



**Proposals for changes to
Foreign Languages Centre posts in line with
changes to the provision of FLC language teaching
as part of the skills development offer to students
at the University of Bath and members of the Bath
community**

Consultation paper on proposals for changes to the Foreign Languages Centre (FLC) posts in line with changes to the provision of FLC language teaching as part of the skills development offer to students at the University of Bath and members of the Bath community

1. Introduction

- 1.1 This paper outlines proposals for changes to the number and terms and conditions of posts within the FLC, with a reduction of posts overall. These changes are proposed in order to best deliver the changed range, level and timing of FLC language teaching which the University has decided to offer to University of Bath students, staff and the Bath community in the future. The aim of these changes is to align the FLC's provision more closely with the new University Strategy (and International and Education strategies).
- 1.2 This paper and appendices set out the current position, the changes which are proposed to be made and the proposed process to consult on and implement these changes. It has been prepared with guidance from the University's Human Resources (HR) department.
- 1.3 This paper is part of a formal consultation process on the proposed changes to FLC staff. This process provides opportunities for discussion of the proposals and for feedback, comments and suggestions for improvement. Collective consultation has been commenced with the relevant recognised Trade Unions. Feedback on the proposed changes is invited from all FLC staff and their trade union representatives.

2. Current position

- 2.1 The FLC service is led by the Head of the FLC, reporting to the Director of the Skills Centre, with some dedicated administrative support. Twenty-nine teaching fellows (seventeen on fractional and twelve on variable-hours contracts) are currently employed to teach 93 classes plus 30 examination preparation classes (comprising students following 76 undergraduate and postgraduate units).
- 2.2 The FLC's current portfolio offers teaching on eleven foreign languages to all students, members of staff and the wider general public. This portfolio has evolved historically over many years, seeking to take account of student demand, market needs and the practice of competitor institutions.
- 2.3 The levels for the languages offered by the FLC are mapped onto the Common European Framework of Reference for Languages (CEFR). Some languages (French, German and Spanish) have six stages, from complete beginner level to proficiency, while for other languages fewer stages are offered. Beginner levels are popular in all languages, whereas higher levels tend to recruit significantly fewer students.

Table 1: Summary of FLC current languages provision (data drawn from 2014-15)

Language	Levels offered	Number of UG classes	Number of PG classes	Number of Community Course classes (with some UG students)	Total students	UG/PG students total	Members of the public	Staff (Variable Hours & fraction)
Arabic	1-2	1	0	2	110	54	56	1 VH
Brazilian Portuguese	1-2	1	0	1	75	14	61	1 VH
French	1-6	12	4	7	875	585	290	5 fraction 2 VH
German	1-6	8	1	7	501	354	147	2 fraction 2 VH
Greek	1-2	0	0	2	55	24	31	1 VH
Italian	1-4	3	1	7	408	151	257	2 fraction 1 VH
Japanese	1-4	5	1	1	192	180	12	2 fraction 1 VH
Mandarin	1-4	4	1	3	304	268	36	1 fraction 2 VH
Polish	1-2	0	0	1	25	21	4	1 VH
Russian	1-5	1	0	3	157	92	65	1 fraction
Spanish	1-6	11	3	5	695	508	187	4 fraction 1 VH

