Policy on Postgraduate Students Who Teach

Date of Approval: 1st March 2023
Effective from 23/24 Academic Year

1. Introduction
Newcastle University recognises the significant contribution and value that Postgraduates make to teaching and learning across the University and is committed to those students who teach as well as to those in receipt of teaching. For the Postgraduate Student, teaching offers an opportunity for hands-on experience, training, and development, which supports the development of employability skills required to enhance their future career prospects. This in turn, enhances the quality of the teaching, enriching the experience of those students in receipt of that teaching.

This policy:
1.1 Is intended to provide an overarching framework for Postgraduate Research and Postgraduate Taught Students undertaking teaching, demonstrating and other teaching-related activities carried out on behalf of Newcastle University.
1.2 Applies the term ‘Postgraduate Teacher’ to refer to a Postgraduate Research or Postgraduate Taught Student who is involved in teaching and teaching related activities.
1.3 Applies the term Academic Unit as an overarching term for School and Institute.
1.4 Focuses on teaching and learning practices by setting out a range of opportunities, principles, and expectations in relation to the recruitment, training, quality and mentoring of Postgraduate Teachers at Newcastle University, as well as providing guidance to Postgraduate Teachers themselves by clearly defining the responsibilities, expectations and support available. It is acknowledged that the practical implementation across the University in Academic Units may vary, however, the principles outlined in this policy will be followed in support of equity in experience for teachers and students.
1.5 Builds upon and replaces the existing Policy on Postgraduate Students Who Teach (8th July 2019) and has been developed as a response to the recommendations of the Internal Audit Report ‘Students Who Teach’ 24th April 2022.
1.6 Is a result of extensive consideration and consultation across the university, and incorporates feedback from internal stakeholders, including Postgraduate Students and the recipients of postgraduate teaching.

2. Scope
2.1 This policy applies to all registered Postgraduate Research and Postgraduate Taught students who are undertaking teaching or teaching related activities on modules and sets out the range of options available to them to contribute to teaching.

2.2 Exceptions
   This policy does not:
   a. Cover arrangements for hourly paid teaching carried out by students who are not registered with Newcastle University.
   b. Cover postgraduates with respect to their role as Student Representatives; further information on this is available here:
   c. Apply to those employed as staff, who then decide to undertake a degree under staff candidature.
   d. Cover Undergraduate students registered at Newcastle University.
   e. Cover Occasional Postgraduate Research Students registered at Newcastle University.

3. Principles
The following principles should be followed when a Postgraduate Teacher is engaged to undertake teaching and teaching-related activities.
3.1 That a Postgraduate Teacher is treated fairly, that there is equality of opportunity and there is a consistent and equitable approach in respect of recruitment, selection, training, monitoring, and support.
3.2 That a Postgraduate Teacher should operate within their field of competence (to be determined by
Policy on Postgraduate Students Who Teach

3.3 The Academic Unit should ensure that teaching activities undertaken by a Postgraduate Teacher do not adversely impact their academic progress.

3.4 That a Postgraduate Teacher is remunerated for all time which contributes to the teaching and teaching related activities, including training, preparatory work, marking and attendance at appropriate Academic Unit meetings, as pre-agreed with the Academic Unit.

3.5 That the quality of teaching and learning and the highest academic standards are maintained to the benefit of students in receipt of teaching.

4 Options available to Postgraduates Teachers

The following is a broad outline of the range of options available to Postgraduate Teachers to contribute to teaching:

4.1 Occasional Postgraduate Teacher (OPT): Where ad-hoc or occasional teaching or teaching-related activities are required by an Academic Unit, these are made available through the Student Employment on Campus route, using the SEOC (Student Employment on Campus) My Working Hours on Campus App here. The teaching duties are undertaken alongside the degree programme and should not impact on OPT’s academic progress or duration of candidature. Thus, under this option teaching duties are not normally expected to exceed an average of 6 hours per week in academic session (i.e., 160 hours per year based on 27 teaching and assessment weeks in the University calendar). In addition, PG Teachers holding student visas should not teach more than 20 hours in any week to avoid breaching student visa conditions.

4.2 Contracted Postgraduate Teacher (CPT): Where the Academic Unit requires and can plan in advance for a Postgraduate Teacher to undertake a guaranteed number of teaching hours in a specified timeframe, a part-time fixed term contract of employment can be offered for the teaching activity only, with remuneration by salary divided equally across a 12-month contract from October to September inclusive. The teaching duties are undertaken alongside the degree programme and should not usually impact on a Postgraduate Teacher’s academic progress or duration of candidature. However, combined candidature which extends the duration of doctoral studies to 4 years should be considered if the teaching duties exceed an average of 6 hours per week or 160 hours in a year. A CPT who is registered as a full-time student would usually retain their student status for Council Tax purposes, but it is the student’s responsibility to consider this in light of any other employment that they hold outside of the University that may have an impact on their eligibility for tax exemption.

4.3 Postgraduate Teaching Assistant (PGTA): Where the Academic Unit requires a Postgraduate Teacher to undertake a significant amount of teaching, normally in excess of 0.2FTE on average (equivalent to ~345 hours per year), a fixed term contract of employment can be offered which includes an academic offer of a place on a degree programme alongside responsibility for provision of teaching throughout the duration of the research degree. The duration of candidature will be extended, usually as part-time candidature which extends the duration of doctoral studies to 6 years, although early submission may be agreed subject to academic progress.

