of Faculty.

The roles, responsibilities and duties of the Director of Education may be delegated to other trusted members of the relevant Faculty, including Deputy Directors of Education, in consultation and with the prior agreement of the Head of Faculty. Directors of Education are therefore entitled to set up and manage Faculty committees to help them fulfill their range of responsibilities and duties: the terms of reference of such committees require the approval of the Head of Faculty.

## 2.2 Director of Research

Faculties of the University appoint one or more Director of Research who are appointed by Senate, on the recommendation of the Head of the Faculty. The Head of Faculty may divide the below responsibilities between one or more Directors of Research as they see appropriate for their faculty. New appointments are normally for a fixed term (of up to three years), with the possibility of renewal for a further fixed term period.

Directors of Research are required to be permanent senior members of academic staff, who are employed at the level of Senior Lecturer or above: exceptions would require very careful consideration to ensure they have sufficient depth and breadth of experience. In any case, Heads of Faculty are encouraged to take into account previous experience of responsibility and expertise in the nomination of staff for these positions, which normally includes a minimum of five years' experience of managing research projects and programmes, being research-active, and having previous successful experience of supervising research students.

The key responsibilities of the Director of Research are to:

- provide input to the University's Research Strategy, working with the Pro-Vice-Chancellor (Research and Innovation), and to implement that strategy within their own Faculty;
- monitor and enhance the quality of the research supervision and assessment, disseminating best practice, and developing and promoting innovative andragogic practices;
- assess the sustainability of the research capabilities and practices within the Faculty and to work with the Head of Faculty to ensure they are strong;
- appoint the examiners for individual research students of the Faculty;
- lead the activities of relevant doctoral training centres, and to ensure the achievement of an excellent research environment;
- engage with Senate over the development of its Regulations and other guidance;
- raise with Senate any issues or concerns relating to the provision of the Faculty's programmes of supervised research;
- review the overall progress of research students, in conjunction with the Academic Registrar;
- consider requests for the appointment and extension of Recognised Teachers in connection with research students, as nominated by an appropriate member of the Faculty, and ensure that development needs for Recognised Teachers are considered;
- Monitor regularly the report provided by People and Culture on Faculty's Recognised Teachers and their sponsors, assist with the upkeep of correct records and report annually to Research Committee on their induction and training and development;
- undertake other roles and duties assigned to the post either by Senate or by the Head of Faculty.

The roles, responsibilities and duties of the Director of Research may be delegated to other trusted members of the relevant Faculty, including Deputy Directors of Research, in consultation and with the prior agreement of the Head of Faculty. Directors of Research are therefore entitled to set up and manage Faculty committees to help them fulfill their range of responsibilities and duties: the terms of reference of such committees require the approval of the Head of Faculty.

## 2.3 Course Directors, Programme Directors, Pathway Leads and Module Leaders

Taught awards of the University are made following completion of a defined course of study. These courses of study may be defined as:

a **Course**, (usually made up of a number of discrete taught modules, combined with group work and/or an individual project or other self-directed study and either leading to a formal uniquely-named award of the University or forming part of an apprenticeship training programme); or

a **Programme**, made up of a number of distinct courses (which usually share one or more taught modules and/or group work, and where each of the courses leads to a uniquely-named award of the University); or

a **Course with Pathways**, which is a uniquely named course with a number of pathways, made up of a number of options or pathways, and where each option or pathway shares a common named award, the option is often articulated in brackets alongside it (so, in essence, each option is a uniquely-named award of the University).

Each taught programme of study is ultimately the responsibility of the relevant Faculty's Director(s) of Education<sup>1</sup>. They will work with the Head of Faculty to appoint one or more persons as a **Course Director**<sup>2</sup> to be responsible, on behalf of the Director(s) of Education, for the direction and management of that programme of study. Directors of Education may elect to appoint a **Programme Director** to manage a group of taught programmes of study, or **Pathway Leads** to oversee the management of pathways. In addition, and often in consultation with other senior Faculty staff, the Director(s) of Education appoint **Module Leaders**, who are then responsible for specific and discrete areas of teaching provision associated with one or more programmes of study (and which may also be offered as short courses).

Course Directors, Programme Directors, Pathway Leads and Module Leaders undertake their roles in the context of the academic strategy and policies both of the University and the Faculty, taking into account the academic quality assurance and regulatory framework set out in Senate Regulations and other guidance.

There is no defined term of office for any of these roles, although it is considered good practice for terms to be of a period between 3-6 years and to be subject to annual review. Directors of Education are encouraged to take into account previous experience of responsibility and expertise in the nomination of staff for these positions<sup>3</sup>:

- Programme Directors will normally have a minimum of 3 years' experience of teaching and assessing Master's level provision, and a minimum of 2 years' experience as a Module Leader, and have taught on a number of different Master's courses.
- Course Directors and Pathway Leads will normally have a minimum of 2 years' experience of teaching and assessing Master's level provision, and a minimum of 1 year's experience as a Module Leader.
- Module Leaders will normally have a minimum of 1 year's experience of teaching and assessing Master's level provision.

They are normally required to be members of academic staff, who are employed at the level of Lecturer or above (or, in the case of Programme Directors, Senior Lecturer or above).

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<sup>1</sup> Undergraduate courses are the responsibility of the Undergraduate Education Lead.

<sup>2</sup> Referred to as Course Leads for undergraduate courses.

<sup>3</sup> Staff holding positions of responsibility on undergraduate courses should have experience at Master's or Bachelor's level.

Acting as a **Course Director** is a significant responsibility: it constitutes a substantive and positive contribution to the work of the University and successfully undertaking such a role will be regarded positively in any case for promotion within the University, particularly from Lecturer to Senior Lecturer. It is further recognised the role is demanding in terms of time, and estimated to be at least 25-30% of an individual's full-time appointment. An induction providing an overview of Education Services, including Registry, SAS, SIF, QA&E functions and the Apprenticeship Office (for apprenticeship courses) will be coordinated through Education Services, and should be attended by all new Course Directors.

The key responsibilities of a **Course Director**<sup>4,5</sup> are:

- maintaining the quality of the academic provision for the taught programme of study, and its constituent elements;
- ensuring the taught programme of study is functioning within University- and Faculty-level regulations and policies, relating to admissions, course operation and delivery, assessment arrangements, feedback strategies and student learning support, information and guidance;
- overseeing the overall academic progress of students registered on the taught programme of study;
- reviewing the development and content of the taught programme of study (and its constituent elements, including, for apprenticeship courses, with reference to the relevant apprenticeship standard) on a regular basis, including the production of any formal review documentation in line with University procedures;
- attending relevant Faculty committees as required;
- reporting to the relevant Director of Education<sup>4,5</sup> as required.