3. Reasons for change

- 3.1 The primary reasons for these changes are organisational. There are also economic considerations within the proposals.
- 3.2 The provision of foreign languages to University of Bath undergraduates and postgraduates has an important role to play in supporting the University's strategic focus on retaining Bath's strong reputation for a high quality undergraduate and postgraduate student experience. It is generally acknowledged that language learning makes study at Bath more attractive and competitive, and makes a significant contribution to developing an internationally-facing University community. The perceived value of languages is clear from the increase in take-up of IWLP across the sector and especially at Bath, and is a key component in enhancing the student experience.
- 3.3 Over the past 15 years, however, there has been little coherence or strategic planning in terms of the FLC's growth and development, nor has there been any alignment to University strategy.
- 3.4 In 2015 the Vice-Chancellor's Group (VCG) asked the Pro-Vice-Chancellor (Learning & Teaching) to look at the range of FLC language teaching provided by the FLC to students, staff and the wider Bath community. Although initially the focus was on the breadth (number) of languages offered, it soon became clear that much more could be achieved in terms of reduction of the use of GTA space, inefficiencies in timetabling and overall costs by focusing more on the depth (range of levels and credit) and organisation of language provision.
- 3.5 We are taking this opportunity to undertake a significant reorganisation of the FLC's teaching offer in order to align it more closely with the University, Education and International strategies, and to shift to a more skills-based approach to language learning, thus enhancing the students' professional skills profile (and hence employability) and adding measurable value to their student experience.
- 3.6 FLC courses in their current format place a significant burden on General Teaching Accommodation (GTA) and timetabling due to the number and complexity of units. The following issues have been identified with the current provision:
- Classes for the 6-credit units are extremely difficult to schedule to avoid clashes because of the diverse programmes/years of students involved, and the need to provide three hours' input per week in order to prepare students for their examinations.
 - 6-credit units represent an inefficient use of GTA space, with sometimes fewer than ten students in a class.
 - The requirement for teaching space for FLC has increased in general and puts a strain on the resources available. This is particularly true of the rooms used during the teaching day. Undergraduate language classes are currently timetabled in three two-hour teaching blocks on Tuesdays and Wednesday mornings. However, because of the increase in classes, there are now a number of which have to be delivered outside these blocks.
 - There is a concern that the scheduling of Community Courses will begin to have a negative impact on timetabling, as plans to make greater use of the 18.15 time slot for undergraduate teaching come into effect.

- 3.7 The changes outlined in this paper provide an important opportunity to introduce significant measures to reorganise and restructure the posts within the FLC to make it more efficient, more effective and more closely aligned to strategic, high quality skills provision, while still providing a range of languages worthy of an international-facing university. This can be done while also significantly reducing the complexity associated with GTA use and Timetabling.

4. Summary of changes to FLC language provision

The following changes to FLC language teaching provision have been agreed by the University for its future provision. There will also be a consultation with the academic community, including the Students Union.

- 4.1 **Reduction of overall number of languages offered to eight:** Arabic, Brazilian Portuguese, French, German, Italian, Japanese, Mandarin and Spanish. The criteria for prioritisation of these languages are:
- Languages offered by competitors
 - Demonstrable and ongoing student demand
 - Relevance to the University's strategy, particularly the International Strategy

4.2 Removal of the 6-credit option

The rationale for this decision is as follows:

- 4.2.1 There is a low demand (fewer than 10% of FLC students choose this option – see Appendix 3) so the courses do not offer a solid business case for ongoing provision.
- 4.2.2 It will allow the FLC to focus on offering language courses that are significantly more skills/employability-focused, for example, in preparing students for internationally recognised qualifications such as *Diplôme d'études en langue française* (DELF) or *Diplomas de Español como Lengua Extranjera* (DELE).
- 4.2.3 It will reduce the proportionally heavy use of staff and GTA resources. In order to meet the expectations of incoming (2016-2017) and current students, in the light of Competition & Markets Authority (CMA) requirements, the removal of the 6-credit units will need to be phased over the next four years. However, to minimise the impact on timetabling, the languages offered as 6-credit units will be limited with immediate effect to the most popular:
- French levels 1-4
 - German level 1
 - Spanish levels 1-4
 - Mandarin level 1

The 6-credit unit option will then be progressively phased out from 2017/18 onwards.

4.3 Removal of all high-level classes

Table 2 below shows the eight languages to be offered by FLC and the reduction in levels.

Table 2: Languages and levels to be retained

Languages and levels currently offered	Levels to be retained
Arabic 1-2	1-2
French 1-6	1-4
German 1-6	1-4
Italian 1-4	1-3
Japanese 1-4	1-2
Mandarin Chinese 1-4	1-3
Brazilian Portuguese 1-2	1-2
Spanish 1-6	1-4

The rationale for this decision is as follows:

- 4.3.1 Given that the demand for higher level classes is significantly lower than that for lower level ones, the majority of student demand will continue to be met.
- 4.3.2 This change makes the FLC's offer more focused on skills and employability rather than academic language provision (Confederation of British Industry (CBI) research and the British Council indicate that businesses are generally more interested in employing graduates with conversational fluency in a number of languages than proficiency in only one).
- 4.3.3 This will ease the reliance upon variable hours' staff, since there is greater reliability of student uptake for lower level classes, which can be taught by permanent staff.
- 4.4 **Revision and realignment of the syllabus to ensure alignment to internationally recognised qualifications**

This move is reflecting the shift to a more skills/employability-focused offer, preparing students for internationally recognised qualifications such as *Diplôme d'études en langue française* (DELF) or *Diplomas de Español como Lengua Extranjera* (DELE).

