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[REDACTED]

17 April 2019

Dear [REDACTED]

Freedom of Information Act 2000– Information request (ref: FOI_19-087)

We have now considered your request of 21 March 2019, and your additional clarification email of 27 March, for information relating to Teaching Fellows in the University.

Our response is on pages 2-4 of this letter, together with a copy of your request.

Please note that the way the questions have been worded may prevent direct correlation between groups of answers, due to the variety of terms used in the questions to categorise staff. For example, the answers to Q1 a-d and Q3 relate to teaching fellows (including honorary staff), and the answers to Q1 e and Q2 refer to new academic staff (not honorary staff).

We hope this information will meet your requirements, however if you are not satisfied you have the right of appeal. If you wish to appeal, please set out in writing your reasons for appealing and send to the above address. You must appeal within 40 working days of the date of this letter. In line with section 5.3 of the UK Government's Freedom of Information Act Code of Practice, we are not obliged to accept internal reviews after this date.

You also have a subsequent right of appeal to the Information Commissioner's Office. Further information is available on their website:

https://ico.org.uk/Global/contact_us, or by telephone on 0303 123 1113.

Please note that any material over which UEA has copyright is released on the understanding that you will comply with all relevant copyright rules regarding reproduction and/or transmission of the information provided.

Please quote our reference given at the head of this letter in all correspondence.

Yours sincerely

Kirsty McDonald
Information Compliance Assistant
University of East Anglia

Response to Freedom of Information Act 2000 request (FOI_19-087)

1. Staffing and Postgraduate Education Qualifications

a. How many Teaching Fellows within your organisation work on medical/healthcare related education provision (traditionally grouped within a Faculty or School of Medicine)?

[Clarification received 27 March 2019:

'By Teaching Fellows we mean those who teach on a medical education curricula at a university or higher education institution; they may or may not be medically trained. Clinical Teaching Fellows would be doctors and teachers, usually but not always engaged in research.']

The Norwich Medical School has 55 members of staff who are regarded as academic teaching staff and an additional 449 honorary staff with either Professor, Senior Lecturer or Lecturer status.

b. How many of these are Clinical Teaching Fellows?

There are currently 449 honorary senior lecturers and lecturers who work within the NHS or similar. This number will change regularly.

c. On application to a Teaching Fellow post, would a formal postgraduate education qualification be seen as essential or desirable?

A formal postgraduate education qualification would be seen as desirable.

d. What level of education qualification do you require a new Teaching Fellow to have?

Those who are applying for an honorary senior lecturer or lecturer are required to have completed their clinical training.

e. Do you require all academic staff to work toward a formal education qualification whilst at your institution eg PG Cert / PG Dip / Master's in Education?

Yes.

2. Postgraduate Education Training Provision

a. What provision for postgraduate training in education do you currently offer new academic staff who do not have such qualifications? Please list specific programmes.

All new probationary academic staff (Academic, Teaching and Scholarship and Academic, Teaching and Research, not including honorary staff as mentioned in Question 1) are required to complete UEA's PGCert in Higher Education Practice (PGCertHEP) as a condition of their probation. For some new staff with relevant clinical experience, the PGCert HEP may be substituted by completion of the PGCert in Clinical Education (PGCert ClinEd).

b. What provision do you offer for those qualified at PG Cert but wishing to develop further in this field – do you offer progression to PG Dip and Master’s or other training?

Staff who have completed the PGCertHEP may continue their studies, with their manager’s approval, to complete the PG Diploma HEP and the full MA HEP.

c. Is the internal award externally accredited or recognised by a professional body? Please specify which ones.

Both the PGCert HEP and the PGCert ClinED are accredited by the Higher Education Academy at HEA Fellow level.

d. Which entry points does your current provision offer? Eg one single entry point, or multiple entry points, eg October and March, for staff who start at different times of the year?

A single formal entry point in September each year, although mid-year arrivals can undertake preparation work.

e. Is your provision offered as part time or full time? What is the maximum completion time permitted?

Part-time. The PGCertHEP is to be completed within two years, or by exception, this can be extended to three years.

3. Funding and Mode of Provision

a. If Teaching Fellows undertake a qualification within your own institution, how is this funded?

The University’s in-house training provider delivers a centrally-funded ‘Developing Teaching Skills’ (DTS) standalone postgraduate 20 credit module for postgraduate research students with no teaching experience. Associate Tutors can attend this short programme, but there is no requirement for them to do so, and if they do training it is often done within their own Faculty.

b. Do you provide funding to your Teaching Fellows to pursue education-related postgraduate qualifications at other institutions?

No.

c. If you do, what is the £ value / fee proportion of such funding?

Not applicable – see response to question 3b.

d. Is your training provided fully in-house, or do you use any external providers?

PGCert HEP, DipHEP, and MAHEP training is provided in-house.

e. What proportion of your training is delivered using digital / on-line technologies?

PGCert HEP, DipHEP, MAHEP training is delivered approximately 95% in face-to-face taught sessions, with support from dedicated Virtual Learning Environment Blackboard site for resource deposit and information exchange. Some sessions for the module on the use of digital learning technologies are delivered using digital methodologies.