



UNIVERSITY OF
LINCOLN

SECRETARIAT

ACADEMIC POLICY SUMMARY SHEET

NAME OF ACADEMIC POLICY:	University Framework to Support Postgraduate Research Students Who Teach
PURPOSE OF POLICY AND WHOM IT APPLIES TO:	The Framework applies to Postgraduate Research students who teach at the University of Lincoln
RESPONSIBLE BOARD/ COMMITTEE WITH ROUTE OF APPROVAL:	Academic Board originally approved the policy in June 2013. The policy was updated with minor revisions and approved by the Research Committee in October 2018
LEAD STAFF MEMBER RESPONSIBLE FOR ITS UPDATE:	Director of Doctoral School
PERSONS CONSULTED IN DEVELOPING POLICY:	The latest version of the Framework was considered by the Doctoral Management Board, Human Resources, Lincoln Academy for Learning and Teaching, and the University Research Committee
POLICY FINALLY APPROVED BY:	Academic Board
DATE OF IMPLEMENTATION:	June 2013
DETAIL OF DISSEMINATION:	The revised policy was promoted to Colleges in November 2018 by the Doctoral School
PROPOSED DATE OF REVIEW	Reviewed annually by the Doctoral Management Board
SECRETARIAT OFFICER – MAIN CONTACT:	Officer to the Research Committee
DATE:	30 October 2018



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UNIVERSITY FRAMEWORK ON TEACHER EDUCATION FOR POSTGRADUATE RESEARCH STUDENTS WHO TEACH

UNIVERSITY FRAMEWORK – 3 LEVELS

This paper sets out the teaching responsibilities for PGR students and the framework of educational support and professional development to be provided by the University of Lincoln. The framework is arranged at 3 levels to include:

1. Subject specific support provided by the Colleges, including induction, mentoring, peer observation and subject specific training.
2. Training and support in HE teaching and professional accreditation provided by LALT and available to all staff and others who teach, including PGR students.
3. Graduate Teacher Education Program (GTEP) coordinated by the Doctoral School, and which is designed for PGR students on scholarships with a teaching role (e.g. GTA) and available to PGR students who engage in significant teaching roles.

These levels of provision support and complement each other, providing structured delivery of educational support and professional development for PGR students who teach.

ROLES AND RESPONSIBILITIES FOR PGR STUDENTS WHO TEACH

PGR students engage in teaching in a number of contractual arrangements including:

- UoL staff who are primarily employed as lecturers or technicians and enrol on PGR programs;
- PGR students whose scholarship includes contribution to teaching (e.g. GTAs);
- PGR students who are primarily engaged in their research project but contribute to teaching for additional income and/or career development (e.g. Associate Lecturers and Demonstrators).

Roles and responsibilities are set out clearly in the job description/contract/scholarships provided by Human Resources (HR).

It is recognized by QAA that involving PGR students in teaching can be beneficial for career development. However, it is important that PGR students are suitably trained and supported for their roles, for the benefit of the PGR students, the HE students they are teaching and the standards of the university. It is also important that involvement in teaching does not negatively impact on the progress of the PGR student's research work.

For this reason, funding bodies including research funding councils recommend that PGR students on funded scholarships spend no more than 6 hours per week on teaching activities. Similar guidance is provided for University of Lincoln students funded by GTA (or equivalent) scholarships. Where funded students undertake more than these guideline teaching hours then this should involve consultation with the supervisory team and the funding body, to consider implications for completion of research work. Furthermore there may be tax implications for PGR student's scholarships where they take on a significant hours of paid employment.

SUBJECT SPECIFIC SUPPORT PROVIDED BY THE COLLEGES

All PGR students who are involved in teaching will be expected to attend an induction to teaching and learning in their college/school.

The induction will normally take place before PGR students begin their teaching activities. This will cover the specific requirements of the roles the student has in teaching and/or teaching support, the local support mechanisms within School/College and the central support framework and training for PGR students who teach

In addition to the induction, the College/School will provide:

- A member of academic staff to attend and observe an early teaching session or related teaching activity
- One formally observed teaching session per year (PROP)
- A named mentor, normally from existing academic staff involved in the relevant program

Each PGR student with teaching responsibilities should maintain a record of the activities stated above (and other teaching development activities), which can be incorporated into their Research Development Needs Analysis (RDNA). This should be signed off by Academic Lead in their School and copy kept within the School Office. It is the responsibility of the Head of School to ensure that PGR students' teaching commitments do not impact negatively on progress with their research.