Persons appointed to the role of Course Director at academic partners must hold Recognised Teacher Status (RTS) for the duration of their appointment if they are not employed by Cranfield University in an appropriate role

The key responsibilities of a **Module Leader** relate closely to those outlined above, but focus more specifically on the delivery of the specific elements of a taught programme of study. The Module Leader is responsible for ensuring their module functions within University- and Faculty-level regulations and policies, including assessment arrangements, feedback schedules and the provision of feedback to students (including formative feedback during the module) and student learning support, information and guidance. They should work closely with the Course Director to ensure that all responsibilities are managed effectively. Where a module is adopted by more than one taught programme of study, the Module Leader should ensure that they are clear on which course is considered to "own" the module and therefore which Course Director (or Programme Manager) they are primarily responsible to, and to whom they should raise issues and concerns that arise from a module being utilised by more than one course.

Where appointed, Pathway Leads are responsible to the Course (and/or Programme) Director. The key responsibilities of a Pathway Lead are:

- Ensuring that the quality of the academic provision for the pathway is maintained.
- Ensuring the pathway is offered in accordance with and functions within University and Faculty-level regulations and policies, relating to admissions, operation and delivery, assessment arrangements, and student learning support, information and guidance.
- Overseeing the overall academic progress of students on the pathway.
- To organise regular 1-to-1 meetings with all the pathway students and support them as their Year Tutor (frequency of meetings based on attendance pattern).
- Reviewing the development and content of the pathway (and its constituent elements, including with reference to the relevant apprenticeship standard for apprenticeship courses)

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<sup>4</sup> This list represents the responsibilities outlined by Senate and is common to all Course Directors across the University. Individual Directors of Education may assign additional responsibilities and duties relating to the management of programmes of study (e.g. in areas relating to student recruitment and financial management).

<sup>5</sup> These duties also apply to Programme Directors, who often work with Course Directors to fulfil these responsibilities as a whole.

on a regular basis, including the production of any formal review documentation in line with University procedures.

- Attending relevant Faculty committees as required.
- Reporting to the Course Director and relevant Director of Education as required.
- Ensuring that administration for the pathway is completed in collaboration with Education Services.
- Working with Learning Support Officers to ensure advice and guidance on individual learning needs is provided to students.
- Communicating with other staff across the University (for example with the Academic Provider Link Directive Staff at Shrivenham) in relation to any matters including scheduling, planning and maintaining quality.

## 2.4 Research Supervisor and Supervision Team

Each research student is appointed at least two Supervisors by the relevant Director of Research in consultation with the Head of Faculty, one of whom will be designated as the Primary (or Lead) Supervisor, and who will assume ultimate responsibility for the duties of Supervisors as outlined below. Supervisors are either members of academic staff, or Recognised Teachers, and are usually appointed for the duration of the student registration.

Directors of Research and Heads of Faculties are required to ensure appointments are appropriate in the context of the staff's prior experience of supervising research students, prior experience of Cranfield University, the staff's workload(s) and their academic expertise in relation to the student research proposal. Primary Supervisors will normally be academically qualified at least to the level of the intended award of the students they are supervising, or hold equivalent professional qualifications. In addition, in all cases, one of the appointed Supervisors should have managed at least one research student at the appropriate degree level through to satisfactory completion. One of the appointed Supervisors must have prior experience of Cranfield procedures for the management of research students. All Supervisors are expected to attend internal training on supervising research students, including attending refresher courses.

The responsibilities of a Supervisor include:

- (i) maintaining the quality of the academic supervision for the student and their research;
- (ii) ensuring that the research facilities and supervision are appropriate for the conduct of any research by the student;
- (iii) producing any formal review documentation in line with University procedures;
- (iv) ensuring that the student is progressing through their research programme, within University and Faculty
  - regulations and policies;
  - review and assessment arrangements; and
  - expectations of appropriate levels of student learning support, information and guidance;
- (v) attending relevant Faculty committees as required;
- (vi) reporting to the Director of Research as required.

When appointing Supervisors (including deciding on the number of Supervisors needed), Directors of Research and Heads of Faculty should take into consideration:

- prior experience of supervising students;
- formal and informal professional development (including the Professional Postgraduate Certificate in Academic Practice offered within the University);
- expertise in the particular research area;
- prior experience of line management and project management.

The role(s) of the Associate Supervisor(s) (sometimes referred to as co-supervisors) are clearly outlined to the student: these may include:

- a) being a Supervisor of equal experience, but with complementary or alternative research knowledge or expertise (a "co-supervisor"); and/or
- b) bringing an area of research expertise to the Supervision Team required for the successful day-to-day supervision of the student and completion of the project (a "secondary supervisor"); and/or
- c) supporting the Primary Supervisor, including where they are working in a similar area but are either relatively inexperienced and/or would benefit from being a member of the Supervision Team (a "supporting supervisor").

Supervisors are supplemented by other posts identified to support the individual research student, including a **Pastoral Adviser** and a **Progress Review Team**. Together, these form the support network for the student.

All students must keep in regular contact with the supervisor(s) of their individual project, to report/discuss progress and any difficulties encountered. Formal responsibilities of Supervisors and students during research projects are outlined below but are not limited to:

The Cranfield academic supervisor has ultimate responsibility for overseeing the academic content and quality of the thesis.

The academic supervisor will:

- i. give general guidance on the nature and standard of the thesis required and discuss the analysis of results, details of methodology and outcomes of study;
- ii. agree with the student:
  - a. the aims and objectives of the thesis
  - b. the methodology, resource needs and safety risk assessment
  - c. the thesis structure and contents list
- iii. agree with the student and industrial adviser a regular programme of consultation. This timetable will depend on the nature of the project and where it is undertaken. This consultation may be made in person, by phone or email
- iv. manage the relationship with industrial advisers and maintain regular communication with the industrial adviser, through face-to-face meetings, email and telephone conversations
- v. to provide, as a minimum, detailed feedback on one chapter of the thesis and general feedback on the thesis in the context of item (ii) above provided that this is submitted within a timescale previously agreed between supervisors and student
- vi. ensure that adequate training on relevant equipment is provided

The student will:

- i. be responsible for the content of his/her own thesis
- ii. be responsible for discussing with the supervisor the type of guidance and comment which is found most helpful and agreeing a schedule of meetings
- iii. be responsible for taking the initiative in raising problems or difficulties (personal or technical) which may adversely affect his/her progress
- iv. be responsible for maintaining the progress of the work in accordance with advice sought from the supervisor, including the presentation of written material in sufficient time to allow for appropriate feedback
- v. behave in an appropriate manner in all dealings with external sponsors/bodies
- vi. be responsible in his/her use of facilities and equipment both on campus and off.

Further guidance on the appointment of Supervisors, particularly in the context of co-supervision and the formation of a “supervisory team” for the research student is outlined in the Senate Handbook on Managing Research Students.

A Director of Research (under delegated authority of the Head of Faculty) will also appoint for each research student one or more persons to fulfil the role of **Pastoral Adviser**, for which the primary responsibility is providing informal advice and support on matters not directly related to the programme of supervised research (e.g. academic matters such as progress review, quality of supervision or access to appropriate facilities, health, finance and pastoral matters).