A table setting out a Summary of the Options are set out for reference at Appendix 1.

5 Postgraduate Teacher Responsibilities:

A Postgraduate Teacher should:

5.1 Ensure that their degree programme completion is not put at risk due to the teaching duties undertaken.
Policy on Postgraduate Students Who Teach

5.2 Attend and participate in all training and briefings provided by the University and Academic Unit, including the Introduction to Learning and Teaching in Higher Education (ILTHE), or equivalent, and relevant Health and Safety training before they commence teaching.

5.3 Contribute, where relevant, to the development of the teaching programme, including participation in module evaluations etc. in the service of providing the best student experience and education.

5.4 Participate in the student feedback mechanisms that the Academic Unit employs to monitor teaching.

5.5 Attend (where invited) relevant Boards of Studies, Staff Meetings and other meetings as specified by the Academic Unit e.g., teaching away days relevant to their teaching.

5.6 Undertake their teaching activities in accordance with the Academic Units’ expectations of Postgraduate Teachers including quality, training requirements, professional approach to their teaching commitments and punctuality, guidance on which will be provided by the Academic Unit.

6 Academic Unit Responsibilities

6.1 Academic Units are responsible for the quality of teaching on their programmes, and Module Leaders for the quality of the teaching provided by Postgraduate Teachers on their module, including module assessment where postgraduates are involved in this activity.

Academic Units are encouraged to:

6.2 Provide opportunities for PG Teachers to contribute to the development of the teaching programme, including by participation in module evaluations etc, in service of providing the best student experience and education.

6.3 Develop guidance setting out the expectations of Postgraduate Teachers including quality, training requirements, professional approach to their teaching commitments and punctuality, which is owned by the relevant Board of Studies/Teaching Group and reviewed annually.

6.4 Plan for their teaching requirements in advance of the start of the academic year using the workload model (as part of an Annual Plan). The Academic Unit should then determine which of the teaching routes outlined in Section 3 are most appropriate for the teaching needs within the Academic Unit.

Consideration of the following issues will steer colleagues within the Academic Unit with planning for provision of Postgraduate Teachers:

6.5 Ensure that a Postgraduate Teacher is appointed to the most appropriate teaching option as outlined in Section 5.

6.6 Ensure there is consultation with tutors or supervisors about:
   a. the time a Postgraduate Teacher intends to devote to teaching and that any teaching undertaken is consistent with the requirements of the Postgraduate Teacher’s academic programme and candidature.
   b. that excessive demands are not being made on the Postgraduate Teacher’s time.
   c. that their ability to progress and complete their programme of study is not impacted.

6.7 Any disagreements should be resolved by the Degree Programme Director/ Director of Education (Postgraduate taught students) or Director of Postgraduate Studies (Postgraduate Research students).

6.8 Ensure that where a Postgraduate Teacher is in receipt of funding, e.g., UKRI (UK Research & Innovation) studentship, any specified restrictions on employment hours and other Terms & Conditions of the award are not to be breached.

6.9 Ensure that where a Postgraduate Teacher is a Student Visa Holder, that employment at the University does not breach visa conditions.

6.10 Ensure that a Postgraduate Teacher does not teach on any module that contributes to the programme they are currently registered on, unless the Postgraduate Teacher is registered on the research
Policy on Postgraduate Students Who Teach

element of an Integrated or Professional Doctorate, e.g., IPhD (Integrated PhD), EdD and has successfully completed the taught element of the programme. Postgraduate Masters students may teach on Undergraduate level modules; Doctoral or MPhil Students may teach on Postgraduate Master’s Programmes, including Research Masters programmes, e.g., MRes (Master of Research), MMus, etc. The Academic Unit may consider an exception where the Postgraduate Teacher has extensive prior or professional experience.

6.11 Consider the examples of teaching duties that are suitable to be undertaken by a Postgraduate Teacher, however these duties may vary by Faculty and remain at the discretion of the Academic Unit.
   a. Taking small groups such as seminars, tutorials, or workshops
   b. Helping with fieldwork
   c. Demonstrating in laboratories
   d. Providing lectures on their own specialism
   e. Acting as a personal mentor to taught students
   f. Co-supervising taught dissertations
   g. Assessment

Where a Postgraduate Teacher is undertaking Assessment duties, the Academic Unit should ensure that the highest academic standards are maintained, and that the assessment is carefully controlled with specific marking requirements outlined. In this regard the Academic Unit should ensure that:

   a. The Postgraduate Teacher is mentored by a named colleague, for example a Module Leader or Teaching Group Lead, who should not be the Postgraduate Teacher’s Tutor or Supervisor.
   b. The Postgraduate Teacher receives the appropriate training and understands their role in the assessment process.
   c. Assessments contributing to the final module mark are moderated by an academic colleague. *(The University’s Policy on Assessment and Feedback is available here.)*

A Postgraduate Teacher would not normally lead a module, module preparation or set assignments.

6.12 Consider including a statement on module outlines on the typical teaching allocation for each module and the maximum proportion of a module that may be delivered by a Postgraduate Teacher, to recognise the contribution of a Postgraduate Teacher to the module.

7. Recruitment

7.1 The advertising, recruitment, and appointment of a Postgraduate Teacher will be carried out in accordance with the principles, processes and regulations specified by People Services for CPT and PGTA appointments, or through Student Employment on Campus for OPTs (Occasional Postgraduate Teacher) (Occasional Postgraduate Teacher).