The induction will cover:

- Requirements of PGR teaching support in the subject area;
- Responsibilities of the PGR student in their role;
- Relationship with teaching/support team including academic staff in charge of the teaching sessions and/or modules, technical staff and relevant School administrators supporting teaching activities
- Compliance with health and safety, ethical considerations and equality/diversity issues;
- Access to non-academic support for HE students;
- Advise on effective teaching support and development.

The precise contents of the induction course will depend on the type of teaching support required. For example, support for studio work may require very different skills, to supporting students in seminars or acting as demonstrator in practical classes. As well as fitting the needs of subject, the induction should be targeted at the role of the PGR student in teaching. For example, a PGR student employed as an Associate Lecturer would require a deeper and more extensive knowledge of teaching practice and processes, whereas a Demonstrator would need to be audited for their skills, and receive instruction on the specific requirements of each practical class or seminar they support.

Where PGR students are engaged in the assessment of student work, appropriate training and support must be provided, including overview of the aims and form of the assessment, the marking criteria and marking schemes where appropriate, and support and review through internal verification of marks and feedback.

As part of the teaching support, PGR student's early teaching session(s) will be attended by a member of academic staff, acting as observer, who will help introduce the student to the experience, deal with any issues that arise on the spot, and provide them with feedback afterwards. It may also be appropriate, depending on the nature of the teaching support, to arrange further observations and other forms of support with the student. PGR students who teach can participate in the University's Peer Review of Practice (PROP) scheme post induction for formal feedback on teaching practise.

As members of staff of the University, postgraduate students who teach must also complete relevant training packages provided by Organizational Development unit. An overview of relevant training and

its delivery will be provided at induction.

Each student who teaches should have a named mentor, from the same subject discipline, preferably with a PGCE qualification or HEA Fellowship recognition, to provide advice, guidance and support.

Colleges should actively encourage PGR students who teach to access training opportunities provided by LALT, Doctoral School as well as relevant support through Central Development Programme.

PGR students who teach and who apply for Associate Fellowship of the HEA can receive additional mentoring and support from their Colleges and LALT to complete their application to the HEA.

CENTRAL SUPPORT FOR PGR STUDENTS WHO TEACH: GRADUATE TEACHER EDUCATION PROGRAMME (GTEP) AND ROUTES TO PROFESSIONAL RECOGNITION

The University provides opportunities for PGR students who teach to engage in continuing professional development, which includes:

- The Graduate Teacher Education Program (GTEP)
- Support for Professional Recognition via direct application to the HEA
- Workshops and events

Graduate Teacher Education Program (GTEP)

The GTEP is designed to allow deeper reflection and training in the approaches used in delivery of teaching material, as well as supporting and assessing HE students. It is aimed at PGR students who are engaged in development and delivery of teaching material and provides the opportunity for them to develop the knowledge and skills needed to perform effectively in their role. The program covers the planning of teaching activities, delivery to large and small groups, assessment strategies and effective provision of feedback. Places on this program can be booked via the Doctoral School. Completion of this program is expected for students receiving GTA scholarships, with additional places available for other PGR students engaged in development and delivery of taught material and assessment.

Associate Fellowship of HEA/Advance HE

Advice on professional recognition, specifically with HEA, is provided by LALT to all teaching staff. PGR students who teach can apply for recognition as Associate Fellows of HEA, and where appropriate University of Lincoln may support applications with a good record of engaging in suitable training (e.g. completion of GTEP)

Workshops and events

Each academic year, LALT and the Doctoral School offer a series of events, working in partnership with other University departments, designed to enhance learning and teaching and student engagement practice across the institution. PGR students who teach are encouraged to access all relevant workshops and events.

REVIEW AND MONITORING

Implementation of this policy will be monitored and reviewed annually by the Doctoral Management Board.