The Pastoral Adviser should also be identified as someone who the research student can consult in confidence if they have any concerns about the quality of their supervision, the conduct of a meeting with the Progress Review Team, or of the qualities of the facilities provided to support their programme of research.

The Pastoral Adviser will, in consultation with the research student, raise concerns with either the relevant Director of Research, relevant Faculty Assistant Registrar, Director of Theme, Head of

Faculty or the Student Wellbeing and Disability Support team ([studentsupport@cranfield.ac.uk](mailto:studentsupport@cranfield.ac.uk)), as appropriate.

The Pastoral Adviser must not be the primary Supervisor, but otherwise can be any appropriately-briefed member of staff. A single person may be appointed as Pastoral Adviser for all research students within the Faculty.

Additional pastoral support is provided to all research students through the Student and Academic Support (SAS) Lead in the Faculty, staff in the Student Wellbeing and Disability Support team and the Cranfield Students' Association ([csa@cranfield.ac.uk](mailto:csa@cranfield.ac.uk)).

In addition to the appointment of the formal posts outlined above, a Director of Research (under delegated authority of the Head of Faculty) may allocate additional members of the University, or external advisers to provide advice, guidance and support to individual research students: these may include temporary or permanent research staff and other research students. It should, however, be made very clear to both staff allocated to the student in this way, and to the research student, that these people are not formally Supervisors and therefore do not have the regulatory responsibilities of a Supervisor appointment (and therefore so not require Recognised Teacher Status). Commonly, these may be:

**Helpers**, who may be research, technical or professional staff, or more advanced research students, who are allocated to the research student to aid in their understanding and application of specific knowledge or techniques, or the use of equipment or other facilities in the research environment.

An **Industrial Adviser**, who may be appointed where the research student undertakes studies off-campus and particularly in an industrial laboratory or research facility. It is common for the host company to allocate a member of staff to oversee the activities on-site: they may also contribute specialist knowledge or skills development related to the project.

The industrial adviser will:

- i. give general guidance on the technical content of the project and discuss the analysis of results, details of methodology and outcomes of study;
- ii. agree with the student and academic supervisor:
  - a. the aims and objectives of the project
  - b. the methodology, resource needs and safety risk assessment
- iii. agree with the student and academic supervisor a regular programme of consultation. This timetable will depend on the nature of the project and where it is undertaken. This consultation may be made in person, by phone or email
- iv. ensure that adequate training on relevant equipment is provided and oversee the health and safety aspects of the project while the student is working at their site

For any research student, it is considered advantageous to appoint an external person as a **Mentor** to provide a broader context to the project and to the progression of the student. Tasks and duties may be quite wide-ranging and include: information, advice and guidance on networking in the external setting, obtaining research data or resources, or access to facilities, sites, equipment or personnel.

## 2.5 Research Student Progress Review Team

The Progress Review Team includes:

- (a) a Progress Review Panel Chair;
- (b) one or more Reviewers.

The members of the Progress Review Team are appointed, under delegated authority by the relevant Director of Research. The Supervisor will nominate the members of the Review Team and the SAS Research Lead will assign the Chair from a pre-agreed list. The Progress Review Panel Chair and the Reviewers are normally independent of the student's day-to-day management. The Panel Chair and one or more Reviewers may be appointed from a different Faculty to the lead Faculty by mutual agreement between the two Faculties.

It is generally expected that at least one of the panel members will have previous experience in cognate areas of research to the project of the research student, and at least one of the Reviewers must have sufficient knowledge and experience to provide a sufficient contribution to an academic debate about the content of the student's progress.

In addition, the Progress Review Panel Chair must be sufficiently experienced in the management of research students, demonstrated by the successful and completed supervision of at least one Cranfield student at the equivalent level (i.e. Master's or Doctoral), or, at the discretion of the relevant Director of Research and with the approval of the PVC Research and Innovation, other equivalent experience, for example obtained at another institution.

The responsibilities of a Progress Review Team include:

- (a) meeting with the student at regular intervals to review progress through their research programme;
- (b) recommending to the Academic Registrar whether or not the student should remain registered on their intended degree, and advising on whether the scheduled registration period remains appropriate;
- (c) producing any formal review documentation in line with University procedures;
- (d) attending relevant Faculty and University committees as required;
- (e) reporting to the relevant Director of Research and the Academic Registrar as required;
- (f) advising the student (and the University) /supervisor via the progress review form of any areas for reflection and/or specific or general training needs identified through the gradings related to academic progress.

In addition, the responsibilities of the Progress Review Panel Chair include:

- (a) being up-to-date with current Senate Regulations and relevant Senate Handbooks;
- (b) attending any relevant staff training events;
- (c) ensuring any confidential matters raised in a progress review meeting (as prompted by the review form) are followed up and resolved with appropriate staff members.
- (d) ensuring the meeting is run properly and recorded appropriately;
- (e) ensuring that clear outcomes of the meeting are captured to contribute to the formal student record, including a recommendation about the student's ongoing registration and any conditions that might apply to this;
- (f) completing the formal review documentation in line with Senate expectations;
- (g) ensuring that any actions resulting from the meeting are carried out in a timely manner;
- (h) ensuring follow-up discussions take place with the supervisory team in the event of major reservation or unsatisfactory gradings.

The members of the Progress Review Team should also make themselves available to the research student if they wish to raise confidential concerns about the conduct of the Supervisor(s) or their ability to provide appropriate academic support.

Under no circumstances are members of the Progress Review Team able to act in a supervisory capacity or as Examiners for the research student: this should be borne in mind when appointments are being considered, with appropriate subject-specialist staff “reserved” for the Examiner appointments.

## 2.6 Taught Student Thesis Supervisor

The completion of a Master's degree at Cranfield usually involves a student undertaking a thesis project. All students completing a Master's thesis will be assigned a Supervisor. The below sets out the various expectations and responsibilities of academic staff supervising a Master's thesis. The University as an End-point Assessment Organisation Handbook contains guidance on supervising a work-based apprenticeship project.

At the start of the thesis project, the Supervisor and student jointly agree plans to cover:

- the initial objectives of the research, taking account of any sponsor or industrial partner's requirements;
- any developmental or general educational needs of the student;
- the means by which the Supervisor and student will communicate and how they will arrange regular meetings (including who will book the meetings);
- the frequency of the meetings (which should be at least once every four weeks);
- the means of monitoring progress on the thesis (e.g. regular sharing of work, use of electronic lab book).

Supervisors' ongoing responsibilities include:

- establishing and maintaining regular contact with the student;
- being reasonably accessible to the student to give advice (by whatever means is most suitable, given the student's location and mode of study);
- providing satisfactory and accurate guidance and advice;
- providing timely, constructive and effective feedback on the student's work and overall progress on their thesis;
- ensuring that the student is aware of the need to exercise probity and conduct their research according to ethical principles, including intellectual property rights, and of the implications of research misconduct;
- ensuring that the student completes the necessary application(s) for ethical approval of their research, and is aware of the consequences of failing to do so;
- ensuring that the student is aware of sources of advice and, where appropriate, referring the student to other sources of support;
- helping students understand health and safety responsibilities.