7.2 The Academic Unit should ensure that a Postgraduate Teacher:
   a. Has obtained a qualification at the level they are teaching or has extensive experience and expertise in the field of study.
   b. Possesses a good standard of English, equivalent to a minimum of IELTS 6.5, or a higher level where required by the Academic Unit.
   c. Has successfully completed the ILTHE training

8. Appointment and Payment

At the time of appointment, the Academic Unit should:

8.1 Provide a Postgraduate Teacher with written confirmation of their teaching duties, the number of hours, as well as the rate of pay for teaching and teaching-related activities. All Occasional teaching
activity should be paid in line with the Student Employment on Campus policy.

8.2 Clearly outline the roles and responsibilities that the Academic Unit deems necessary for the delivery of teaching, including training requirements, preparatory work, professional conduct, e.g., absence notification procedures, and attendance at Academic Unit meetings. This could be done through an induction meeting with any new Postgraduate Teacher.

8.3 Provide a Postgraduate Teacher with payment for attendance at compulsory training sessions and any other activity that the Academic Unit deems necessary for the delivery of teaching.

8.4 Provide a Postgraduate Teacher with payment for preparation time and other teaching-related activities and factor that time into hours worked.

9. Induction

9.1 The University is committed to supporting the professional development of a Postgraduate Teacher, as there is significant benefit for them as educators, as well as the students they teach. It is essential that a Postgraduate Teacher is fully trained and inducted before undertaking teaching and teaching related activities.

The Academic Unit should:

9.2 Ensure that the Postgraduate Teacher has completed the Introduction to Learning and Teaching in Higher Education course (or equivalent/alternative programme) approved by the Postgraduate Dean.

9.3 The Academic Unit should provide an opportunity, where appropriate, for advancement to the ELTS programme, where completion results in Associate Fellowship of Advance, HE (Higher Education). Information is available here:

9.4 Exemptions from ILTIE will be rare, Postgraduate Deans are responsible for the consideration of and granting of exemptions.

9.5 Organise and ensure the Postgraduate Teacher attends appropriate induction, briefing sessions, and training, including directed training through the University Essentials that is required to carry out the teaching duties.

9.6 Provide the appropriate resources, course materials and support, adequate to fulfil their teaching duties.

9.7 Provide the Postgraduate Teacher with mentoring and support, setting out the expectations in relation to their teaching duties, including expected behaviours, e.g., professionalism, attendance, etc., This will normally be the Module Leader or Teaching Group Lead.

10. Review and Evaluation

10.1 It is expected that the Academic Unit has clear and regular procedures for review and evaluation of a Postgraduate Teacher’s performance using peer observation, moderation, and standard student feedback procedures.

10.2 In instances where any issues arise, a Postgraduate Teacher will be supported to overcome these by the Academic Unit.

10.3 A Postgraduate Teacher should be given the opportunity to request feedback on their teaching from the Academic Unit.

11. Feedback

The Academic Unit should:

11.1 Provide a Postgraduate Teacher with an opportunity to give feedback on both their teaching and the support available for teaching to the Academic Unit.

11.2 Ensure that a Postgraduate Teacher is aware of the procedures for raising any issues with the Academic Unit.

11.3 Invite a Postgraduate Teacher to the relevant Board of Studies, where appropriate.
12. Roles and Responsibilities

12.1 University Responsibilities
The Pro-Vice-Chancellor (Education) and Pro-Vice-Chancellor (Research and Innovation) are jointly responsible for maintaining an institution-wide overview of Postgraduate Teaching and the training provided.

The Postgraduate Research Sub-Committee (which is responsible for the quality and standards of research degree provision within the University.) reports to University Education Committee and University Research and Innovation Committee on matters relating to this policy.

12.2 People Services
For an Occasional Postgraduate Teacher (OPT), the Director of People Services will approve the pay rates for a Postgraduate Teacher, on behalf of Executive Board and the pay rate will be made clear when teaching opportunities are made available, through SEOC. (Current rates of pay can be found here.)

For a Contracted Postgraduate Teacher (CPT) and/or a Postgraduate Teaching Assistant (PGTA), the rate of pay will be set out in the Postgraduate Teacher’s Contract.

12.3 The Recruitment and Admissions Teams
Information on the benefits to the individual, the University and the recipient of that teaching will be set out in all relevant brochures, marketing materials, course handbooks and webpages, ensuring that the offer complies with the Consumer Marketing Authority (CMA) requirements.

13. Related regulations, statutes, and policies
Policy on Student Employment Appointment practices, employment terms and conditions and student worker rates of pay are covered in more detail by separate People Services policies, including the Policy on Student Employment here.

A detailed Equality Analysis was carried out as part of the development of this policy and is available at Appendix 2.

14. 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?
The revised policy has been consulted internally with a range of internal stakeholders, including Academic Units, Representatives of the Postgraduate Committee and Union Representatives.

The Monitoring and Implementation Timeline sets out a series of consultations on policy implementation and bi-annual reviews. The first formal review of implementation progress will be held in December 2023 and will evaluate uptake and consider any issues raised or revisions required.

