University of
HUDDERSFIELD
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Postgraduate Researcher (PGR) Teaching Framework

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1. Introduction

1.1 It is common practice for PGRs to teach and support learning (for example supervise, workshops, tutorials, demonstrate etc), mostly at undergraduate level, and it is seen as an important part of their development, particularly with respect to those PGRs who consider the process of undertaking a research degree as partial preparation for a role as an academic. But PGRs can also gain valuable skills in presentation, organising materials, structuring thoughts, and mentoring others.

1.2 There are two sets of students whose success and well-being needs to be considered when determining how teaching by PGRs should be regulated – the students who are being taught and the PGRs themselves. Good training and management of PGR teaching will benefit both groups.

1.3 For the purposes of this framework, the term "PGR teaching" covers any involvement by PGRs in teaching-related activities. This includes direct contact with students (UG or PGT) in classroom, laboratory, or similar environments (including online learning environments), exam and test invigilation, tutorials, marking, and preparation for teaching.

2. Basic principles

2.1 The University will strive wherever possible, and where agreed as important for the PGR's career progression or as part of a fee-waiver/scholarship, to enable PGRs to gain teaching or teaching-related experience during the course of their research degree.

2.2 The University will ensure that PGRs involved in teaching are properly supported and trained, such that they and those they teach have positive experiences and outcomes. Training and support includes supervisor or module leader mentorship, School specific training, as well as through the two-part Learning and Teaching in Higher Education (LTHE) courses.

3. Balancing obligations to PGRs and taught students

3.1 Schools are expected where possible, and where agreed as desirable (see 2.1), to arrange some form of teaching experience for PGRs. However, the needs of the Undergraduate (UG) and Postgraduate Taught (PGT) cohorts for teaching which is both pedagogically and academically of high quality takes precedence. Where PGRs do not have relevant subject specialist knowledge, or are unable to demonstrate, with support, good levels of teaching ability, they may not be allocated teaching hours. In such cases, Schools should strive to provide other opportunities for PGRs to gain classroom experience, for example by shadowing an experienced lecturer.

3.2 Subject leads/course leaders will liaise with appropriate personnel in Schools Director of Graduate Education (DoGE), PGR supervisory teams, Departmental PGR demonstrating coordinators) to ensure that when PGRs are allocated to teaching duties they can be confident that this is manageable for the duration of the allocated period (semester, academic year etc.). They must ensure as far as possible that there is no disruption to UG or PGT teaching because of the shifting demands on PGR time. Consideration should be given to normal pinch points, for example progression monitoring, final thesis submission, and viva voce. The allocation of any form of teaching responsibilities should be discussed and agreed with the PGRs supervisory team to ensure that adequate academic progression can be maintained.

4. Equity in teaching-related work for PGRs

4.1 There are two main equity issues which Schools need to address in relation to PGR teaching work. Firstly, they need to ensure that systems of allocating teaching (or teaching-related) opportunities are equitable, and do not embed any systematic discriminatory practices. As Schools differ in the number and types of teaching opportunities available, a universal mechanism for ensuring fair allocation is not possible; the University therefore requires Schools (via DoGEs) to develop their own policies to operationalise the principle in their teaching context. Secondly, Schools need to ensure that workload is distributed in a fair and equitable manner amongst those PGRs who are required to be involved in teaching. To monitor this, Schools must ensure that DoGEs have access to an overview of PGR teaching allocation to PGRs required to teach (e.g., those with a scholarship) on a termly basis. Reporting on how PGR hours have been utilised and their allocation will form part of each Academic Schools Annual Evaluation Report.

5. Allocation of Hours

5.1 Full-time PGRs who are in receipt of a University scholarship, bursary, or other named scholarship, can be expected to undertake duties in addition to their

research for a maximum of 270 hours, averaged over a 45-week period in any academic year. This is normally overseen and agreed by the Director of Teaching and Learning within the School. There is a normal expectation that duties will be for up to 6 hours support to teaching time (inclusive of preparation and marking time as per the standard workload allocation model) This expectation is reduced pro rata for part-time PGRs (i.e., up to three hours per week averaged). This may include teaching activities (as defined above). Logs of workload should be kept by each PGR to ensure that they do not exceed these hours and submitted to PGR administrators on a termly basis.

