



# **Post Graduate Students Engaged in Teaching Policy to Regulate and Support this Activity**

**Approved by Quality Committee: 23 February 2016**

## **1. Introduction**

- 1.1** Staffordshire University (referred to as 'the University' hereafter in this policy) values the contribution of Post-Graduate Research (PgR) students to the teaching and assessment process of students.
- 1.2** PgR students provide enhanced opportunities for teaching to be research-informed and for undergraduate students to engage with those involved in contemporary research.
- 1.3** The University recognises its dual responsibility to both supporting the completion of PgR students' research and to safeguarding the quality of learning and teaching.
- 1.4** The University acknowledges that PgR students who engage in teaching opportunities can develop career-enhancing transferable skills.

## **2. Scope**

- 2.1** This policy applies to both full-time and part-time students engaged in post-graduate research degrees.
- 2.2** This policy does not, however, apply to existing full-or part-time members of academic staff who are also registered as post-graduate research students

## **3. Teaching activities and responsibilities**

- 3.1** Any PgR students engaged in formal teaching activities must have already obtained a qualification at the level and in the subject they are teaching
- 3.2** PgR students will normally be restricted to the teaching of undergraduate courses. However, on occasions where appropriate, may be given the opportunity to teach at post-graduate level.
- 3.3** The type of teaching activity which typically PgR students will be asked to take part in may include:
  - a) Small-group teaching e.g. seminars, tutorials or assisting with fieldwork exercises
  - b) Skills demonstrations e.g. within laboratory and other practical classes

c) Marking of formative or summative assessments <sup>1</sup>

- 3.4** PgR students will not normally be expected to lead larger-scale lectures or learning activities.
- 3.5** Based on current RCUK advice, the teaching load of a PgR students should not exceed 6 hours per week nor an annual total of 180 hours. This annual limit includes preparation, marking and other activities directly related to their teaching-related professional development.
- 3.6** A PgR student should not be named as a module leader, nor given responsibility for any management aspects of the module.
- 3.7** Engaging in teaching activities should not interfere with a PgR student's capacity to complete their research degree programme within the time set by both the University and, where applicable, by a Funding body.
- 3.8** Prior to embarking on any teaching related activities, a PgR student should gain the approval of their supervisor.
- 3.9** All AGLs should be informed of the teaching load of each PgR student within their curriculum area so that an overview can be gained of the extent of this type of activity
- 3.10** Associate Deans with responsibility for Learning and Teaching and/or Research should have an overview of the contribution of PgR students to the teaching within each course within the Faculty.

#### **4. Professional development**

- 4.1** It is expected that PgR students will complete the TeachWell short course *before* they begin engaging in formal teaching activities.
- 4.2** Within one month of starting to teach, each PgR student should be formally observed and receive constructive feedback. This should be from an appropriate member of staff such as their module or award-leader.

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<sup>1</sup> Where PgR students are involved in the marking of summative assessments, the module leader should ensure that there is a) training in assessment, including the specific marking criteria to be used b) 2<sup>nd</sup> marking in place and c) suitable moderation

- 4.3** As an extended development opportunity during their second year of teaching at the University, PgR students could, with written consent and funding support from their Faculty Management Team, be encouraged to enrol on the 30-credit Facilitating Learning module as part of the PgCHPE. Passing this module would also allow them to be awarded a Higher Education Academy Associate Fellowship.
- 4.4** A subject-based teaching oriented induction should be provided and this should include:
- a) Health and Safety procedures and risk assessments
  - b) Accessing the University's IncludeAll toolkit
  - c) The use of any specialist equipment required for demonstrating skills/techniques
  - d) Information on accessing all learning and teaching resources relevant to that module (including access to the University's VLE)
  - e) Guidance on assessment, incorporating the interpretation and use of the marking criteria
  - f) Information on teaching related administrative procedures such as extenuating circumstances, plagiarism and attendance
- 4.5** As part of their broader development, PgR who teach will be encouraged to attend other University-based learning and teaching development activities e.g. Faculty briefings and the Annual Learning and Teaching conference.

## **5. Monitoring and evaluation**

- 5.1** The teaching of PgR students must be evaluated in terms of the overall learning experience of the students on the course.
- 5.2** Where possible, PgR students should be included in the annual teaching observations which are taking part in each Faculty.
- 5.3** As part of the module monitoring process, the award leader should evaluate the performance of any PgR students teaching on their course. This must take into account a) student feedback b) observation of teaching and c) contribution to the assessment process