In addition, Students are expected to be responsible for:

- their own personal and professional development, including, where possible, recognising when they need help and seeking it in a timely manner;
- maintaining regular contact with the Supervisor, and preparing adequately for meetings with them;
- a commitment to understand and abide by the assessment rules for the completion and submission of their thesis, as set out in the Senate Handbook on Assessment Rules (Taught Courses);
- keeping to agreed timetables and deadlines (including the planning and submitting of work) and generally maintaining satisfactory progress with their thesis;
- maintaining records of research and meetings in such a way that they can be accessed and understood by anyone with a legitimate need to see them;
- raising awareness of any specific needs or circumstances likely to affect their work;
- attending any development opportunities (research-related or other) that have been identified when agreeing their development needs with their Supervisor;
- being familiar with the regulations and policies that affect them, including those relating to their award, health and safety, intellectual property, electronic repositories, data management and ethical research;
- ensuring that they complete the necessary application(s) for ethical approval of their research, and include evidence of this with their thesis submission.

## 2.7 Learning Support Officer

**Learning Support Officers (LSOs)**, provide a point of contact for students who may have specific needs for their learning (including a range of disabilities or health-related conditions). Learning Support Officers are part of the Student Wellbeing and Disability Support team, offering information, advice and guidance on personal and academic matters to all Cranfield learners.

Learning Support Officers are expected to have:

- an ability to be empathetic, with a common-sense approach to life;
- excellent interpersonal, communication, organisational and presentational skills,
- familiarity with the requirements and application of the Equality Act 2010;
- awareness of disability issues and/or potential barriers to learning;
- an ability to problem solve and produce pragmatic solutions.

The key responsibilities of a Learning Support Officer are:

- to liaise with applicants and registered students who have shared a disability to offer support;
- to co-ordinate learning support for students within Faculties, including:
  - presenting information at student induction events to raise awareness of learning support;
  - meeting with students as required to discuss their disability or condition and associated support requirements;
  - proposing and arranging innovative solutions to students' learning support requests;
  - liaising with other members of staff to discuss specific student cases and provide advice or guidance;
  - facilitating meetings with students and Course Directors to discuss support needs and reasonable adjustments required (e.g. extra time in exams, additional support resources);
  - providing screening for students who suspect they have a specific learning difference and referring them on for full assessments if required;
  - assisting students with the Disabled Students Allowance (DSA) process and other available funding, where relevant;
  - helping to source specialist equipment for students to support them with their studies (particularly for international students who are not eligible for Disabled Students Allowance).
- to attend LSO meetings to escalate issues and share case studies/best practice;
- to report to the Head of Student Support and Wellbeing and liaise with Directors of Education or Research on complex cases, or potential or actual complaints by students.

## 2.8 Academic Conduct Officer

Each Faculty has one or more **Academic Conduct Officers**, who support the Director(s) of Education and the Director(s) of Research and the University in the investigation and resolution of allegations of academic misconduct.<sup>6</sup> Academic Conduct Officers are appointed by the Head of Faculty, and liaise closely with the relevant Director of Education(s) and Director(s) of Research, who are also considered to be Academic Conduct Officers.

There is no term of office associated with an Academic Conduct Officer: they are a member of the academic staff with an appropriate level of experience in managing students.

The key responsibilities of an Academic Conduct Officer are:

- to offer general advice to staff on academic conduct matters, and to offer advice on specific student cases;
- to serve on Academic Conduct Panels, and to review allegations of academic misconduct, and thereafter recommend appropriate penalties to Examiners in proven cases.

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<sup>6</sup> Further information on how “academic misconduct” is defined is outlined in the Senate Student Handbook on Academic Misconduct.

## 2.9 Examiners and Markers (Taught Courses)

A Board of Examiners is appointed for each taught programme of study. Appointments to the Board are approved by the relevant Director of Education in each Faculty on behalf of Senate. Examiners for Boards are approved annually (in some cases, rolling appointments with exception reporting is used).

Examiners will normally be academically qualified to at least the level of the programme of study they are examining, and have both academic and subject credibility.

All boards of Examiners have one or more **External Examiners**: further guidance on the appointment and management of External Examiners is outlined in the Senate Handbooks on Managing Postgraduate Taught Course, Managing Research Students and Managing Undergraduate Students.

Examiners are required to be members of academic staff or Recognised Teachers. 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, and to approve the marks of others (i.e. Markers) of, the work of candidates submitted for assessment, 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.

Board of Examiners may appoint **Markers** to support them in the conduct of the assessment process: Markers must normally be either members of academic staff or Recognised Teachers. Markers may 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. Markers do not hold any voting rights on a Board of Examiners.

In addition to Markers appointed by the Board of Examiners, other persons may be allocated pieces of assessed work to provide comment or an initial evaluation based on clear criteria. This may include professional staff and students as part of their individual personal development. Under no circumstances, however, should such engagement lead to a formal mark of that piece of work without the explicit review and approval by a Marker or examiner. People who provide such comments or initial evaluations may only be involved in the awarding or moderation of marks between individual candidates if they are a member of academic staff or a Recognised Teacher.

The **Chair of the Board of Examiners**, appointed by the relevant Director of Education, has additional responsibilities, including:

- to ensure all Examiners have been provided with sufficient information and support to undertake their duties;
- to chair meetings of Board of Examiners,
- to ensure that the moderation of marks of candidates has taken place and is fair and transparent;
- to oversee all academic aspects of the assessment process, including ensuring that Examiners and Invigilators have been appointed, that any potential conflicts of interest have been addressed and resolved, and to ensure that any risks to the integrity of the assessment process have been mitigated against;
- to ensure that any appeals against the decisions of the Board of Examiners are conducted in line with Senate Regulations and other guidance, as and when directed by the Academic Registrar.

The Board of Examiners will be supported by a professional-level member of Registry Staff in the role of **Secretary to the Board of Examiners**, who will be appointed by the Academic Registrar. The Secretary is primarily responsible for ensuring appropriate communications between the Examiners and Markers, and between the Board of Examiners and other staff in Education Services responsible for managing the administration of the award of degrees or other outcomes.

## 2.10 Examiners (Research Students)

The relevant Director of Research appoints **Examiners** for each research student, on the recommendation of the Supervisor(s), at the point at which the research student is reaching completion of their thesis. The Director of Research ensures that the Examiners appointed include at least one internal examiner and one external examiner. Further guidance on the appointment and management of external examiners is outlined in the Senate Staff Handbook on Managing Research Students.

In addition, the Director of Research also appoints an internal Independent Chair of Examiners who does not have any direct association with the student or with the area of research. The Independent Chair is expected to exclude themselves from the actual examination of the student and to focus instead on ensuring the conduct of the examination process is fair and appropriate. Any Independent Chair will have undergone appropriate training. It is the duty of each of the other examiners to present to the Independent Chair any potential conflict of interests in serving on the board. This includes declaring any personal, professional or familial relationship with any of the candidates. (For example, internal examiners should not have served as a Supervisor or member of the Progress Review Team for the student.)