- 4.5 **Retention of Community Courses for the languages selected, as demand allows, but to be timetabled at 19.15.**

This means that the scheduling of Community Courses will not have a negative impact on timetabling, as plans to make greater use of the 18.15 time slot for undergraduate teaching come into effect.

5. Proposed changes to posts within the FLC

It is proposed to make changes to the number, role and contracts / working hours / terms and conditions of the language teaching fellow posts within the FLC in order to best deliver the new teaching provision as a result of the changes set out in sections 4.1 to 4.5 above. This will mean a reduction in the overall FTE of posts and eventual removal of Variable Hour contracts. To support this it is also proposed to revise the FLC Workload model.

5.1 Changes to the FLC Workload model

To reflect this change in focus of syllabus and assessment and to align the FLC with its counterpart, Academic Skills Programmes, within the Skills Centre, it is proposed that the Academic Skills workload model be adopted (see **Appendix 3**).

5.2 Changes to the FLC Language Teaching Fellow role

It is proposed to make some limited changes to the role and job description of the FLC Language Teaching Fellow role. The proposed updated job description for Teaching Fellows working in the FLC is attached as **Appendix 5**).

5.3 Changes to the number and working hours of FLC Teaching Fellows

The following changes to Teaching Fellow posts are proposed:

- 5.3.1 The changes to the courses delivered by the FLC will require a greater focus on lower level language delivery and an emphasis on enhancing students' language skills, with classes following syllabuses and associated assessments which prepare students for internationally recognised exams.
- 5.3.2 In order to increase the efficiency and effectiveness of its offer, the FLC needs members of staff committed to the University of Bath as their main employer or one of their main employers, to teach the eight languages on offer. It is also expected that these members of staff will teach two evenings per week in both semesters.
- 5.3.3 It is proposed that the University's Timetabling office will timetable language classes across the week, thus enabling teachers to teach more hours of their language. It is therefore proposed that there will be fewer part-time Teaching Fellow posts, but with each post working a higher fraction / FTE.
- 5.3.4 The proposed approach removes the systemic need for Variable Hour Teaching Fellows, and all delivery (apart from in a transition period) will be by fractional permanent contracts, which aligns with the commitment of the University to move away from variable to more permanent contracts for staff.
- 5.3.5 The proposed fractions are given in Table 3 below. For most languages two Teaching Fellow posts have been proposed, but the final number and allocation of fractions to cover the hours is subject to the outcomes of this consultation.
- 5.3.6 It is not envisaged that the level of administrative support required for the FLC will reduce in the short to medium term and therefore there are no proposals for changes to the posts and arrangements for support staff.
- 5.3.7 Table 3 below shows the number of hours and proposed fractions that will be needed for each language offered to fully implement the changes, based on the new workload model compared to the number of hours and fractions currently required to deliver FLC programmes, based on the current FLC workload model.

- 5.3.8 Given that the 6-credit units will be phased out over four years, the figures in the tables reflect the requirements envisaged in four years' time. The additional hours to meet the needs of delivering the 6-credit units during the phasing-out period will be added to Teaching Fellows' hours as appropriate, or provided by staff on Variable Hours contracts if necessary for this interim period.