<table>
<thead>
<tr>
<th>What will be monitored?</th>
<th>Frequency</th>
<th>Method</th>
<th>Who by</th>
<th>Reported to</th>
</tr>
</thead>
</table>

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## Policy on Postgraduate Students Who Teach

### Review, Implementation and Monitoring of PGWT Policy

<table>
<thead>
<tr>
<th>Level of awareness of Policy amongst internal stakeholders</th>
<th>Bi-annually</th>
<th>Consultation meetings with internal stakeholders – PGWT Implementation Conversations with Academic Units A Profile-Raising Forum will be arranged to raise awareness to colleagues and PGWT (May 2023) People Services in consultation with Union Representatives in relation to Principles and Conditions for PGWT (GTA and PGTA) Conversations with Course representatives - NUSU</th>
<th>Doctoral College Strategy Manager/Senior Student Policy and Doctoral College Manager, and People Services</th>
<th>Implementation Progress Review Points Interim Review Point at PGR Sub-Committee Annually in December Annual Review at PGR Sub-Committee Annually in June (with report to UEC) Regular updates to PGR Sub Committee (with updates to UEC) throughout 23/24 academic year.</th>
</tr>
</thead>
</table>

### Implementation of PGWT Policy: An implementation timeline is in development and will be updated following consultation with Academic Units. Implementation conversations will be held with PGWT and recipients of teaching.

| Anually | Conversations with Academic Units Faculty Education Committees In conjunction with People Services PG Student Voice engagement | Doctoral College Academic Units People Services |

### Number of Hours worked by SEOC. Contracts issued to CPT and PGTA

| From September 2023 – annually thereafter | Review of SEOC Data. Review of CPT and PGTA data | Reported to PGR Sub-Committee (January 2024) | UEC (February 2024) |

### Review and Monitoring of PGWT Policy:

| Anually | Survey | Academic Units | Reported to PGR Sub-Committee (January 2024) | UEC (February 2024) |
## Policy on Postgraduate Students Who Teach

<table>
<thead>
<tr>
<th>Feedback from Academic Units including those who offer Contracted Postgraduate Student Teaching</th>
<th>Annually</th>
<th>Conversations with Academic Units</th>
<th>Doctoral College, Academic Units, People Services</th>
<th>Reported to PGR Sub-Committee (January 2024) UEC (February 2024)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback on policy from NUSU (Newcastle University Student Union) and PGR Student Representatives</td>
<td>Annually</td>
<td>Conversations with NUSU and PG Student Committee Representatives</td>
<td>Doctoral College, NUSU, PG Student Representatives</td>
<td>Reported to PGR Sub-Committee (January 2024) UEC (February 2024)</td>
</tr>
<tr>
<td><strong>Educational aspects of Postgraduate Teachers</strong></td>
<td>Annually</td>
<td>Summary Report of Findings of Policy Review</td>
<td>Doctoral College Strategy Manager/Senior Student Policy and Doctoral College Manager Pro-Vice-Chancellor (Education) Director of Student Progress</td>
<td>Faculty Education Committees University Education Committee</td>
</tr>
<tr>
<td><strong>Research aspects of PGWT (Postgraduates Who Teach)</strong></td>
<td>Annually</td>
<td>Summary Report of Findings of Policy Review</td>
<td>Doctoral College Strategy Manager/Senior Student Policy and Doctoral College Manager Pro-Vice-Chancellor (Research &amp; Innovation)</td>
<td>University Research and Innovation Committee</td>
</tr>
</tbody>
</table>

### Document control information

**Does this replace another policy?** Yes - Postgraduates Who Teach Policy (2019)

### Approval

<table>
<thead>
<tr>
<th>Approved by:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Education Committee</td>
<td>13th December 2022</td>
</tr>
<tr>
<td>University Research and Innovation Committee</td>
<td>14th December 2022</td>
</tr>
<tr>
<td>University Executive Board</td>
<td>21st February 2022</td>
</tr>
<tr>
<td>Senate</td>
<td>1st March 2023</td>
</tr>
</tbody>
</table>

**Effective from:** March 2023 (in tandem with People Services Principles and Conditions Document)
# Policy on Postgraduate Students Who Teach

**Soft launch to be implemented in September 2023**

**Review due –** every five years or shorter period: Every 5 years

## Responsibilities

<table>
<thead>
<tr>
<th>Executive sponsor</th>
<th>Chair of PGR (Postgraduate Research) Sub-Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy owner:</strong></td>
<td>PGR Sub-Committee</td>
</tr>
<tr>
<td><strong>Person(s) responsible for compliance:</strong></td>
<td>Brian Walker (Postgraduate Research)</td>
</tr>
</tbody>
</table>

## Consultation: A detailed Consultation Timeline is available for reference.

<table>
<thead>
<tr>
<th>Version</th>
<th>Body consulted</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PGR Sub-Committee</td>
<td>June 2022</td>
</tr>
<tr>
<td>2</td>
<td>UEC (University Education Committee) &amp; FECs (Faculty Education Committee) (Faculty Education Committee) PGR Sub-Committee and UEC</td>
<td>September – October 2022</td>
</tr>
</tbody>
</table>

## Equality, Diversity, and Inclusion Analysis:

**Does the policy have the potential to impact on people in a different way because of their protected characteristics? No/**

If yes or unsure, please consult the Diversity Team in HR for guidance.

<table>
<thead>
<tr>
<th>Initial assessment by:</th>
<th>Doctoral College in consultation with EDI (Equality, Diversity, and Inclusion) Team</th>
<th>Date: 25th November 2022</th>
</tr>
</thead>
</table>

## Key changes made as a result of Equality, Diversity, and Inclusion Analysis:

EDI has been a consideration throughout the development of the policy and a detailed equality analysis has been carried out and feedback from EDI Team sought.