5.2 For PGRs who are in receipt of a University scholarship, if, by mutual agreement, they undertake more than this or the pro-rata equivalent, the additional hours will normally be paid at the appropriate PTHP rate for the job. Self-funded or externally funded PGRs may choose to offer such a contribution to the University on the same basis. Total hours employed by the University (paid or unpaid) must not exceed 16 hours in any one week for full-time students in accordance with HR policy. This includes time allocated for marking.

5.3 For overseas PGRs, who are in receipt of a University scholarship, and whose visa limits their permissible working hours (e.g. typically to 20 hrs per week) the requirement to take up unpaid teaching duties may lead to unreasonable financial hardship. In these circumstances the requirement to provide a quota of unpaid teaching assistance may be waived at the discretion of the DoGE. These PGRs will be free to engage in paid university teaching duties where available, other university opportunities (e.g. paid research assistance on projects and/or consultancies) or seek part-time work outside the university.

5.4 Schools and DoGEs should take care to provide a reasonable balance of commitments of teaching related opportunities, over the academic year, potentially including activities such as research assistance, help with Open Days, conferences seminars, knowledge exchange, impact case study assistance and research and other University events. It would not normally be seen as acceptable for a PGR's scholarship commitment to the University to be filled entirely through teaching-related activity. The aim of such scholarships is to enhance the PGR's CV and research experience in a holistic manner in all areas of the Vitae Researcher Development Framework.

5.5 Supervisors should be consulted, and the DoGE should have oversight of the teaching and other commitments allocated to PGRs in each School.

5.6 PGRs should approach their supervisor if they are concerned that they have been allocated excessive duties and should appeal to the Director of Graduate Education if this is not resolved to their satisfaction by the supervisor. PGRs have access to the Student Complaints Procedure should they need to take this further.

6. Training and support for PGRs

6.1 All PGRs who teach must first enrol on an approved teacher training programme and either complete this before they begin their teaching or be able to demonstrate that they are participating fully in the programme whilst their teaching is underway. Those who already have a relevant teaching qualification may be exempted at the discretion of their School's DoGE. Those PGRs who offer only demonstration and are given a School-based induction such as some PGRs in the School of Applied Science and School of Computing and Engineering are also exempted at the discretion of the DoGE for the relevant School. The approved programme for PGRs to be able to undertake seminars, workshops, demonstrating is the Learning and Teaching in Higher Education (1). The approved programme for PGRs to be able to undertake lectures and to lead a session is the Learning and Teaching in Higher Education (2). Schools may choose to develop alternative foundational programmes in addition to LTHE(1) according to the needs of specific groups of PGRs who teach; details of such alternative programmes must be submitted to the Graduate School for approval, via the Dean of the Graduate School. Teaching programmes should include access to GDPR training, as appropriate to the kind of teaching-related activity in which PGRs will be engaging. Where a School is able to make a very strong case for not requiring an approved programme (if for example, a PGR is just giving one guest lecture) they should ask for the DoGE's approval to waive this requirement, by sending an email with relevant details. There is no alternative replacement available for LTHE(2).

PGRs are not required to have undertaken LTHE for exam and test invigilation. For PGRs to lecture they must undertake LTHE(2), unless they are teaching on a part-time contract, rather than teaching as a PGR, in which case the training requirements will be as stipulated by the School / Department employing them. All higher-level duties (such as leading a session, lecturing, and marking) should be agreed between the PGR and the School to ensure that the PGR is comfortable and equipped to undertake such responsibilities.

It is not expected that PGRs will mark work contributing to an undergraduate student's degree classification. However, where this does occur this must be moderated to ensure parity with other marking across the cohort.

6.2 An appropriate induction covering course, module or laboratory-specific information above and beyond the general induction provided by an approved training programme should be arranged for all PGRs who teach in a School. In some areas (such as Applied Sciences and Engineering) there is an expectation that a member of academic staff will be present when a PGR is teaching or leading a session, especially if there are health and safety concerns with materials and equipment being used. Where relevant, module leaders should ensure that PGRs involved in delivering module content meet the rest of the teaching team, understand the learning outcomes of the module, and other

relevant issues including: how attendance is monitored, what procedures they should follow if they suspect issues of academic integrity (plagiarism collusion etc.), what to do or who to contact if technology is not working correctly, or there are any safety / security concerns or similar (such as first aid). In addition, PGRs should be aware of issues relating to GDPR, accessibility and where relevant have access to Prevent training resources.

