



UNIVERSITY OF  
LINCOLN

## SECRETARIAT

### ACADEMIC POLICY SUMMARY SHEET

<b>NAME OF ACADEMIC POLICY:</b>	University Framework on Teacher Education for Postgraduate Research Students Who Teach
<b>PURPOSE OF POLICY AND WHOM IT APPLIES TO:</b>	The framework applies to PG Research students who teach.
<b>RESPONSIBLE BOARD/ COMMITTEE WITH ROUTE OF APPROVAL:</b>	Academic Board approved the policy on 11 June 2013 as recommended by the Academic Affairs Committee meeting of 24 April 2013.
<b>LEAD STAFF MEMBER RESPONSIBLE FOR ITS UPDATE:</b>	Dean of Teaching & Learning
<b>PERSONS CONSULTED IN DEVELOPING POLICY:</b>	The framework and its implementation will be considered by the College Education & Students Committees and the Heads of School Forum.
<b>POLICY FINALLY APPROVED BY:</b>	Academic Board on 11 June 2013 ( <i>with minor updates incorporated in July 2015</i> )
<b>DATE OF IMPLEMENTATION:</b>	June 2013
<b>DETAIL OF DISSEMINATION:</b>	The policy was circulated to relevant staff in June 2013 and is available on the Secretariat's portal site.
<b>PROPOSED DATE OF REVIEW</b>	To be reviewed annually by the Graduate Committee.
<b>SECRETARIAT OFFICER – MAIN CONTACT:</b>	Officer to the Graduate Committee
<b>DATE:</b>	11 June 2013



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## ACADEMIC BOARD

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### UNIVERSITY FRAMEWORK ON TEACHER EDUCATION FOR POSTGRADUATE RESEARCH STUDENTS WHO TEACH

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#### BACKGROUND AND INTRODUCTION

In July 2009, the Core Executive endorsed a programme for the training of Graduate Teaching Assistants (GTAs) following a QAA recommendation after an Institutional Audit in 2008.

The issue was reconsidered by the QAA Institutional Review in November 2012 and the QAA report stated that:

*“The review team heard that arrangements for supporting postgraduate students who teach varied by faculty. It was noted that the previous Institutional Audit report recommended that the University should consider the formal training required to support postgraduate students who teach and that the Academic Board had signed off the action plan in 2009 confirming that these areas had been addressed. Despite this, the review team considered that inconsistencies remain and the University would benefit from an overarching institutional policy setting out teaching responsibilities for postgraduate students, the timing of their training and requirements for additional training if they are required to assess as well as teach.”*

Following the QAA recommendation, the Academic Affairs Committee considered the matter in further detail at its meeting on 24 April 2013 and approved in principle a draft policy subject to consultation with the College Directors of Education & Students. The framework was approved in June 2013.

This revision of the framework takes into account recent institutional restructuring, and outlines the role of the newly created Educational Development and Enhancement Unit (EDEU) in supporting postgraduates who teach. The EDEU works to deliver a number of strategic agendas in research-engaged teaching, student engagement, digital education, teaching qualifications and professional recognition for staff and postgraduate students who teach.



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## UNIVERSITY FRAMEWORK ON TEACHER EDUCATION FOR POSTGRADUATE RESEARCH STUDENTS WHO TEACH

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### UNIVERSITY FRAMEWORK – TWO 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 two levels to include (i). Subject specific support provided by the Colleges, and (ii). Teacher education programmes and routes to professional recognition offered by the Educational Development and Enhancement Unit. These levels of provision support and complement one another, providing a comprehensive structure of educational support and professional development for all postgraduate research students who teach.

### TEACHING RESPONSIBILITIES FOR POSTGRADUATE RESEARCH STUDENTS

Postgraduate research students can undertake teaching at the University of Lincoln as Graduate Teaching Assistants (GTA), Graduate Demonstrator Assistants (GDA) or Hourly paid lecturers (HPL). Teaching responsibilities are defined by the type of contract agreed.

#### Graduate Teaching Assistants

Graduate Teaching Assistant posts are offered to studentship students. GTA's can be responsible for conducting or assisting in teaching sessions, under the direction of an identified member of academic staff (typically the unit co-ordinator).

GTA's are not required to

- Prepare teaching materials
- Assess student work (unless following a simple prepared "mechanical" marking schema in a teaching session)
- Conduct teaching duties without the direction of a member of academic staff

#### Graduate Demonstrator Assistants

Graduate Demonstrator Assistants are responsible for providing instruction and support to students in practical classes, under the direction of an identified member of academic staff.

Graduate Demonstrator Assistants may also provide support during academic sessions under the guidance and direction of Academic colleagues.

#### Hours of work

For Graduate Teaching Assistants and Graduate Demonstrate Assistants normal teaching hours will be agreed with the Head of School. Postgraduate students are not guaranteed any or a specific number of hours of work although this will not exceed a maximum of 6 hours per week during term time (plus engagement with development opportunities). This information is stated for students in the offer letter and contract of employment.

### Hourly paid lecturers

Hourly paid lecturer contracts can be offered to postgraduate research students who are not in receipt of research studentships. Teaching hours will be agreed with the Head of School.