Table 3: Current and proposed hours delivered by staff on permanent and variable hours contracts for each language

LANGUAGE	Hours currently taught by staff on permanent contracts	Hours currently taught by staff on variable hours contracts	Proposed hours on permanent contracts	Proposed posts and fractions
ARABIC	0	427	555	1 post x 0.34 FTE
BRAZILIAN	0	316	555	1 post x 0.34 FTE
FRENCH	3,038	506	2,818 with 2 members of staff	2 posts x 0.87 FTE
GERMAN	2,088	264	2,052	2 posts x 0.63 FTE
ITALIAN	891	527	1,408	2 posts x 0.44 FTE
JAPANESE	1,323	176	852	1 post x 0.53 FTE
MANDARIN	793	596	1,169	1 post x 0.72 FTE
SPANISH	2,838	176	2,314	2 posts x 0.72 FTE

6 The process for consulting on the implementation of these changes and their effect on staff within FLC

6.1 The University has initiated collective consultation with its Trade Unions on these proposals.

6.2 To ensure effective individual consultation there will be a 30-day consultation period for all staff affected by the proposed changes (see Appendix 6 for timescale). The consultation will run from 09.00 on Tuesday 24 May to 12.00 on Thursday 23 June. During this period, staff are invited to write to Maggie Ward Goodbody, Director, Skills Centre, copied to Sue Johnson, HR Business Partner, with their comments, suggestions and any expressions of interest (see 7.3 below) marked 'confidential' to m.m.ward-goodbody@bath.ac.uk We ask that all written comments and feedback are provided by the courtesy deadline of midnight on 16 June in order that they can be fully considered by the end of the consultation period. It should be noted that all feedback provided within the consultation period will be considered.

6.2.1 All affected staff have the right to be represented or accompanied by a Trade Union Representative or a fellow employee. Where employees wish to meet with the Director of the Skills Centre a representative of HR will be in attendance. Tuesday 31 May and Tuesday 7 June have been kept free in the calendar for these meetings, but staff may request an appointment at another date. To make an appointment with Maggie Ward Goodbody, please contact Karen Spillard (k.spillard@bath.ac.uk).

6.3 At the end of the consultation period, feedback, comments and suggestions will be reviewed and any changes to the proposals as a result of the consultation will be communicated to the affected staff week commencing 27 June 2016.

7 Proposed implementation of proposed changes

7.1 A number of different options have been considered for implementing the changes proposed in sections 5.1 to 5.3 above in a fair and reasonable manner. From this consideration the following implementation process set out in the paragraphs below has been selected and is proposed.

7.2 Subject to the outcomes from consultation and the consideration of expressions of interest below, all staff in FLC teaching fellow posts (including Variable Hours Teaching Fellows) teaching the languages affected by changes will be placed 'at risk' of redundancy. These staff confirmed as 'at risk' will then be given priority status and will be able to apply for (and if successful move into) vacant posts in the new structure on a priority basis by a process of ring-fenced competitive interview and assessment. (See **Appendix 4** for those posts which are unaffected).

7.2.1 There is a strong aim in our approach to avoid or minimise unnecessary compulsory redundancies throughout this process. Therefore the University would welcome an 'Expression of Interest' from any affected member of teaching staff who would like to be considered for voluntary redundancy. Expressions of interest should be submitted to Maggie Ward Goodbody, Director, Skills Centre by midnight on Thursday 16th June 2016. These expressions of interest, together with any other responses to the consultation, will help inform the proposed changes. An expression of interest does not commit any member of staff at this stage. Any redundancy payments, including voluntary redundancy payments, would be made in line with normal University practice, as detailed in the following: <http://www.bath.ac.uk/hr/working/difficult-situations/organisational-change/index.html>

7.3 The proposed approach removes the systemic need for Variable Hour Teaching Fellows after the transition period.

7.4 In this specific case of the FLC, those staff who are unsuccessful in securing a redeployment post in the ring-fenced process within FLC will remain 'at risk' of redundancy and will move onto the University's Redeployment Register following a redeployment process as set out in section 5.3 of the University's [Managing Organisational Change Policy & Procedure](#). Under this process at risk staff will have priority status to apply and be considered for vacant posts at the same grade and one grade below across the University.

7.5 If any at risk staff are not redeployed into vacant posts by 7 August 2016, they will be given notice of redundancy on 8 August 2016. They will continue to be able to apply for redeployment posts on a priority basis through the University's Redeployment Register throughout their period of notice.

7.6 The last date of employment for those staff not redeployed through the University's Redeployment Register would be 7 November 2016.