**Internal Examiners** are required to be members of academic staff or Recognised Teachers and cannot be a member of the student's Progress Review Team or supervisory team.

The key responsibilities of all Examiners (both internal and external) 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 an initial report on the thesis prior to the viva, and, following the viva, a report on the candidate and their performance and achievement, in line with Senate Regulations and guidance and in a format prescribed by the Academic Registrar.

The **Independent Chair** has key responsibilities, including:

- to oversee all academic aspects of the assessment, including ensuring that any potential conflicts of interest have been addressed and resolved, and to ensure that any risks to the integrity of the assessment process have been mitigated against;
- to arrange for the assessment of the candidate, including communicating appropriately with the other Examiner(s), agreeing the format and content of the oral examination with the other Examiner(s) in advance, and confirming the arrangements of the oral examination with the Examiner(s) and the candidate;
- to report the decision of the Examiners to staff in Education Services responsible for managing the administration of the award of degrees or other outcomes or, in exceptional circumstances, to report to the relevant Director of Research that the Examiner(s) are unable to reach a decision;
- to record in detail, and to report to the staff in Education Services, any corrections or revisions required by the Examiners;
- to report or raise any concerns about the integrity of the assessment process with the relevant Director of Research;
- to ensure that any appeals against the decisions of the Board of Examiners are conducted in line with Senate Regulations and other guidance, as and when directed by the Academic Registrar.

## 2.11 Apprenticeship End-point Assessment (EPA) Assessor

The role of an Apprenticeship End-point Assessment Assessor is to provide independent, fair, reliable, and consistent assessment services to assess apprentices against industry-specific competences. End-point Assessment Assessors are required to use assessment and relevant industry knowledge and experience to form judgements and grading decisions for a variety of assessments, which test apprentice's occupational competency by carrying out the required assessment(s) described in the official IfATE Assessment Plan.

The key responsibilities of the EPA Assessor are set out below.

### Assessment Activities

To assess and document apprentice competence against Apprenticeship Standards when requested by the EPAO Office.

Measures:

- Carry out and document End- point Assessments in line with Cranfield University EPAO Office and regulatory arrangements;
  - o Attend End-point Assessments in good time.
  - o Stay for the duration of the End-point Assessment.
  - o Mark all components of the End-point Assessments, in line with grading criteria.
- Record and submit concise Assessor feedback to the EPAO Office, explaining assessment decisions in line with the grading criteria.
- Complete and upload all End-point Assessment recording documentation to the EPAO Office within the timescales given.

### Advice and Support

Provide advice and support to the End- point Assessment team.

- Provide advice on potential improvements to processes and systems to the EPAO Office.
- Provide advice to the EPAO Office on specific End-point Assessment queries, when requested.
- Report any suspected End-point Assessment issues which may result in a Complaint or an Appeal to the EPAO Office immediately.

### Standardisation

Participate in standardisation activities.

- Attend and participate in standardisation and training activities to ensure a consistent approach to End- point Assessment.
- Maintain and document CPD records; to be submitted on request.
- Ensure any personal action/ improvement plans are achieved, within agreed timescales and to required standards.

## **Business Awareness**

Maintain a thorough knowledge of Cranfield University Assessment policies and procedures and Regulatory updates.

- Keep up to date with any changes to the End-point Assessment policies and procedures by reading and digesting updates and attending and participating in any refresher training delivered by the EPAO Office.
- Keep up to date with changes to the Standards and Assessment plans that you are assessing.

The end-point assessment assessor will have the necessary skills, experience, occupational competence, and qualifications required to facilitate the assessment. This may include academic subject expertise, workplace experience and occupational competence. An independent assessor must have relevant subject expertise/experience, but may be:

- an internal appointment from University staff outside of the apprenticeship delivery team; or
- appointed from another University or training provider; or
- appointed from within the industry relevant to the apprenticeship standard, providing they are not employed in any capacity by an apprentice's employer.

End-point Assessment Assessors are required to have Recognised Teacher Status.

## 2.12 Invigilator

Each formal written examination of the University requires at least one Invigilator to be present.<sup>7 8</sup> The appointment of Invigilators is delegated by the Examiners to Education Services. Education Services provides Invigilators with advice and guidance on how to fulfill their roles, as advised by the Academic Registrar. This guidance may be supplemented with instructions by the Examiners.

Invigilators may be members of staff of the University, or other persons fulfilling the criteria below providing that a member of the academic staff (who is also an Examiner) is present at the start of the examination. Persons acting as scribes, readers or similar for students sitting an examination may not invigilate that same examination.

Criteria for Invigilators:

- graduates of higher education, or holders of a professional qualification at an equivalent level;
- demonstrable abilities in organisation, attention to detail, having an authoritative presence and addressing large groups with confidence;
- preferably holding previous experience as a teacher, lecturer or invigilator within a university, college or school.

The key responsibilities of an Invigilator are:

- to supervise the candidates of an examination, and to ensure the maintenance of good order immediately prior to and during formal written examinations;
- to ensure that all candidates have the opportunity to take their examinations in an environment that allows minimal disturbance;
- to control the conduct of formal written examinations, in line with guidance provided by the Academic Registrar and the Examiners;
- to ensure that the completed papers of candidates are securely transported to the office which then becomes responsible for them;
- to report to the Examiners any and all candidate absences or incidents relating to the formal written examination.

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<sup>7</sup> If a single examination is being conducted at any one time, two Invigilators must be present. When two or more examinations are being held simultaneously, only one Invigilator is required for each examination.

<sup>8</sup> In instances where only one student is being examined only one invigilator is required

## 2.13 Link Tutors

The University currently validates programmes with a small number of trusted partner organisations in the UK.

Link tutors are in place for each partnership. While it is appropriate that the precise responsibilities will vary depending on the nature and scale of each partnership the following general statement of responsibilities for link tutors has been approved for use across the University.

Under the oversight of the relevant Director of Education in the relevant Faculty, these responsibilities may be discharged directly by the link tutor, or he / she may act as a point of co-ordination for these activities to be carried out by other members of staff.

The link tutor acts as a key point of communication between the validated partner and the University, providing advice and guidance to the partner on University Laws, and playing a role in maintaining the quality and standards of the programme(s), referring matters to colleagues in the home Faculty or wider University, when required.

