

# Policy on Postgraduates Who Teach

Effective from 08/07/19

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## 1. Purpose

This policy covers teaching and learning practices for postgraduates teaching or demonstrating on modules. Appointment practices, employment terms and conditions are covered in more detail by separate Human Resources policies, including the Policy on Student Employment. This policy does not cover arrangements for hourly paid bought in teaching.

## 2. What is covered by the policy?

The University recognises the value to postgraduates of the teaching experience it provides, and is committed to providing such opportunities consistent with its desire to deliver teaching of the highest quality on its programmes and to support students to develop the employability skills required to enhance their future career prospects.

Postgraduates may support teaching by:

- Taking small groups such as seminars, tutorials or workshops
- Helping with fieldwork
- Demonstrating in laboratories
- Providing occasional lectures on their own specialism
- Assessment under the conditions indicated in this document.

## 3. Who does the policy apply to?

*This policy applies to:*

- 3.1. *Registered Newcastle University postgraduate students who wish to undertake any teaching or demonstrating opportunities on modules.*
- 3.2 *All staff who are involved in offering teaching or demonstrating opportunities to students, administering and monitoring such work and paying for work undertaken.*

## 4. Roles and responsibilities

*This policy identifies a number of key responsibilities for the postgraduate teacher or demonstrator, the Employing School and the Dean of Postgraduate Studies.*

## 5. Policy

Payment for teaching and demonstrating is determined by Human Resources annually and the demand for such teaching is governed by the teaching needs of the School responsible for the programme.

All recruitment of postgraduate students to teaching and demonstrating posts will be fair and transparent, and made on the basis of their academic ability or relevant experience, regardless of age, religion or belief, ethnicity, gender, marital or family status, sexual orientation or disability.

Any postgraduate student engaging in teaching and demonstrating must:

- have already obtained a qualification at the level they are teaching.
- possess a good standard of English, equivalent to a minimum of IELTS 6.5, and where required by the School a higher level

All postgraduates teachers should normally successfully complete the Introduction to Learning and Teaching in Higher Education (ILTHE), before they teach, which is provided by the Learning and Teaching Development Service (LTDS). If specialist postgraduate training, not provided by the ILTHE, is required an alternative can be proposed by the relevant Faculty Dean of Postgraduate Studies and approved by the Chair of UEC, provided that

this training is at least equivalent to that provided by ILTHE, although it may be more focused, and is reviewed as part of the Faculty's normal quality assurance procedures.

Postgraduate Deans are responsible for granting and keeping a record of individual exemptions for postgraduates from University training, based on the criteria below. Exemption from attending the programme will normally apply if:

- A postgraduate already has a teaching qualification comparable with the relevant elements of the ILTHE (eg PGCE).
- The HoS, or their nominee, recommends exemption for some other reason such as:
  - a postgraduate has 3 years teaching experience at this level or equivalent professional experience;
  - at least 1 year prior teaching or professional experience at this level combined with evidence of learning (e.g. professional development activities such as workshops and seminars on teaching).

Postgraduates cannot teach on any module that contributes to the programme they are currently registered on. *(This does not prevent postgraduates passing on their experiences on the programme to their peers where this does not contribute to the assessment.)*

Schools must not make excessive demands on the student's time and should consider the impact on a student's ability to complete their programme of study. Tutors and supervisors must be consulted about the time devoted to such duties and teaching hours must be consistent with the requirements of the student's work, the terms of their studentship and any visa arrangements. Any disagreements should be resolved by the Head of School or nominee.

Postgraduates who teach can first or second mark assignments provided they have received guidance in this area, have clear marking criteria and moderation processes are in place.

Schools remain ultimately responsible for the quality of teaching on their programmes and Module Leaders for the quality of the teaching of postgraduates on their module, including module assessment where postgraduates are involved in this activity.

#### **Responsibilities of the Postgraduate Teacher or Demonstrator**

- Attend and participate in all training and briefings provided by the University and School.
- Participate in the student feedback mechanisms that the School employs to monitor teaching.
- Attend appropriate Boards of Studies, Staff Meetings and other meetings as specified by the School e.g. teaching away days relevant to their teaching.
- Consult with tutors or supervisors concerning their teaching and ensuring that it is consistent with the requirements of their project and studentship.
- Ensure that their degree programme completion is not put at risk due to the teaching duties undertaken.

#### **Responsibilities of the School**

- Provide the postgraduate teacher with School resources, course materials and support, adequate to fulfil their teaching /demonstration responsibilities.
- Inform postgraduate teachers how much time they are expected to spend on their duties and the hours for remuneration.
- The module leader is responsible for providing support and guidance to postgraduate teachers.
- Organise appropriate induction and briefing sessions for postgraduates who teach.
- Ensure that postgraduate teachers participate in the training necessary to carry out their teaching.
- Ensure that postgraduates are aware of any relevant health and safety procedure to protect them while teaching.
- Have clear and regular procedures for review and evaluation of postgraduates' performance using peer

observation and standard student feedback procedures. Schools should take appropriate action if the feedback is negative.

- Provide postgraduate teachers with an opportunity to give feedback on both their teaching and the support available for teaching to the School, and procedures for raising any issues should be made clear to them.
- Arrange peer observation, where a postgraduate is teaching.

## 6. Related regulations, statutes and policies

*Policy on Student Employment*

## 7. Procedure to implement the policy

This is an update of a pre-existing policy, which has already been implemented.

## 8. Monitoring and reporting on compliance

*What monitoring will be undertaken to determine how effectively the policy is implemented and where any results will be reported?*

What will be monitored?	Frequency	Method	Who by	Reported to

## 9. Failure to comply

*It is the duty of postgraduate researchers and staff involved with the employment of postgraduate researchers to ensure that any teaching or demonstrating is undertaken in accordance with this policy.*

<b>Document control information</b>		
<b>Does this replace another policy?</b> Yes - Postgraduates Who Teach Policy (20XX)		
<b>Approval</b>		
<b>Approved by:</b>	<u>UEC</u>	<b>Date:</b> <u>8<sup>th</sup> July 2019</u>
<b>Effective from:</b>	<u>8<sup>th</sup> July 2019</u>	
<b>Review due –</b>	<b>every five years or shorter period: Every 5 years</b>	
<b>Responsibilities</b>		
<b>Executive sponsor:</b>	<u>Chair of PGR Sub-Committee of UEC</u>	
<b>Policy owner:</b> (This maybe an officer or Committee)	<u>PGR Sub-Committee of UEC</u>	
<b>Person(s) responsible for compliance:</b>		
<b>Consultation</b>		
<b>Version</b>	<b>Body consulted</b>	<b>Date</b>
<b>Equality, Diversity and Inclusion Analysis:</b>		
<b>Does the policy have the potential to impact on people in a different way because of their protected characteristics? No/</b>		

If yes or unsure please consult the Diversity Team in HR for guidance	
<b>Initial assessment by:</b>	<b>Date:</b>
<b>Key changes made as a result of Equality, Diversity and Inclusion Analysis</b>	
<b>Document location</b>	
<a href="https://www.ncl.ac.uk/students/progress/student-resources/PGR/FormsPolicies.htm">https://www.ncl.ac.uk/students/progress/student-resources/PGR/FormsPolicies.htm</a>	