8 Supporting staff through the transition period

- 8.1 All staff will be offered the opportunity to undertake training and development activities as a supportive mechanism and to meet their personal and professional development, as required. This will ensure their skills and knowledge are up to date, enabling them to perform their role to the required level, both now and in the future.
- 8.2 In addition to the support available to affected staff from the Director, Skills Centre, HR and senior colleagues in the Skills Centre, there is also support available from the University's Employee Assistance Programme (EAP). This provides free confidential advice and support upon request to all members of staff wishing to seek support for work related matters. To arrange an initial appointment with a Counsellor, please telephone 01225 825960 or 01225 824484.
- 8.3 Further guidance can be sought from the University's Health, Safety and Environment Service website: <http://www.bath.ac.uk/hr/stayingsafewell/health-and-wellbeing/stress-management.bho/index.html>

9 Towards the future

Subject to the outcome of this consultation process, a review of the effectiveness of the changes will be carried out by the Director, Skills Centre, with input from key stakeholders, 12 months after the implementation of the restructuring.

Maggie Ward Goodbody,
Director, Skills Centre

Sue Johnson,
HR Manager (Business Partner)

Appendices

- 1. Current hours delivered by permanent staff and staff on variable hours contract for each language**
- 2. Proposed hours to be delivered by permanent staff, and proposed FTE**
- 3. Workload model for Academic Skills Programme and Foreign Language Centre**
- 4. Schedule of proposed unaffected or new posts**
- 5. Teaching Fellow job description, application process and timetable**
- 6. Timescale for consultation and implementation for proposed new structure**

Appendix 1: Current hours delivered by permanent staff for each language, according to the current FLC workload model

FRENCH	Type of contract	Teaching hours	Prep hours	Designing coursework	Marking coursework	Writing exams	Marking exams	Unit boards	Invigilation	QA	Staff meetings	Staff dev	Double marking	Total hours	Total fte
Stage 1-4	Permanent	752	752	116	360	204	144	28	20	40	50	30	40	2536	1.57
Stage 5-6	Permanent	144	144	28	90	48	36	4		8				502	0.31
TOTAL														3038	1.88
GERMAN	Type of contract	Teaching hours	Prep hours	Designing coursework	Marking coursework	Writing exams	Marking exams	Unit boards	Invigilation	QA	Staff meetings	Staff dev	Double marking	Total hours	Total fte
Stage 1-4	Permanent	472	472	76	240	132	96	16	8	26	20	12	16	1586	0.98
Stage 5-6	Permanent	144	144	28	90	48	36	4		8				502	0.31
TOTAL														2088	1.29
ITALIAN	Type of contract	Teaching hours	Prep hours	Designing coursework	Marking coursework	Writing exams	Marking exams	Unit boards	Invigilation	QA	Staff meetings	Staff dev	Double marking	Total hours	Total fte
Stage 1-3	Permanent	168	168	32	105	54	42	4		10			16	627	0.39
Stage 4 +	Permanent	176	176											264	0.16
TOTAL														891	0.55
JAPANESE	Type of contract	Teaching hours	Prep hours	Designing coursework	Marking coursework	Writing exams	Marking exams	Unit boards	Invigilation	QA	Staff meetings	Staff dev	Double marking	Total hours	Total fte
Stage 1-2	Permanent	236	236	38	120	66	48	8	8	13	20	12	16	821	0.50
Stage 3-4	Permanent	144	144	28	90	48	36	4		8				502	0.31
TOTAL														1323	0.82
SPANISH	Type of contract	Teaching hours	Prep hours	Designing coursework	Marking coursework	Writing exams	Marking exams	Unit boards	Invigilation	QA	Staff meetings	Staff dev	Double marking	Total hours	Total fte
Stage 1-4	Permanent	724	724	101	315	177	126	23	16	34	40	24	32	2336	1.44
Stage 5-6	Permanent	144	144	28	90	48	36	4		8				502	0.31
TOTAL														2838	1.76