Specific responsibilities normally include:

- Admissions and Induction: ensuring that University admissions criteria are in use, and that individual exceptional cases are referred for University approval; ensuring that University induction procedures are followed, and that students are appropriately briefed on e.g. plagiarism and good academic practice
- Assessment: working with the partner to enhance the assessment approach and share good practice on both sides
- Marking and moderation: ensuring appointment and training of recognised teachers and that marks are subject to appropriate University moderation in preparation for Exam Boards
- Boards of Examiners: work with Education Services and the home Faculty in ensuring that pre-Board checking processes and preparation of the presentation of marks are in line with University expectations, and that a University chair has been appointed
- Supporting programme delivery: periodic attendance at partner course management committees and student induction; confirmation of the appropriateness of student programme handbooks; encouragement for the partner to attend Cranfield programme meetings and development activities
- Quality assurance: providing support to the partner in meeting the University's requirements in annual and periodic review reporting
- Identifying opportunities for further collaboration: facilitating wider conversations between the partner and the University, encouraging the sharing of teaching and research materials, and identifying good practice for wider dissemination

## 2.14 Apprenticeship Tutor

Apprenticeship Tutors support students studying as part of an apprenticeship throughout their apprenticeship. The roles of Apprenticeship Tutor and Coach (see 2.14) are broadly the same, with Apprenticeship Tutors supporting Level 7 apprentices and Apprenticeship Coaches supporting Level 4-6 apprentices.

Although the support offered to apprentices across all levels is comparable, and will include pastoral and apprenticeship-specific support, typically the role of Apprenticeship Coach may include more pastoral support to Level 4-6 apprentices, whereas the role of Apprenticeship Tutor may include more focus on challenging and enhancing performance for Level 7 apprentices.

An Apprenticeship Tutor will be responsible for a number of apprentices across several courses. Usually a Tutor will be appointed for a specific Faculty.

The Apprenticeship Tutor provides pastoral support for students, as well as monitoring students' progression and supporting the Course Director and student where areas of concern are identified.

The Apprenticeship Tutor forms an important part of the learning experience for apprentices, and will facilitate and support each apprentice's journey through their studies. The Apprenticeship Tutor will help, guide and advise apprentices through the full life cycle of their apprenticeship from enrolment to successful completion of their End Point Assessments. The Apprenticeship Tutor will work with apprentices to help them transition into the role of a student/apprentice. They will provide apprentices with support as they progress through their academic and apprenticeship path, through their studies and onwards into their graduate career. The Apprenticeship Tutor will provide individually tailored support for each apprentice and their employer to enable the apprentice to translate their academic learning to demonstrate the Knowledge, Skills and Behaviours (KSBs) required by the Apprenticeship Standard.

The Apprenticeship Tutor will have a strong understanding of the degree/apprenticeship processes and the wider University in order to signpost the apprentice to the range of resources and support available. In addition, Apprenticeship Tutors should have a good understanding of the Apprenticeship Standards that each of their apprentices are working towards, including the assessment plan and required Knowledge, Skills and Behaviours.

Apprenticeship Tutors will maintain contact with apprentices whilst they are away from the University in the workplace and will act as a link for apprentices back into the University. The Tutor will meet with the apprentice on a one-to-one basis and at formal Tripartite Reviews where the apprentice employer line manager can provide insight into the apprentices work based performance

As part of the support provided to apprentices, the Apprenticeship Tutor will for each apprentice:

- Provide support in the use of the e-portfolio tool.
- Provide advice and guidance to apprentices and staff on the End Point Assessment (EPA) criteria.
- Challenge apprentices to identify improvements in their work which are required in order to meet the competencies set out in the apprenticeship standard.
- Undertake apprenticeship (tripartite) reviews with apprentices and their employers, advising them on building the portfolio of evidence for the EPA.
- Undertake, in collaboration with employers, the final assessment and sign off on behalf of the Training Provider, of an apprentice's work at Gateway, prior to EPA.
- Advise students and provide feedback regarding their evidence submissions in their e-portfolio against apprenticeship standards.
- Support and provide guidance to apprentices with regard to the preparation of writing and collating evidence which will demonstrate competence of the Knowledge, Skills and Behaviours (KSBs) in the apprenticeship standard, in line with the apprenticeship standard assessment criteria.

- Support and advise apprentices in the identification and selection of examples of evidence from work-based tasks to demonstrate competence against the KSBs set out in the apprenticeship standard.
- Coach apprentices to ensure they are meeting requirements and are ready to complete their End Point Assessment.
- Support apprentices to engage in all apprenticeship requirements, particularly in the development of Maths and English skills, if not already at the required level.
- Liaise with employers and apprentices to develop learning and development plans as appropriate to the relevant apprenticeship standard.
- Set and communicate targets for employers and learners, monitor progress and support learner development.
- Attend reviews, in person or remotely, with apprentices and employers.
- Liaise with the End Point Assessors to understand their needs and to act accordingly.
- Undertake, in collaboration with employers, final assessment and sign off on behalf of the University of an apprentice's achievements and development against the Apprenticeship Standard prior to Gateway.
- Work with other Groups (for example Apprenticeships Office, Education Services) within the University to ensure a coordinated support service is provided to the apprentices.

The Apprenticeship Tutor will also actively contribute to the ongoing development of the Tutor provision, working closely with Course Directors and others across the wider University.

Apprenticeship Tutors should usually have:

- A degree or significant equivalent experience in the subject(s) they will cover;
- Experience of tutoring/coaching at a management level in a work-based learning environment
- Experience of managing projects;
- Experience of tutoring methodologies.

## 2.15 Coach

Apprenticeship Coaches support students studying as part of an apprenticeship throughout their time with the University. The roles of Apprenticeship Coach and Apprenticeship Tutor (see 2.13) are broadly the same, with Apprenticeship Tutors supporting postgraduate (Level 7) apprentices and Apprenticeship Coaches supporting undergraduate (Level 4-6) apprentices.

Although the support offered to apprentices across all levels is comparable, typically the role of Apprenticeship Coach may include more pastoral support to Level 6 apprentices as they develop their skills between Levels 4-6 of study, as well as monitoring the apprentice's academic progression and supporting the Course Lead and student where areas of concern are identified. The Coach will be responsible for a number of apprentices across several courses.

The Coach forms an important part of the learning experience for apprentices, and will facilitate and support each apprentice's journey through their studies. The Coach will help support and guide apprentices through the full life cycle of their apprenticeship from enrolment to successful completion of their End Point Assessments, through facilitating discussions, exploring options, developing their decision making and aiding apprentices to become self-efficacious learners and employees. This will include helping individuals transition into the role of student/apprentice in the context of their ongoing employment.

The Coach will work with apprentices to help them transition into the role of a student/apprentice. They will provide apprentices with support as they progress through their academic and apprenticeship path, through their studies and onwards into their graduate career. The Coach will provide individually tailored support for each apprentice and their employer to enable the apprentice to translate their academic learning into demonstratable evidence that they meet the Knowledge, Skills and Behaviours (KSBs) required by the Apprenticeship Standard.

The Coach will have a strong understanding of the degree/apprenticeship processes and the educational options available to apprentices as they progress through their course. In addition, Coaches should have a good understanding of the Apprenticeship Standards that each of their apprentices are working towards, including the assessment plan and required Knowledge, Skills and Behaviours.