## Document location

The Postgraduates Who Teach Policy and Supporting Guidelines will be published on the Doctoral College web [Doctoral College - Doctoral College - Newcastle University (ncl.ac.uk)](https://www.ncl.ac.uk)
Appendix 1

Table 1 Summary of PGWT Options

<table>
<thead>
<tr>
<th></th>
<th>Occasional Postgraduate Teacher (OPT)</th>
<th>Contracted Postgraduate Teacher (CPT)</th>
<th>Postgraduate Teaching Assistant (PGTA)</th>
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</thead>
<tbody>
<tr>
<td><strong>Flexibility</strong></td>
<td>Ad hoc as required</td>
<td>Planned over a fixed period</td>
<td>Planned over duration of degree programme</td>
</tr>
<tr>
<td><strong>Typical contribution to teaching</strong></td>
<td>Ad hoc/unpredicted &lt;160 h/year</td>
<td>≤0.2 FTE across the year (≤345 h/year)</td>
<td>&gt;0.2 FTE across the year (&gt;345 h/year)</td>
</tr>
<tr>
<td><strong>Remuneration</strong></td>
<td>Ad hoc payment through SEOC</td>
<td>Part-time employment for teaching only</td>
<td>Employment for teaching and postgraduate research</td>
</tr>
<tr>
<td><strong>Student status for tax and visa purposes</strong></td>
<td>Retained</td>
<td>Retained</td>
<td>Retained (as primary purpose is as a student)</td>
</tr>
<tr>
<td><strong>Degree candidature duration</strong></td>
<td>Not extended</td>
<td>Might be extended as combined candidature</td>
<td>Extended, usually as part-time candidature</td>
</tr>
<tr>
<td><strong>Policies applicable to individual</strong></td>
<td>Student only</td>
<td>Both student and colleague policies</td>
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</tr>
</tbody>
</table>

Further information on visa support can be found [here](#): The University’s Visa Team can provide advice and support to international students who require assistance [here](#).

Further information on Council Tax Eligibility and Conditions can be found [here](#):

Principles and Conditions for Contracted Postgraduate Teacher can be found [here](#):

Terms and Conditions for PGTA can be found [here](#):
Before commencing an Equality Analysis (EA) please refer to the University’s EA guidance.

**STEP 1 – DEFINE THE FOCUS**

<table>
<thead>
<tr>
<th>Name/title of what this EA is about</th>
<th>Postgraduates Who Teach Policy</th>
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<tbody>
<tr>
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<td>Nicky Houghton, Senior Student Policy and Doctoral College Manager, Student Progress Service</td>
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<tr>
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<td>Initial completion date</td>
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<td>Review date and frequency</td>
<td>December 2023 and Bi-annually thereafter</td>
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<td>PGR Students, Taught Students</td>
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<td>Is the EA for something new or being revised?</td>
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**Briefly describe what this EA is about and what it is focusing on**

The University recognises the significant contribution and value that Postgraduates make to teaching and learning across the University. For the postgraduate teacher, undertaking teaching related activities offers an opportunity for hands-on experience, training, and development, which in turn supports the development of employability skills required to enhance future career prospects.

The revised policy builds upon the existing Policy on Postgraduates who Teach (last updated July 2019) and has been developed as a response to the recommendations of an Internal Audit report (April 2022), feedback received through the consultation process, the need to ensure a positive and supportive experience for a Postgraduate Teacher and to provide a high quality education to those students in receipt of teaching from a Postgraduate Teacher.

The revised policy also captures the options available to Postgraduates Teachers who want to contribute to teaching, which have evolved since the last iteration of the policy.

The available options are:

**Occasional Postgraduate Teacher (OPT):** Where ad-hoc or occasional teaching, or teaching related activities are required by an Academic Unit, these are made available through the **Student Employment on Campus route, using the SEOC (Student Employment on Campus) My Working Hours on Campus App.**

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**Policy on Postgraduate Students Who Teach**

Appendix 2

**Equality Analysis**

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Postgraduate Teaching Assistant (PTA): Where the Academic Unit requires a Postgraduate Teacher to undertake a significant amount of teaching, normally in excess of 0.2FTE, and this results in extension of the duration of candidature. The teaching will be offered in the form of a PTA (Postgraduate Teaching Assistant) which includes an academic offer of a place on a programme, alongside an employment contract within which there is responsibility for provision of teaching covering the duration of the research degree.

In this review, we also set out to simplify the language used and to make it easier for both students and colleagues to understand the requirements of the policy. The policy will be supplemented with a dedicated Doctoral College webpage providing additional guidance, implementation updates and links to other internal policies, webpages, etc.

STEP 2 – GATHER EVIDENCE & CONSULT

What evidence and consultation with colleagues or students has been used to determine any implications (negative and positive) for different groups?

Examples of evidence include:
- Colleague and/or student diversity profile data
- Comparator/benchmarking data (internal or external)
- Take-up/usage data by different groups
- Survey results e.g., satisfaction, experience or engagement surveys
- Feedback and anecdotal evidence from colleagues or students
- Reports of discrimination, harassment, victimisation, complaints, concerns or grievances
- Findings of research/reports or good practice relevant to this EA (internal or external)

If there are any gaps in evidence that limit the assessment, try to fill them before progressing. If gaps remain, explain this and identify if this limits the assessment, and how you will seek address this in the future at Step 4.
Policy on Postgraduate Students Who Teach

PGR Student Data
An analysis of the SAP data (in November 2022) demonstrates that the PGR population is diverse.