Appendix 2: Proposed hours to be delivered by permanent staff, and proposed fte

LANGUAGE	Type of contract	Teaching hours	Prep hours	Designing and marking CW	Stage meetings	Student support	Maintenance of units	Communications	Staff meetings	SDPR	CPD	Total hours	Total fte
ARABIC													
Stage 1-2	Permanent	132	132	90	20	66	48	30	20	4	13	555	0.34
BRAZILIAN													
Stage 1-2	Permanent	132	132	90	20	66	48	30	20	4	13	555	0.34
FRENCH													
Stage 1-4 + Class in City Centre	Permanent	748	748	510	50	374	120	158 (79x2)	50 (25x2)	8 (4x2)	52 (26x2)	2,818	0.87 x 2
GERMAN													
Stage 1-4 + class in City Centre	Permanent	528	528	360	50	264	120	114 (57x2)	40 (20x2)	8 (4x2)	40 (20x2)	2,052	0.63 x 2
ITALIAN													
Stage 1-3 + class in City Centre	Permanent	352	352	240	40	176	96	78 (39x2)	40 (20x2)	8 (4x2)	26 (13x2)	1,408	0.44 X 2
JAPANESE													
1-2	Permanent	220	220	150	20	110	48	47	20	4	13	852	0.53
MANDARIN													
1-3	Permanent	308	308	210	30	132	72	65	20	4	20	1,169	0.72
SPANISH													
1-4	Permanent	616	616	420	40	308	96	130 (65x2)	40 (2x2)	8 (4x2)	40 (20x2)	2,314	0.72 X 2

Appendix 3: Workload model for FLC Teaching Fellows

Work Components

- Teaching and teaching-related responsibilities (1.0 fte: 1458 hours)
These hours cover teaching, assessment and feedback, maintaining academic standards, attending meetings and related administration. Activities can include:
 - Community Courses
 - UG Courses
 - PG Courses
 - Other teaching as requested by the Director of the Skills Centre (for example, courses for external clients)
 - Other work (this work may arise during the year and so cannot always be predicted):
 - Standby cover
 - Materials development
 - Syllabus development
 - Project work (for example, research and practice of pedagogical innovations)

Hours

Calculations based on teaching semester one and semester two for each stage

- Teaching: 1 hour preparation for each hour of delivery
 - Setting and marking assessments: 15 hours per group per semester
 - Maintenance and development of units: 24 hours per stage
 - Stage meetings: 10 hours per stage per year
 - Student support (SALC support, language and culture events, emails and 1:1 meetings with students): 11 hours per group per semester
-
- Communication & Team working (1.0 fte: 125 hours)
These hours cover communication with your line manager (monthly meetings), other FLC colleagues and with the wider university (for example, informal work-related discussion, accessing information on Moodle or Wiki pages, and reading bulletins on the university website), University meetings, Skills Centre staff meetings and away days.
Hours:
 - Communications: 100 hours pro rata (based on ½ hour/day for 40 weeks)¹
 - Meetings
 - 0.7fte & over: 25 hours²
 - 0.2fte – 0.69 fte: 20 hours
-
- Professional development: (1.0 fte: 30 hours)
These hours cover the annual SDPR process and professional development activities both within and beyond the University, in negotiation with your line manager.
 1. SDPR: 4 hours
 2. Other activities:
 - 0.7fte & over: 26 hours
 - 0.5 fte – 0.69fte: 20 hours
 - 0.2 - 0.49fte: 13 hours

¹ A full year is actually 43 weeks plus 1 day once leave and University holidays taken into account, so this is a rough calculation.

² 2016-17 meetings: ASC all staff meetings = 7 hours; ASC away day = 7 hours; 1:1 meetings with line managers = 9 hours (estimate, excluding SDPR); leaving 3 hours for other meetings (eg Let's Talk, meetings called by the Pro-VC for Learning & Teaching, extraordinary meetings).

Appendix 4: Schedule of proposed unaffected or new posts

Posts which it is proposed will not be changed significantly and which are currently vacant

Post Title	FTE
Teaching Fellow Mandarin	0.72

Posts which it is proposed will move from variable hours to permanent, with current post-holder ring-fenced to apply

Post Title	FTE
Teaching Fellow Arabic	0.34
Teaching Fellow Brazilian	0.34

All other posts are being replaced by posts at risk of redundancy.