Coaches will focus on challenging and enhancing apprentice performance by encouraging employers to provide them with sufficient opportunities to apply their learning in the workplace. Coaches will maintain contact with apprentices whilst they are away from the University in the workplace and will act as a link for apprentices back into the University. The Coach will also work with the apprentices' employers to ensure that the apprentice meets the aims of their apprenticeship. This may include utilising a coaching approach with employers/line managers who are not complying with the mandatory requirements of the apprenticeship programme (such as not allowing the apprentice sufficient number of 'off the job' hours or not offering exposure to the necessary opportunities in the workplace to evidence the KSBs). The coach will also contribute to regular employer operational meetings and/or quarterly reviews (where the progress of whole cohorts are discussed).

Coaches will support the University's compliance with regulatory requirements for apprenticeship provision, including OfS, Ofsted and ESFA. This will include meticulous record keeping of all interactions with employers and students.

As part of the support provided to apprentices, the Coach will:

- Provide support in the use of the e-portfolio tool for students.
- Provide guidance to students and staff on the End Point Assessment (EPA) criteria.
- Identify academic skills the apprentice may require and how these can be applied in the workplace in order to meet the competencies set out in the apprenticeship standard.
- Undertake apprenticeship (tripartite) reviews with apprentices and their employers, and offer guidance on building the portfolio of evidence for the EPA.

- Facilitate and support input into the final assessment for apprentices and ensure apprentices are ready for Gateway, prior to EPA.
- Utilise a coaching approach to help identify evidenced examples that best showcase the apprentice's competence against the KSBs set out in the standard.
- Support and provide guidance to apprentices with regard to the preparation of writing and collating evidence which will demonstrate competence of the Knowledge, Skills and Behaviours (KSBs) in the apprenticeship standard, in line with the apprenticeship standard assessment criteria.
- Facilitate discussions with apprentices and their employer to identify and select examples of evidence from work-based tasks to demonstrate competence against the KSBs set out in the apprenticeship standard, and to identify workstreams/projects that will allow them to develop/demonstrate their competence and result in evidence for inclusion in their EPA portfolio.
- Support apprentices to engage in all apprenticeship requirements, particularly in the development of Maths and English skills, if not already at the required level.
- Liaise with employers and apprentices to develop learning and development plans as appropriate to the relevant apprenticeship standard.
- Set and communicate targets for employers and learners, monitor progress and support learner development.
- facilitate peer support activities between different cohort levels.
- Attend reviews, in person or remotely, with apprentices and employers.
- Take part in/contribute to employer operational meetings and/or quarterly reviews (where progress of whole cohorts are discussed).
- Liaise with the End Point Assessors to understand their needs and to act accordingly.
- Undertake, in collaboration with employers, final assessment and sign off on behalf of the University of an apprentice's achievements and development against the Apprenticeship Standard prior to Gateway.
- Work with other Groups (for example Apprenticeships Office, Education Services) within the University to ensure a coordinated support service is provided to the apprentices.

The Coach will also actively contribute to the ongoing development of the Coach provision, working closely with Course Leads and others across the wider University, and provide/facilitate a range of workshops and sessions for apprentices. Coaches are also required to attend monthly peer supervision sessions to discuss challenging cases/scenarios with their coaching peers and to ensure a consistent coaching approach.

## 2.16 Recognised Teachers

The status of “Recognised Teacher” is conferred on suitably qualified persons, who may or may not be employed by the University. Recognised Teachers are entitled to undertake teaching and examining on the same basis as a member of academic staff, subject to supplementary guidance approved by Senate, and providing that:

- (a) a student on a programme of supervised research must not have a Recognised Teacher as their Lead Supervisor, and therefore may not be supervised only by Recognised Teachers;
- (b) a Recognised Teacher should not normally be appointed to manage teaching provision (i.e. appointed as a Director of Education, Director of Research, Examination Board Chair, Programme Director or Course Director.) Any such request must be supported by the Pro-Vice-Chancellor Education or Research and Academic Registrar.

In order to be approved as a Recognised Teacher, a person must meet one or more of the following criteria:

- (a) a retired or former member of academic staff of Cranfield University in good standing with the University and who continues to engage actively in teaching and/or supervision of students;
- (b) a current member of staff of Cranfield University who is not an academic member of staff, but engages actively in teaching and/or supervision of students;
- (c) a member of academic staff at another university in good standing with their university and with Cranfield University, and who is engaged actively in the teaching and/or supervision of postgraduate students;
- (d) a person who is deemed to be “professionally qualified”, normally meaning that they:
  - i) hold a Master’s degree or equivalent professional qualification in the field in which they are to assess students; and
  - ii) have substantial business, professional or technical experience that is relevant to the field in which they are to assess students (normally, this would be 5 years of professional managerial experience); and
  - iii) regularly engage in postgraduate and/or executive education.

*For Recognised Teachers appointed for undergraduate provision, they are expected to engage in the teaching of, and be suitably qualified to, the level of study they are supporting.*

Students currently registered with Cranfield University would only be appointed as Recognised Teachers, in very exceptional circumstances, which must include an assurance that their role in providing teaching is entirely distinct and unrelated to their studies (e.g. an MBA or DBA student who is an industry leader may be appointed as an Examiner for a research student, where there is also a very limited field of appropriate candidates to act as Examiner). Such exceptional cases require PVC-R approval.

Recognised Teacher status is not required for persons (including students) engaged in occasional tutoring or lecturing.

Nominations for the status of Recognised Teacher will normally be made by either a Course or Programme Director or, in connection with the supervision of research students, a research student’s Lead Supervisor. The nominator will then act as sponsor for the Recognised Teacher and be responsible for them during their time with the University. Sponsorship includes:

- (a) a commitment to the Recognised Teacher to provide the proper induction into the University, relevant Faculty and Centre;
- (b) providing ongoing support to allow the Recognised Teacher to carry out their duties;
- (c) a responsibility for ensuring that the conduct and quality of the activities of the Recognised Teacher are of an appropriate standard.

There is no specific role descriptor for a recognised teacher, as recognised teachers will be engaged to carry out a range of roles across the University, many of which are detailed in this Handbook.

Appendix A of this Handbook details which roles a Recognised Teacher may undertake.

The status of Recognised Teacher is normally conferred for a period of three years, and may be renewed subject to the presentation of a suitable case by the sponsor.

## 2.17 Recognised Teacher Sponsors

Recognised Teachers must be nominated for approval to the relevant Director of Education or Director of Research (depending on the intended activities of the Recognised Teacher). Nominations may normally be made by a Course or Programme Director\*, or by a research student's Lead Supervisor.

Once a nomination has been approved by the relevant Director of Education or Research (or, in their absence, their deputy), the nominator\* agrees to act as that Recognised Teacher's sponsor for the duration of their appointment (usually 3 years, but renewable). A nominator should not normally transfer sponsorship responsibility to another member of staff.

- \* Nominations may be made by a Head of Centre. For existing Cranfield University employees for whom Recognised Teacher Status is sought, that employees' line manager may act as the nominator and sponsor if appropriate.