6.3 PGRs should not normally be expected to engage in teaching-related activity in the first term of their registration with the University. Exceptions to this expectation include members of University staff who are enrolled as PGRs, and in some circumstances PGRs with existing teaching experience and/or relevant professional experience, where the PGR and the supervisory team agree that teaching in the first term will not detrimentally affect their progress. Where teaching activity is restricted solely to the demonstration of equipment and procedures or reasonably straightforward tutorial activity on core / introductory modules, i.e., where full support is provided by module leaders and subject group leaders for teaching, PGRs may be allowed to begin in their first term, if they have completed an approved induction programme and are mentored during this period.

6.4 PGRs may teach at Undergraduate or Masters levels. They may not, however, mark student work at honours (UG) or Masters level unless a specified and documented procedure to ensure appropriate moderation is in place, and has been approved by the School DoGE.

6.5 An expected training and teaching trajectory for doctoral candidates would be to complete LTHE(1) in year 1 leading, for example, to the delivery of seminars and workshops during years 1 / 2. On this basis PGRs would be equipped to undertake LTHE(2) and then apply for AFHEA or FHEA (as appropriate) and, thereafter, be able to deliver lectures under mentored supervision in years 2 / 3.

6.6 All PGRs who teach must be allocated a mentor who is a member of teaching staff. This may be their supervisor, or more often, the module leader or another academic lead from the course on which they will be teaching. The mentor will be responsible for:

6.6.1 ensuring that the overall hours of teaching undertaken by the PGR do not exceed the stated maximum;

6.6.2 ensuring that the PGR is enrolled on and participating fully in a suitable programme of teacher training (unless they are already fully teacher trained or are an Applied Sciences PGR);

6.6.3 ensuring that the PGR is invited to course and module team meetings and is included in team meeting mailings and briefings, or in the School

of Applied Science meet with Academic staff delivering the laboratory or Pharmacy practice session they are involved with;

6.6.4   acting as mentor to the PGR with respect to their teaching and their training programme. This will involve:

- advising the PGR on the preparation of teaching sessions;
- ensuring that the PGR is familiar with all processes relating to assessment, including marking and moderation;
- undertaking teaching observations to ensure that the students being taught are receiving high quality teaching and support;
- where appropriate, acting as a referee for AFHE / FHEA application.

7.   Dealing with problems

7.1   PGRs who teach are members of the teaching team for the module(s) to which they are attached. If taught students have complaints about their performance or conduct, they should raise these through the usual channels, as they would do in relation to any member of the team. PGRs should expect that students may raise issues with them directly and they should support an informal resolution with guidance from their teaching mentor if necessary. PGRs could also advise students to raise such issues with their Personal Academic Tutor or Pastoral Mentor.

7.2   If PGRs have problems with individual students whom they teach, they should raise these in the first instance with their module leader. Should the module leader identify disciplinary or academic misconduct issues, they may invoke the normal procedures for addressing these.

7.3   Where a member of staff has significant concerns about a PGR's ability to deliver teaching activities to an appropriate standard, they should normally in the first instance offer additional training and support to the PGR in question. If this does not lead to the required improvements, within a timeframe that will ensure high quality teaching for students, or if the initial issues are of a very serious nature, the PGR may be removed from the teaching team.

7.4   PGRs who have been removed from teaching may raise this issue in writing to their DoGE. The DoGE will liaise with the relevant course and/or module leaders to ascertain whether the action was undertaken fairly, i.e., based on evidence (such as student complaints or observation of PGR performance). If the DoGE feels the PGR has been treated unfairly they may request that they be reinstated on the module. Final decisions on the staffing of teaching programmes lie with Deans of Schools, who may delegate authority to Heads of Department and Subject Teams.

8.   Compliance

8.1   The Dean of the Graduate School (DoGS) is responsible for ensuring compliance with this framework and to ensure all PGRs are treated fairly and equally in relation to both the allocation of teaching duties and the support and development that they require.

8.2   The following measures have been identified to review and monitor compliance:

8.2.1.   On an annual basis through Annual Evaluation Reports, DoGEs to provide details, to the DoGS, of their procedure to ensure teaching (or teaching-related) opportunities are equitable, and do not embed any systematic discriminatory practices.

8.2.2.   On an annual basis, DoGEs to provide an overview of PGR teaching allocation to the DoGS. This should include teaching hours, a breakdown of teaching duties and who is the PGR's allocated staff mentor.

8.3   The findings of these compliance measures will be reported to the PGR Annual Lifecycle meeting and University Teaching & Learning Committee.