Appendix 5: FLC Teaching Fellow job description / person specification

Job title:	Teaching Fellow
Department/School:	Skills Centre (Foreign Languages Centre)
Grade:	6
Location:	University of Bath Campus

Job purpose
<p>To develop, deliver and, where appropriate, coordinate teaching, assessment, feedback and learning support to students on any of the programmes, courses, tests and activities provided by the Foreign Languages Centre (FLC), maximising the learning opportunities for those students through creating a dynamic and effective learning environment. To attend and take an active role in pre-teaching period and post-teaching period meetings (usually scheduled in September, January, May and June) and in staff meetings scheduled during the academic year. In addition, the post-holder will be required to reflect critically on his/her own teaching practice, implement improvements and engage actively with quality monitoring and enhancement processes.</p>

Source and nature of management provided
Line Manager

Staff management responsibility
None.

Career and Professional Development Activities
To engage in knowledge transfer, continuous professional development, consultancy and other forms of external engagement, as appropriate. The post holder may be asked to assist

in the delivery of CPD activities in support of the Skills Centre's activities. This forms part of the post's substantive role and no additional payment will be offered.

Special conditions

To ensure adequate staffing of FLC courses which are timetabled outside normal teaching hours, the post holder may be required to teach two or more evening class each week.

In addition, some staff development activities which the post holder will be expected to attend might take place on a weekend. In such cases, time off in lieu in a non-teaching period will be granted.

Main duties and responsibilities:

1	<p>Teaching responsibilities</p> <p>Teaching Fellows are required to teach classes on the FLC's Institution-Wide Language Programme (IWLP), the Community Courses Programme, Lunchtime Languages Programme, or special courses programme for the hours agreed with their line manager.</p> <p>Teaching activity may involve the delivery of classes, tutorials, small and large group sessions, interactive activities, mini-conferences, presentations or any other pedagogical means that support effective student learning. This will also involve the production of progress/achievement reports on students as required. A further part of teaching responsibility is the support of students on academic matters, providing references on request as appropriate and supporting students on pastoral matters, or referring students to relevant support structures when necessary.</p> <p>The post holder may also be asked to participate in a range of different development projects, possibly in collaboration with academic departments and other Professional Services, arising from the Skills Centre's work more broadly.</p> <p>The post holder will be responsible for the preparation of all aspects of their teaching, including the development or selection of materials, which may be paper based or in digital forms using the virtual learning environment, online resources or other technology-based media. There may be additional involvement in the development of curriculum and learning and teaching materials as required by the Head of the Foreign Languages Centre and Director of the Skills Centre (SC).</p> <p>The post holder will be required to take an evaluative approach to all aspects of their teaching and related activities, and engage constructively with feedback from students and peers. Ongoing engagement in professional development (such as training days, teacher development events and conferences) to ensure an understanding of the latest pedagogical and technological developments, and to</p>
----------	---

	ensure the delivery of a high standard of teaching, will be a core component of the role.
2	<p>Assessment and feedback responsibilities</p> <p>The post holder is responsible for the assessment of students on credit-bearing and non-credit-bearing courses, which may include participation in oral examinations, the setting and marking of course work, tests, presentations and other forms of assessment as appropriate to the intended learning outcomes of the course.</p> <p>The post holder is also responsible for providing both formative and summative feedback in support of student learning, selecting and using appropriate mechanisms to provide such feedback.</p>
3	<p>Quality and academic standards related responsibilities</p> <p>In order to contribute effectively to the high quality of teaching and agreed academic standards for all courses and activities within the Skills Centre, the post holder will undertake relevant quality assurance and standards-related activities, ensuring adherence to all University and external accreditation processes, as required. This may include (but is not limited to):</p> <ul style="list-style-type: none"> • Participation in Unit and Programme boards, as appropriate; • Contribution to course evaluation through providing feedback; • Participation in external accreditation.
4	<p>Administrative responsibilities</p> <p>The post holder will undertake administrative duties as required, including:</p> <ul style="list-style-type: none"> • Invigilation of examinations and tests, as required; • Participation in teaching-team meetings and staff activities; • Course related administration (keep complete records of the students' attendance and performance, enter marks as appropriate onto the SAMIS database, respond to student evaluation and other duties of a similar nature).
5	<p>Communication and Team-working</p> <p>The post holder will be required to actively participate as a member of his/her relevant team (and the wider FLC/SC teams as appropriate), and ensure effective internal and external communication at all times. This will include attendance at team and other meetings, away days and any other related activities. A willingness to learn about and utilise a range of different technologies for communication purposes is needed, for example wikis, web pages, virtual learning environment and social media.</p>
6	<p>Professional Development</p> <p>The University and the Skills Centre is committed to supporting all staff in their professional development. A range of development opportunities to support the post holder to undertake staff and professional development appropriate to effective working in this role will be provided. This may relate to academic, professional skills and knowledge development.</p>

	To underpin this development, the post holder will participate in the annual Staff Development and Performance Review (SDPR) process, designed to provide clarity on annual objectives/targets as well as the development of skills, abilities and knowledge in support of the role. This is in line with the University's policy on SDPR.
7	The post holder may be expected to undertake any other duties as assigned by their line manager commensurate with the nature and grading of the post.