There are approximately 2500 PGR students (Doctoral and MPhil) in candidature (prior to thesis submission) and under examination.

- 57% (1437) of the population identifies as white versus 43% as some other background.
- 64% (1611) of the population has a Home fee category versus 36% on an International fee category.
- 52% (1311) of the population identifies as female versus 48% as male, the average age is 32 years old, with ages ranging from 21 to 75 years old.
- 23% (572) of the population identifies as having dependent children.
- 8% (202) of the population identifies as being a carer.
- 84% (2124) of the population are registered on a full-time programme of study.
- PGR students come from approximately 103 countries.

Internal Audit Report
An Internal Audit was undertaken between September 2021 to March 2022. This was a detailed review to gain a high level of assurance.

The audit was conducted remotely and in person and the following actions were taken:

- held discussions with representatives from the three faculties.
- reviewed available documentation.
- asked all schools to respond to a questionnaire.
- reviewed available policies from 14 universities.
- walked-through the process using a student who taught from each faculty.
- tested a sample of 10 payment claims.

The audit sought assurance that the processes and procedures were fit for purpose. The audit did not cover other (non-student) hourly paid teaching staff.

People Services obtained management information for the period since Student Employment On Campus was implemented (August 2019 to July 2021); the data required much analysis and colleagues found it difficult to identify students who teach as distinct from those who are employed in other casual work. Using rate of pay, they identified student names, modules worked on, number of hours claimed, and the total amount paid; they noted that the University spent over £1m in academic year 2020/21 on PGR resource, roughly the equivalent of 32 FTE colleagues; faculty spend was: FMS £93,000; HaSS £384,000; SAgE £444,000.

All schools were asked to respond to a questionnaire developed by Internal Audit, available policies from 14 universities were reviewed and the process was walked-through using a student who taught from each faculty, as well as testing a sample of 10 payment claims.

Postgraduates who Teach Data
The casual nature of teaching related activities does not facilitate a detailed analysis of the PGR population that takes part in these teaching related activities. The number of PGR students who undertake occasional work through the Student Employment on Campus (SEOC) route is significant. Across the University during the 2020/21 academic year, 702 PGR students were paid through SEOC for a total of 58,893 hours, ranging from 1 to 548 hours.
Policy on Postgraduate Students Who Teach

The SEOC data below shows the extent to which the University utilised Postgraduates to teach

The figures in the table below were taken from AY 20/21 and were closely aligned to the 19/20 AY

<table>
<thead>
<tr>
<th>Number of hours worked per year</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 hours or less</td>
<td>474</td>
</tr>
<tr>
<td>101 - 200</td>
<td>159</td>
</tr>
<tr>
<td>201 - 300</td>
<td>51</td>
</tr>
<tr>
<td>301 - 400</td>
<td>11</td>
</tr>
<tr>
<td>400+</td>
<td>7</td>
</tr>
</tbody>
</table>

Anecdotal discussions with PGR students would appear to indicate:

- Variability in the allocation of teaching related activities
- Availability of desired work, e.g., modules aligned with research expertise rather than introductory modules
- Variability in payment for preparation time and payment

There is currently no equivalent SEOC data for the 2021/22 academic year, as the data in the SEOC system is not set up to provide easy reporting and the 2020/21 academic year data took a significant amount of time and manual work arounds to produce. However, the data was tested by People Services with one of the higher Academic Unit users and it matched their records or hours assigned to Postgraduates who Teach and they were advised that told that this was typical of any one year.

Consultation
During the review of the Postgraduates who Teach policy, there was extensive consultation across the University, involving:

- University Committees (University and Faculty Education Committees and PGR Sub-Committee, where membership includes student representatives)
- Doctoral College Executive Group
- NUSU and PG Society
- High User Academic Units
- People Services

The feedback received during the consultation process has been used to guide the changes made to the policy.
Policy on Postgraduate Students Who Teach

STEP 3 – ASSESS IMPACT & DECIDE HOW TO PROCEED

Using the evidence and feedback gathered in Step 2, answer the following two questions considering all the protected characteristics of the Equality Act 2010. Where no negative or positive implications can be identified, please specify if impacts are unknown or you anticipate a neutral impact. Where relevant, consider combinations of protected characteristics (intersectionality) and other considerations, such as parental responsibilities or socio-economic background.

1. **Are there any negative impacts for any group(s)?** Examples include:
   - A group being treated less favourably
   - A group being placed at a disadvantage
   - A group being impacted (negatively) more than others
   - Not making reasonable adjustments for disabled people
   - Barriers to access and participation
   - Poorer experiences or outcomes
   - Negative affect on relations between groups
   - Any other negative implications or findings

2. **Are there any positive impacts for any group(s)?** Examples include:
   - Enabling access and participation
   - Anticipatory adjustments for disabled people
   - Improving colleague/student experience or outcomes
   - Preventing discrimination, harassment or victimisation
   - Fostering good relations between groups
   - Any other positive implications or findings