Directors of Education and Research retain responsibility for oversight of all recognised teachers within their Faculty and will review these annually.

Sponsors have specific responsibilities with regards to the recognised teachers that they sponsor, including:

- (a) a commitment to the Recognised Teacher to provide the proper induction into the University, relevant Faculty and Centre;
- (b) providing ongoing support to allow the Recognised Teacher to carry out their duties;
- (c) a responsibility for monitoring that the conduct and quality of the activities of the Recognised Teacher are of an appropriate standard;
- (d) reporting to the relevant Director of Education or Research any reason why they may no longer act as a sponsor to the Recognised Teacher (i.e. long-term leave, leaving the University);
- (e) making requests to the relevant Director of Education or Research for a renewal of a Recognised Teacher's appointment, with a suitable case as to why this is appropriate.

Sponsors should ensure that Recognised Teachers receive a proper induction, including:

- conveying to the Recognised Teacher the credentials provided by Information Services in advance of the start date;
- an introduction to the University and Faculty;
- an overview of the role they have been appointed to undertake as a Recognised Teacher;
- talking through the Senate Handbook for Recognised Teachers, and signposting to other Senate Handbooks relevant for their role;
- highlighting any applicable processes that the Recognised Teacher is expected to follow (e.g. thesis marking, appointment as a thesis supervisor etc.);
- a local induction to the Centre, including the physical spaces;
- an induction to the IT systems the Recognised Teacher will have access to, including assisting with the setting up of a user account and email address when required, and details of the Multi-Factor Authentication;
- an induction to Canvas or other VLEs that will be used by the Recognised Teacher as part of their appointment;
- an introduction to the support teams relevant to their role (e.g. SAS, Registry, Doctoral Training Centres);
- training on the University's ethics policy and processes;
- where applicable, training for supervision of research students;
- how to access further training and development opportunities through the University;
- relevant intranet and website links that will be of use to the Recognised Teacher.

The induction should be appropriately tailored for Recognised Teachers who are existing Cranfield staff.

# Appendix A: Summary of eligibility of appointments to positions of responsibility

The chart below is colour-coded for ease of reference and uses these colours to indicate the following recommendations:

- GREEN normally appropriate.
- AMBER further consideration required. Cases should be considered on an individual basis and may require an application for Recognised Teacher Status (RTS) as indicated.
- RED not normally appropriate: an appointment would not be precluded but would require substantial consideration.

POST:	Curriculum Management					Assessment				Delivery			
	Director of Education Director of Research	Programme Director	Course Director*	Module Leader	Link Tutor	Examiner	Exam or Thesis Marker	EPA Assessor	Invigilator	Teacher**	Learning Support* (inc. MSc thesis support)	Research student Supervisor	Progress Review Panel
<b>Permanent or fixed-term academic or professional posts</b>													
Professor	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN
Reader/Associate Professor	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN
Senior Lecturer / Principal Research Fellow	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN
Lecturer / Senior Research Fellow	AMBER	AMBER	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN	GREEN
Research Fellow (Level 5)/ Teaching Fellow (Level 5)	RED	RED	AMBER	AMBER	AMBER	AMBER	AMBER	AMBER	GREEN	GREEN	GREEN	AMBER	AMBER
Research Associate / Research Assistant / Contract researcher	RED	RED	RED	AMBER	AMBER	AMBER	AMBER	AMBER	GREEN	GREEN	GREEN	AMBER	AMBER
Professional / Administrative	RED	RED	RED	RED	AMBER	AMBER	AMBER	AMBER	GREEN	GREEN	GREEN	RED	RED
<b>Temporary posts</b>													
Recognised Teacher	RED	RED	RED	AMBER	AMBER	AMBER	AMBER	AMBER	AMBER	AMBER	AMBER	AMBER	AMBER
Research Student	RED	RED	RED	RED	RED	RED	AMBER	AMBER	GREEN	GREEN	GREEN	AMBER	AMBER
<b>Visiting and honorary posts</b>													
Visiting Professor / Emeritus Professor	RED	RED	RED	GREEN	AMBER	AMBER	AMBER	AMBER	GREEN	GREEN	GREEN	AMBER	AMBER
Visiting Lecturer / Fellow / Fellow of the University / Hon Doc	RED	RED	RED	AMBER	AMBER	AMBER	AMBER	AMBER	GREEN	GREEN	GREEN	AMBER	AMBER

\* Persons appointed to the role of Course Director for courses run with an academic partner must hold Recognised Teacher Status if not employed by Cranfield University in an appropriate role.

\*\* “Teacher” and “Learning Support” are not defined elsewhere in this Handbook: “Teacher” refers to people who deliver teaching or other learning sessions; “Learning Support” refers to people who co-lecture, coach or otherwise advise students on their learning, or provide academic or technical assistance to academic staff during teaching sessions. This latter category includes people who support and supervise MSc students on their group or individual research projects. It should be noted that Recognised Teacher Status is required for anyone marking an MSc thesis, and it is commonplace for MSc theses to be marked by the thesis supervisor.

**Notes:**

- A Recognised Teacher Status required
- B May only co-supervise research students under a member of academic staff (but may supervise the theses of taught course students)

## Rationale for colour attribution

1. It is assumed that a Lecturer will not normally have an appropriate combination of length of service, managerial experience and credibility to fulfil the role of either Director of Education or Director of Research.
2. Similarly, it may be that a Lecturer may not have appropriate experience to fulfil the role of Programme Manager. However, this is a matter of judgement for the Head of Faculty.
3. Level 5 Researchers, by virtue of their role and experience, require careful consideration as to their suitability for many of the roles. Where assessment is to be carried out, formal Recognised Teacher status should be applied for. Level 5 Researchers may supervise Master's Students but may only co-supervise doctoral students under the supervision of academically-qualified faculty.
4. Whilst it may be inappropriate for Research Associates to adopt many of the more senior roles, Senate is supportive of appropriately-supervised engagement by Researchers who may be preparing for a future academic career. Roles should be considered on a case-by-case basis. As Research Students are not employees of the University, and have a different relationship with the University, it is only in exceptional circumstances that they should take on positions of responsibility (for which Recognised Teacher Status would be required): research students should be encouraged to engage in the delivery of teaching, but only where appropriately supervised by qualified members of staff. In the case of assessment marking Research Students with Recognised Teacher Status could act as Markers but not Examiners as defined in Section 2.7.
5. Visiting Professors, Emeritus Professors, and holders of other Visiting or Honorary posts are not directly employed by the University and therefore would not normally hold any curriculum management/quality assurance role without careful prior consideration. They will require Recognised Teacher status to mark or assess students, or to supervise or co-supervise a research student.
6. Normally, Professional and Administrative staff would not be expected to engage in pedagogic management or marking activities. However, they should be eligible to provide lecturing and learning support as appropriate and carry out invigilation duties. They will require Recognised Teacher status to mark or assess students.
7. With regard to temporary or contract staff, issues depend largely on the length of contract and staff could be considered on a case-by-case basis.

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