

BUV SENATE

Academic Staff Integration
and Development policy

Doc. Ref.:04/2021/LTC/BUV-SENATE

Approved by: Learning and Teaching
Committee

Approved Date: 31 December 2021

Effective Date: 1 January 2022

Version No: 1.1



ACADEMIC STAFF INTERGRATION AND DEVELOPMENT POLICY

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1. Purpose

This document describes British University Vietnam's (BUV) policy for integrating new academic staff and for ensuring the continued professional development of all academic staff, in line with the University's ongoing commitment to attract and retain high quality academics through a positive, nurturing and productive work environment.

2. Scope

This policy and any corresponding procedures applies to all academic staff employed by BUV, and concerns the professional development of BUV's academic staff.

3. Definitions

- 3.0 **Academic staff**, also known as academic faculty or faculty members, refers to staff employed by BUV for their scholarly expertise.
- 3.1 **Professional development** refers to activities to enhance professional career growth, including individual development, continuing education, and in-service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring.
- 3.2 **Continuing Professional Development (CPD)** is the ongoing training and education throughout an academic staff's career to improve their skills and knowledge used to perform a job or succession of jobs.

4. Policy Statement

4.0 Basis

The aim of BUV's academic staff integration and development policy is to develop and enhance in each of its academic staff members the following six core dimensions of teaching excellence:

4.0.1 Subject/knowledge contextualization

The ability of the faculty member to identify and use various

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representations of the subject matter or content to relate it to real world scenarios and to apply principles and concepts in a specific context that is of interest to students.

4.0.2 Supportive learning environment

The ability of the faculty member to create a learning environment that is proactive, constructive, and that promotes self-reflection. A supportive learning environment builds trust between the faculty member and the learner and involves collaborative efforts focused on the learner's personal and professional development needs.

4.0.3 Impact on student achievement and learning outcomes

The ability of the faculty member to influence students' assessed learning improvement through various teaching methodologies, interventions, and assessment exercises.

4.0.4 Provision of appropriate feedback

The ability of the faculty member to provide effective feedback in assessment, that helps learners to develop the capacity to self-monitor and evaluate their own or others' performance and move towards learning independence.

4.0.5 Use of relevant learning technologies

The ability of the faculty member to complement their learning content and activities with appropriate learning technologies that encourage learners' assimilation and learning of new material at different levels.

4.0.6 Research

Within the context of teaching and learning, the role of research at BUV is to complement and invigorate teaching. Faculty members are encouraged to engage in research leading to the creation and

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dissemination of new knowledge that informs and enhances teaching.

4.1 Guiding Principles

4.1.1 Academic staff members are expected to adopt lifelong learning, both within their academic discipline and in the skills needed for their workplace and their role within the University.

4.1.2 Staff development programmes ought to adopt multiple mechanisms for delivery, offering flexibility of access.

4.2 Focus

Academic staff integration and development at BUV focuses on the areas listed and detailed below.

4.2.1 Induction for New Academic Staff

All Academic Staff must complete any required induction programmes as requested by the Deputy Chief Academic Officer (DCAO). These programmes of learning may be provided in person, or remotely and are designed to introduce new faculty to the teaching methodologies and practices that are present within BUV.

4.2.2 Continuing Professional Development (CPD)

CPD in BUV is offered to all academic staff members and is identified in planning processes and/or through annual professional review. CPD provided to faculty may be focused around the following key areas:

- a) Teaching and learning practices
- b) Obtaining professional memberships or additional teaching qualifications
- c) Obtaining non-teaching related qualifications
- d) IT and learning technology skills
- e) Research related skills

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- f) Academic leadership training
- g) Receiving or providing mentoring
- h) Other areas as identified by the Head of School or DCAO

5. Related Documents

6. Document Responsibilities

Policy Owner : Senate
Policy Delegate : Learning and Teaching Committee

7. Approval Details

Approving Authority : Senate
Approval Date : 31 December 2021