

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

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the Academic Unit).

- 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 combined candidature which extends the duration of doctoral studies to 5 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 [here](#):

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.

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- 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

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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) [here](#).
- 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

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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 ILTHE 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.

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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. A copy will be made available at the Doctoral College web site [here](#).

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.

What will be monitored?	Frequency	Method	Who by	Reported to
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<p>Review, Implementation and Monitoring of PGWT Policy</p> <p><i>Level of awareness of Policy amongst internal stakeholders</i></p>	<p><i>Bi-annually</i></p>	<p><i>Consultation meetings with internal stakeholders – PGWT Implementation Conversations with Academic Units</i></p> <p><i>A Profile-Raising Forum will be arranged to raise awareness to colleagues and PGWT (May 2023)</i></p> <p><i>People Services in consultation with Union Representatives in relation to Principles and Conditions for PGWT (GTA and PGTA)</i></p> <p><i>Conversations with Course representatives - NUSU</i></p>	<p><i>Doctoral College Strategy Manager/Senior Student Policy and Doctoral College Manager, and People Services</i></p>	<p><i>Implementation Progress Review Points</i></p> <p>Interim Review Point at PGR Sub-Committee <i>Annually in December</i></p> <p>Annual Review at PGR Sub-Committee <i>Annually in June (with report to UEC)</i></p> <p><i>Regular updates to PGR Sub Committee (with updates to UEC) throughout 23/24 academic year.)</i></p>
<p><i>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.</i></p>	<p><i>Annually</i></p>	<p><i>Conversations with Academic Units</i></p> <p><i>Faculty Education Committees</i></p> <p><i>In conjunction with People Services.</i></p> <p><i>PG Student Voice engagement</i></p>	<p><i>Doctoral College Academic Units</i></p> <p><i>People Services</i></p>	
<p><i>Number of Hours worked by SEOC. Contracts issued to CPT and PGTA</i></p>	<p><i>From September 2023 – annually thereafter</i></p>	<p><i>Review of SEOC Data. Review of CPT and PGTA data</i></p>	<p><i>People Services</i></p>	<p><i>Reported to PGR Sub-Committee (January 2024)</i></p> <p><i>UEC (February 2024)</i></p>
<p>Review and Monitoring of PGWT Policy:</p> <p><i>Feedback gathered from Postgraduate Teachers</i></p> <p><i>Feedback from students in receipt of Postgraduate Teaching.</i></p>	<p><i>Annually</i></p>	<p><i>Survey</i></p>	<p><i>Academic Units</i></p>	<p><i>Reported to PGR Sub-Committee (January 2024)</i></p> <p><i>UEC (February 2024)</i></p>

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

Document control information	
Does this replace another policy? Yes - Postgraduates Who Teach Policy (2019)	
Approval	
Approved by: <u>University Education Committee</u> <u>University Research and Innovation Committee</u> <u>University Executive Board</u> <u>Senate</u>	Date: <u>13th December 2022</u> <u>14th December 2022</u> <u>21st February 2022</u> <u>1st March 2023</u>
Effective from: March 2023 (in tandem with People Services Principles and Conditions Document)	

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Soft launch to be implemented in September 2023		
Review due –	every five years or shorter period: Every 5 years	
Responsibilities		
Executive sponsor:	<u>Chair of PGR (Postgraduate Research) Sub-Committee</u>	
Policy owner: (This may be an officer or Committee)	<u>PGR Sub-Committee</u>	
Person(s) responsible for compliance:	<u>Brian Walker (Postgraduate Research)</u> <u>Tom Ward (Education)</u>	
Consultation: A detailed Consultation Timeline is available for reference.		
Version	Body consulted	Date
<u>1</u>	<u>PGR Sub-Committee</u>	<u>June 2022</u>
<u>2</u>	<u>UEC (University Education Committee) & FECs (Faculty Education Committee) (Faculty Education Committee) (Faculty Education Committee)</u> <u>PGR Sub-Committee and UEC</u>	<u>September – October 2022</u> <u>December 2022</u>
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		
Initial assessment by:	<u>Doctoral College in consultation with EDI (Equality, Diversity, and Inclusion) Team</u>	Date: 25th November 2022
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)		