<table>
<thead>
<tr>
<th>Group</th>
<th>Impact</th>
<th>Comments – please explain your assessment here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>☐ Positive ☐ Negative ☒ Neutral ☐ Unknown</td>
<td>Age is not expected to have an impact on undertaking teaching related activities.</td>
</tr>
<tr>
<td>Being a certain age, in a certain age range, or stage of life (e.g. menopause, retirement).</td>
<td>Age is not expected to have an impact on undertaking teaching related activities.</td>
<td></td>
</tr>
<tr>
<td>Disability</td>
<td>☐ Positive ☐ Negative ☒ Neutral ☐ Unknown</td>
<td>Having a variety of options available to postgraduates to undertake teaching related activities is intended to provide students, as well as academic units, with flexibility to respond to the teaching needs and opportunities available. PGR students with a disability may benefit through the more formal nature of employment with the CPT and PTA routes and ability to include dedicated working arrangements.</td>
</tr>
<tr>
<td>Physical or mental condition, including unseen, which (untreated) has a substantial and long-term impact, which might recur.</td>
<td>Having a variety of options available to postgraduates to undertake teaching related activities is intended to provide students, as well as academic units, with flexibility to respond to the teaching needs and opportunities available. PGR students with a disability may benefit through the more formal nature of employment with the CPT and PTA routes and ability to include dedicated working arrangements.</td>
<td></td>
</tr>
</tbody>
</table>
## Policy on Postgraduate Students Who Teach

<table>
<thead>
<tr>
<th>Category</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unpaid carers</strong></td>
<td>Protection from discrimination related to their association with/responsibilities for caring for a disabled person.</td>
</tr>
<tr>
<td>Unknown</td>
<td>It is possible that unpaid carers may not be able to commit to the more substantial CPT and PTA routes and might prefer the OPT route.</td>
</tr>
<tr>
<td></td>
<td>It is possible that not all laboratories will have disabled access and Academic units should take this into consideration.</td>
</tr>
<tr>
<td>Gender affirmation</td>
<td>Including all non-binary and trans identities who do and do not undergo medical or other transitions.</td>
</tr>
<tr>
<td>Positive</td>
<td>Gender identity and gender affirmation is not expected to have an impact.</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Marriage &amp; civil partnership</td>
<td>Being married or in a civil partnership (relevant to employment only).</td>
</tr>
<tr>
<td>Positive</td>
<td>Marriage and civil partnership are not expected to have an impact.</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Pregnancy &amp; maternity</td>
<td>Being pregnant, having recently given birth, being on maternity leave or breast/chestfeeding.</td>
</tr>
<tr>
<td>Positive</td>
<td>There will be a positive impact for those students on CPT and PTA routes as they will have access to parental leave policies in place.</td>
</tr>
<tr>
<td>Negative</td>
<td>Having a variety of options available to postgraduates to undertake teaching related activities is intended to provide</td>
</tr>
<tr>
<td>Neutral</td>
<td>students, as well as academic units, with flexibility to respond to the teaching needs, opportunities available and their particular</td>
</tr>
<tr>
<td>Unknown</td>
<td>circumstances.</td>
</tr>
<tr>
<td>Race &amp; ethnicity</td>
<td>Majority and minority ethnic groups. Where relevant, nationality or national origins, and related factors such as culture or language.</td>
</tr>
<tr>
<td>Positive</td>
<td>Having a variety of options available to postgraduates to undertake teaching related activities is intended to provide</td>
</tr>
<tr>
<td>Negative</td>
<td>students, as well as academic units, with flexibility to respond to the teaching needs, opportunities available and their particular</td>
</tr>
<tr>
<td>Neutral</td>
<td>circumstances.</td>
</tr>
<tr>
<td>Unknown</td>
<td>The revised policy is recommending more formal recruitment procedures for teaching opportunities across all the available routes,</td>
</tr>
<tr>
<td></td>
<td>which will promote transparency and equality of opportunity through open recruitment, mentoring, training, review and feedback.</td>
</tr>
<tr>
<td></td>
<td>The revised policy should ensure advertising of all opportunities so that they are visible to all students, including hard to reach</td>
</tr>
<tr>
<td></td>
<td>groups.</td>
</tr>
<tr>
<td></td>
<td>The revised policy will be publicised as widely as possible so that it becomes visible to all students, including hard to reach groups,</td>
</tr>
<tr>
<td></td>
<td>as well as academic and professional services colleagues in Academic Units.</td>
</tr>
<tr>
<td>Religion or belief</td>
<td>Having/not having a religion.</td>
</tr>
<tr>
<td>Positive</td>
<td>Religion or belief is not expected to have an impact.</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
</tbody>
</table>
### Policy on Postgraduate Students Who Teach

<table>
<thead>
<tr>
<th></th>
<th>Neutral</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Having/not having philosophical beliefs that apply to an important aspect of life.</em></td>
<td>☒ Neutral</td>
<td>☐ Unknown</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td>☒ Positive</td>
<td>☐ Negative</td>
</tr>
<tr>
<td>In UK law, female or male.</td>
<td>☐ Neutral</td>
<td>☐ Unknown</td>
</tr>
</tbody>
</table>

By clearly articulating the teaching routes available in the revised policy, this will provide clarity to students about what is available.

The revised policy is recommending more formal recruitment procedures for teaching opportunities across all the available routes, which will promote transparency and equality of opportunity through open recruitment, mentoring, training, review and feedback.

The revised policy will be publicised as widely as possible so that it becomes visible to students of all ethnic backgrounds, as well as academic and professional services colleagues in Academic Units.

| **Sexual orientation** | ☐ Positive | ☐ Negative |
| A person’s sexual attraction to other people, or lack thereof. | ☒ Neutral | ☐ Unknown |

Sexual orientation is not expected to have an impact.

| **Other considerations** | ☐ Positive | ☐ Negative |
| Such as parental responsibilities, wellbeing, socio-economic background, or working pattern. | ☒ Neutral | ☐ Unknown |

By clearly articulating the teaching routes available in the revised policy, this will provide clarity to students about what is available. The different routes are intended to provide flexibility for both Postgraduate Teachers and academic units. The OPT route provides flexibility to undertake occasional teaching, whereas the CPT and PTA routes might provide more financial security with the certainty for a student to benefit from a fixed income for a set period of time.