HPL's can be responsible for

- Delivering lectures and seminars for programmes within the defined specialism
- Undertaking teaching preparation
- Setting and marking projects and assignments
- Setting and marking examinations
- Supervising examinations
- Completion of registers
- Provision of data and related programme administration

## **i. SUBJECT SPECIFIC SUPPORT PROVIDED BY THE COLLEGES**

### **Attendance and timing of training**

All postgraduate students with no prior experience of teaching in a Higher Education setting are expected to attend an introduction to teaching and learning in their college

The introduction will normally take place at the beginning of the academic year and before postgraduate students begin their teaching activities

### **Training and support programme (for GTA's; GDA's and HPL's)**

Each College will provide at minimum

- A taught induction course
- A member of academic staff to attend and observe the students first teaching session
- One observed teaching session per year (PROP)
- A named mentor for each postgraduate research student who teaches

This education provision for postgraduate students who teach is designed to provide a basic introduction to teaching support, and is situated within Colleges, rather than centrally, to ensure that the education provision is carefully designed to match the type of teaching support activities required. Colleges may choose to delegate this education provision to particular Schools or Departments, to reflect differing practices in teaching support.

Each postgraduate student with teaching responsibilities should have a written record of the activities stated above, which should be incorporated into their Training Needs Analysis (TNA). This should be signed off by the Head of 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 on progress with their research.

The induction course will cover, at minimum, the basic requirements of PGR teaching support in the subject area: the responsibilities of the PGR teacher, relationship to the member of academic staff in charge of the session/unit, health and safety requirements (if any), and advice on effective teaching support.

The precise contents of the induction course will depend on the type of teaching support required e.g. support for studio work in Art and Design may require very different skills and practice to presentation of seminars in humanities or advising students during computer programming workshops. Where postgraduate research students who teach are engaged in the assessment of other students' work, appropriate training and support will be provided.

As part of the supported introduction, each student's first teaching session 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. Colleges may also find it appropriate, depending on the nature of the teaching support, to arrange further observations and other forms of appropriate support with the student. Postgraduate students who teach will be expected to participate

in the University's Peer Review of Practice (PROP) scheme post induction.

As members of staff of the University, postgraduate students who teach must complete the online training packages provided by the Organisational Development unit.

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 further advice, guidance and support.

Colleges should actively encourage postgraduate research students who teach to access CPD opportunities provided by the Educational Development and Enhancement Unit (EDEU) and apply for Associate Fellowship of the Higher Education Academy.

## **ii. TEACHER EDUCATION PROGRAMMES AND ROUTES TO PROFESSIONAL RECOGNITION OFFERED BY THE EDEU**

The EDEU provides opportunities for postgraduate research students who teach to engage in continuing professional development, which include

- The Graduate Teacher Education Programme (GTEP)
- Design for Learning
- University of Lincoln Professional Standards Framework (ULPSF)
- Workshops and events

### Graduate Teacher Education Programme (GTEP)

The GTEP is designed to complement the basic introduction to Learning and Teaching provided at College level. The one and a half day programme is aimed at postgraduate research students who are engaged in teaching and provides the opportunity for them to develop the knowledge and skills needed to perform effectively in their role. The programme covers planning, large and small group teaching and assessment and feedback. The GTEP is mapped to the University of Lincoln Professional Standards Framework (ULPSF) and students who complete the programme will receive support from the EDEU team to develop their applications to become Associate Fellows of the HEA.

### Design for Learning

Design for Learning is an in-service short course in Higher Education teacher development for staff and postgraduate students who have a relatively small number of teaching hours and/or supporting learning activity in relation to their role within the University. This 30 credit Masters level award is the first module of the Postgraduate Certificate Learning and Teaching in Higher Education (PgC LTHE).

The course is mapped against the UK Professional Standards for Teaching and Supporting Learning in Higher Education at Descriptor One as set down by the Higher Education Academy (HEA). This means that upon successful completion of the course, participants can achieve national recognition as an Associate Fellow of the HEA.

### University of Lincoln Professional Standards Framework (ULPSF)

The University of Lincoln, through accreditation by the Higher Education Academy (HEA) in 2009, is able to award fellowships to teacher and those supporting teaching and learning through the University of Lincoln Professional Standards Framework (ULPSF). This framework is aligned with the UK Professional Standards Framework

The University of Lincoln requires all staff involved in teaching to have a higher education teaching qualification or professional recognition. The EDEU will provide support for postgraduates who teach to engage with and apply for recognition with the HEA through the ULPSF. In particular, students are encouraged to apply for Associate Fellowship.

### Workshops and events

During each academic year, the EDEU will co-ordinate a series of events, working in

partnership with other University departments, designed to enhance learning and teaching and student engagement practice across the institution. Postgraduate research students who teach will be encouraged to access all relevant workshops and events.

There are no fees for students who participate in the above teaching programmes provided by EDEU.

### **REVIEW AND MONITORING**

Implementation of this policy will be monitored and reviewed annually by the University Education and Student life Committee.

Dr Kelly Sisson and Dr Karin Crawford  
Educational Development and Enhancement Unit  
July 2015