Person Specification

Criteria	Essential	Desirable	Assessed by		
			A/F	I	R
Qualifications					
Degree in a relevant subject area	√		√		
Postgraduate qualification related to Language Teaching or equivalent experience.	√		√		
Experience/Knowledge					
Experience of teaching in a university	√		√	√	√
Proven knowledge and experience of teaching a foreign language	√		√	√	√
Experience in the assessment of students, including assessment design	√		√	√	√
Experience in curriculum design	√		√	√	√
Experience in production and sourcing of resources	√		√	√	√
Experience in the use of VLE and other technology in teaching	√		√	√	√
Up to date knowledge of materials and language teaching pedagogies	√		√	√	√

Skills					
Proven teaching skills at undergraduate and postgraduate levels	√		√	√	√
Excellent communication skills, both in English and in the target language - ability to communicate effectively and appropriately with students, teaching team, administrative team, line manager and wider University community	√			√	√
Proven administrative and IT skills commensurate with the requirements of the post	√		√	√	√
Proven ability and commitment to work in an interdisciplinary environment	√		√	√	√
Attributes					
Innovative and flexible approach, with enthusiasm for and commitment to teaching and to the subject matter	√		√	√	√
Excellent interpersonal skills – ability to interact constructively with students, teaching team, administrative team, line manager and the wider University community	√		√	√	√
Excellent organisational skills – ability to plan ahead, manage preparation and marking time effectively and balance competing pressures of teaching and administrative demands and deadlines	√		√	√	√
Willingness and ability to work effectively both in a team and independently, and be able to work under pressure	√			√	√
Positive attitude and resilience	√		√	√	√
Desire to embrace new challenges and teaching experiences	√			√	√
Ability to respond constructively to feedback provided by colleagues and line manager	√			√	√
Proven commitment to CPD and personal development	√		√	√	√

Code: A/F – Application form, I/T – Interview/Test, R - References

Appendix 6: Timescale for consultation and implementation for proposed new structure

Week commencing Monday 23 May 2016:

- Collective Consultation with the Trade Unions commences
- Tuesday 24 May 2016 – Formal Consultation launch meeting
- Staff 30-day formal Consultation launch commences
- Wednesday 25 May 2016 - The consultation with wider University commences

Tuesday 31 May 2016 and Tuesday 7 June 2016

- Individual formal consultation meetings with affected staff (other times can also be made available)

Thursday 16 June 2016:

Courtesy deadline for written feedback to Maggie Ward Goodbody, Director, Skills Centre, copied to Sue Johnson, HR Manager, so that it can be fully considered by the close of the consultation period.

Thursday 23 June 2016:

- Consultation closes at midday, Thursday 23 June 2016

Thursday 30 June 2016:

- Publish and distribute outcomes paper to all affected staff

w/c Monday 4 July 2016:

- Commence recruitment, selection and redundancy process; publish all new posts, interview schedule and instructions

Sunday 17 July 2016:

- Closing date for Teaching Fellow applications

w/c 25 July 2016: (exact dates and timing to be confirmed depending on the number of interviews needing to be scheduled – and also interview panel members availability)

- Hold interviews for Teaching Fellow posts

By Friday 29 July 2016:

- Offers made

w/c 1 August 2016:

- All appointment letters issued to FLC staff, as appropriate
- If there are any staff who have not been redeployed, they would be given notice of redundancy and placed onto the University's Redeployment Register at this stage

w/c 8 August 2016:

- New FLC structure communicated to all FLC staff

w/c 15 August 2016

- New FLC structure communicated to other key University stakeholders

September 2017:

- Full review of FLC restructure.