

UWE Policy & Strategy for PGR Contributions to Teaching.

Rationale

1. UWE is an institution with learning & teaching at the core of its activities and Postgraduate Researchers (PGRs) can make a significant contribution to these activities, in particular helping UWE's research to inform its teaching.
3. Teaching can contribute to skills development for PGRs so we should provide managed opportunities for PGRs to engage in it.
4. PGRs make a significant contribution to teaching so they must be appropriately trained.

Principles of Policy

1. PGRs will be encouraged to participate in teaching at UWE because we believe it is of benefit to them and to the teaching of the university. This will apply equally to all PT and FT PGRs, including Professional Doctorate candidates.
2. Contribution to teaching can only occur with the permission of the Director of Studies and will not impede progress on the research degree. For FT students, teaching commitments will not amount in total to more than 120h per academic year. If a PGR and their DoS do not agree about commitments to teaching, the Faculty Director of Postgraduate Research will arbitrate.
3. 'Teaching' includes all activities that help students to learn or that help to assess student learning.
4. PGRs without Masters qualifications will not normally be expected to teach at Masters level.
5. PGRs can be involved in assessment only under the guidance of module leaders and when clear criteria and appropriate systems of marking moderation are in place.
6. PGRs will not normally be expected to lead activities that occur off university sites.
7. PGRs will not act as UWE module leaders unless they are PT and do so as an employee outside their PGR studies.
8. PGRs who teach will be appointed as Demonstrators, Occasional Associate Lecturers or Associate Lecturers under the relevant Terms & Conditions and rates of pay. PGRs who have acted as Ds/HPLs/ALs for less than 220 h per year, and do not have standard academic contracts, will not fall under the regulation that requires a 2nd external examiner for their final examination but Faculty Research Degree Committees and the Research Degrees Award Board can require a 2nd external examiner if they consider that any teaching a PGR has undertaken up to 220h per year could compromise the independence of the examination. PGRs who have done sufficient teaching to be eligible for a fractional standard academic contract under the Terms & Conditions will require a 2nd external examiner.
9. A PGR candidate who teaches more than 120 hours per year must be registered on their degree PT.
10. All PGRs will be made aware via their HoD or nominee if there are opportunities for teaching but may choose whether or not they take advantage of them. There is no guarantee that there will be teaching opportunities for PGRs. HoDs, or nominees, will be encouraged to allocate teaching to PGRs that aligns to their research discipline and to allocate teaching opportunities equitably to those who want them. HoDs, or nominees, should recognize that PGRs may not have significant teaching experience, and in particular that international students may not have experience of learning in the UK, so should ensure that the planning/preparation time they are afforded is appropriate.
11. All PGRs will receive formal training for teaching as part of their induction in order to equip them to make small contributions teaching (up to 45h per year). The only exceptions will be PGRs who already hold appropriate teaching qualifications or those who will not contribute to teaching.
12. PGRs with contributions to teaching of 45 or more hours per year will be required to take the UWE training for teaching in HE.
13. Credit-bearing modules that develop teaching skills can contribute to the UWE credit requirement for PGRs if training needs assessed against the Researcher Development Framework indicate that they would be appropriate.

Strategies

1. Strategy for Formal Training.

a). We recognise that many PGRs are contracted to carry out less than 45h teaching per year and that they may be appointed at short notice. We will, therefore, provide a 1-day formal training course, 'Preparing to Teach in HE', for all PGRs as part of their induction (see Appendix 1). This will enable them to do up to 45h teaching per year for the duration of their registration. We will run this course twice a year, once for the October starters and once for the Jan starters. For PGRs who registered before Oct 2016 the 1-day training course will run multiple times between May and Sept 2016 for PGRs who will teach from Sept 2016 on.

b). PGRs that are student facing and have 45 or more teaching hours per year are required to take the UWE 'Introduction to Teaching & Learning in Higher Education' professional course (see Appendix 2). This can lead to Associate Fellowship of the Higher Education Academy and can, if appropriate, contribute to the UWE credit requirement for PGRs. PGRs with 120+ contact hours and who wish to do so can complete the PGCert in T&L in HE (Appendix 2) and apply to become Fellows of the HEA and, if appropriate, use it to meet the UWE PGR credit requirement. PGRs who take, or who hold, equivalent qualifications will be exempt from this requirement.

c.) The Graduate School Office will be responsible for monitoring PGR completion of formal training. At the appointment of Demonstrators/Occasional Associate Lecturers/Associate Lecturers a declaration of PGR status will be necessary on the appointment form and this will be entered onto the HR spreadsheet records. Nominated Graduate School Office staff will have access to HR spreadsheets and, monthly, will cross-check D/OAL/AL appointments with records of attendance at 'Preparing to Teach in HE' (Graduate School records) and training modules (via ISIS). The Graduate School Office will, annually, send data on PGR contributions to teaching to Faculty Research Degree Committee Chairs so that FRDCs have an overview of them. FRDCs will report on PGR training and contributions to teaching as part of their annual reporting cycle to Graduate School Committee. GSC will report annually on PGR training and contributions to teaching as part of its annual reporting cycle to the Learning Teaching & Student Experience Committee and the Research & Knowledge Exchange Committee.

2. Strategy for Encouraging Research-Informed Teaching.

Data provided by the Graduate School Office to FRDCs will be used to help encourage research-informed teaching. Our strategy will be to interpret 'research-informed teaching' widely to include not just research project help and specialist workshops/seminars but also teaching in the research degree discipline or teaching that is based on similar epistemology and/or methodology.

The Graduate School will encourage the appointment of PGRs for 'enhancement activities for degree programmes' – including, for example, showcases, presentations, workshops, research tasters, masterclasses and careers events. These might occur in existing timetable slots on modules (and therefore be covered by current funding) or as additional activities that HoDs might choose to invest in to address the UWE Learning 2020 strategy. The GS will co-ordinate sharing of good practice for 'PGR Research-Informed Teaching' and advertise to HoDs a list of potential PGR 'Research-Informed Teaching' activities occurring across UWE. We will, overall, ensure that HoDs encouraging 'Research-Informed Teaching' will get support from the PGR community and the Graduate School.

Appendix 1

One Day Workshop – ‘Preparing to Teach In HE’.

Learning Outcomes.

At the end of the workshop all participants will be able to:

1. Analyse their own teaching skills
2. Identify learners’ needs
3. Examine various principles of learning
4. Recognise how to manage learners
5. Justify appropriate ways of facilitating learning
6. Check that learning has taken place
7. Evaluate and review own teaching skills in light of new knowledge learnt in workshop

Appendix 2

Introduction to Teaching & Learning in Higher Education

For those who are student facing and teaching for 45 contact hours per year. Leads to HEA Associate Fellowship. [Further information.](#)

Module
UTLG96-15-M; Supporting Learning in Higher Education
UTLG97-15-3; Developing Practice in Higher Education

PGCert Teaching & Learning in Higher Education

For participants who have completed the Introduction to Teaching and Learning in HE and are using UTLG96-15-M to contribute:

Module
UTLGA7-30-M. Independent Study
UTLG99-15-3. The Practice of Teaching in Higher Education