The revised policy is recommending more formal recruitment procedures for teaching opportunities across all the available routes, which will promote transparency and equality of opportunity through open recruitment, mentoring, training, review and feedback.

Possibility for students in difficult financial situations to over-commit, for instance by engaging in teaching related activities within the University and taking part-time employment outside the university.

The policy will provide consistency of remuneration for both teaching and teaching related activities, e.g., training, induction, etc. Payment will be made at an agreed rate (approved by the Director of People Services) and will be made clear to the Postgraduate Teacher in advance of starting their teaching.
Policy on Postgraduate Students Who Teach

The policy recommends that a Postgraduate Teacher is provided with training, induction, mentoring support, as well as guidance on expected standards and behaviour, so that a Postgraduate Teacher is fully prepared for their teaching activities, irrespective of previous experience.

The revised policy will be publicised as widely as possible so that it becomes visible to students of all ethnic backgrounds, as well as academic and professional services colleagues in Academic Units.

Intersectionality

Characteristics in combination e.g. disability & race, age & pregnancy, sex & religion, more than one disability.

☐ Positive
☐ Negative
☐ Neutral
☐ Unknown

It is hoped that by clearly articulating the teaching routes available in the revised policy, this will provide clarity to students about what is available. The different routes are intended to provide flexibility for both Postgraduate Teachers and academic units. The OPT route provides flexibility to undertake occasional teaching, whereas the CPT and PTA routes might provide more financial security with the certainty for a student to benefit from a fixed income for a set period of time.

The revised policy recommends formal recruitment procedures for teaching opportunities across all the available routes, which will promote transparency and equality of opportunity through open recruitment, mentoring, training, review and feedback.

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The revised policy will be publicised as widely as possible so that it becomes visible to students of all ethnic backgrounds, as well as academic and professional services colleagues in Academic Units.

Conclusions

Summarise your key findings below.

The policy has been revised based on the recommendations from the Internal Audit report, feedback received through the consultation process, the need to ensure a positive and supportive experience for a Postgraduate Teacher and to provide a high-quality education to those students in receipt of teaching from a Postgraduate Teacher.

The revisions to the policy are intended to capture the options available to postgraduates who are interested in undertaking teaching related activities. The articulation of these options should have a positive impact for PGR students so that they can make decisions based on their individual circumstances:

- The OPT route provides flexibility to PGR students who wish to undertake occasional teaching.
- The CPT route provides a guarantee of employment for a specified number of hours over a specified period of time.
- The PTA route provides a guarantee of employment for a specified number of hours over the duration of the research degree.
The policy articulates the expectations of the academic unit in terms of recruitment etc. to ensure equality of opportunity, selection, induction, payment and experience.

The policy recommends that a Postgraduate Teacher is provided with training, induction, mentoring support, as well as guidance on expected standards and behaviour, so that a Postgraduate Teacher is fully prepared for their teaching activities, irrespective of previous experience.

Regular review of the implementation of this policy will be undertaken to identify areas of improvement and good practice.

<table>
<thead>
<tr>
<th>Decide how to proceed</th>
<th>How does your assessment suggest the proposal/policy/initiative should proceed? You can explain your answer in the box below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Stop or postpone (e.g. in order to consider EDI implications in more depth).</td>
<td>☐ Alter in order to address impacts (set out the actions required at Step 4). ☒ Proceed as planned (if there are any negative impacts, you will need to be able to objectively justify this decision).</td>
</tr>
</tbody>
</table>

**STEP 4 – PLAN ACTION**

The assessment in Step 3 should inform actions to be recorded below and included in Faculty, School or Central services plans. For example:

- actions to mitigate negative implications or enable positive implications
- actions to fill gaps in available evidence
- actions to consult with colleagues or students

This action plan should also outline how and when you will monitor impacts during implementation and review this EA.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Due date</th>
<th>Assigned to</th>
<th>Managed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor statistics on postgraduates engaging on all of the teaching routes, in terms of gender and ethnicity, in order to determine any possible discrimination and to analyse groups where no impact is expected to ensure there is no impact.</td>
<td>November 2023</td>
<td>Doctoral College</td>
<td>Doctoral College Executive Group</td>
</tr>
</tbody>
</table>
## Policy on Postgraduate Students Who Teach

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeframe</th>
<th>Responsible Party</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey/Focus Group Postgraduate Teachers across all teaching routes towards the end of the 23/24 academic years to collate their experiences of engaging with teaching.</td>
<td>End of 23/24 academic year</td>
<td>Doctoral College</td>
<td>Doctoral College Executive Group</td>
</tr>
<tr>
<td>Launch event to publicise revised Postgraduates who Teach policy to colleagues.</td>
<td>March/April 2023</td>
<td>Doctoral College Executive Group</td>
<td>Doctoral College Executive Group</td>
</tr>
<tr>
<td>Include details on revised Postgraduates who Teach policy in monthly newsletter to PGR students.</td>
<td>April 2022 and September 2023</td>
<td>Doctoral College</td>
<td>Doctoral College</td>
</tr>
</tbody>
</table>