Guidance on Research Students who Teach Policy

This guidance accompanies the Senate Policy on Research Students who Teach and is intended to support Schools in the implementation of the Policy.

Scope of Research Students who Teach Policy

There are two distinct groups of Research Students who Teach at City, University of London – those who are supported by a City studentship whose contractual arrangements for teaching support activity are detailed as part of their studentship, and research students not in receipt of a City studentship who are contracted separately for teaching support activity. The scope of the policy covers both groups.

Definitions of Teaching Activity

The following guidance provides information on how teaching activity within the scope of the Policy is defined:

- Teaching: This can cover a variety of activities such as
  - Lecturing: giving a presentation or talk on a particular topic or series of topics
  - Leading small group study: scheduled sessions where the research student takes a leading role in interacting with students in a small seminar group or the delivery of practical sessions, demonstrations or workshops
  - Assisting: activity in lectures, practical sessions, tutorials and seminars but where the research student is doing so in a supporting capacity to another member of staff in the delivery of the lectures, seminars, tutorials or practical sessions, rather than taking a leading role

- Assessment and Feedback on Assessment: This covers the marking of students' work against marketing criteria within the scope of the approved module specification, both for formative or summative assessments, or providing feedback to students on their performance in formative and summative assessments.

- Preparation Time: This covers activities involved in preparing for teaching, tutorial and seminar support, practical sessions and assessment. This could include, for example, background reading required to teach on the module, preparing lecture slides and handouts, designing seminar sessions or designing assessments within the scope of the approved module specification or other related activities.

- One-to-one academic support: This covers scheduled ‘office hours’ or group support on issues most typically determined by the student(s), such as exam revision techniques.

Calculation of Teaching Activity Hours

The Policy outlines the amount of teaching activity that a research student is permitted to undertake in an academic year. As stated in the Policy, averaging may occur, which means that the number of hours in a given week may be higher or lower than the average weekly amount stated in the Policy, provided that the total annual allowance is not exceeded. Students on Tier 4 visas must comply with the requirements and restrictions of their visas relating to number of hours of work and averaging of hours does not apply.

Time spent in scheduled teaching, tutorial and seminar support and assistance with teaching is calculated based on the actual time spent by the research student delivering or supporting the session. This will be in accordance with scheduled hours for the relevant session in the
module specification and timetable. This calculation will also encompass preparation time, assessment, and feedback on assessment activity. This calculation will be done on the basis currently used for Visiting Lecturers (an additional 1.5 hours for preparation/marking every 1 hour of scheduled teaching). One-to-one academic support is calculated as actual time spent.


**Monitoring and evaluation**

Supervisors are responsible for monitoring the progress of their research students during the year through procedures set out in City’s Research Degrees Framework (Section 9 of the Quality Manual). This includes identifying where teaching activity may jeopardise progress and completion of research studies.

In accordance with the Policy, a research student who teaches will be allocated a mentor within the School, Department or Centre. This individual will be responsible for supporting and guiding the student in their teaching activity including giving them regular and constructive feedback, highlighting issues which need attention. The student's mentor will normally be the Module Leader for the module that their teaching activity relates to, but can be the students’ supervisor or another member of academic staff.

Where teaching activity is calculated on the basis as set out above, the student's teaching mentor should monitor, in discussion with the student, instances where time spent significantly exceeds the notional allocated hours so that appropriate action can be taken, which may include additional support for the student.

Schools may choose to identify a member of staff to oversee the responsibility for monitoring teaching activity under the Policy.

**Board of Studies monitoring**

Data related to the training, preparation and support provided to research students who teach should be compiled within Departments/Centres on an ongoing basis and reported to the Board of Studies. A *pro forma* Excel spreadsheet for monitoring the activity is provided as an Appendix to this guidance. The first worksheet is for use at the start of the academic year to indicate which students will be teaching and their training status. The second worksheet is to report on students who have taught to demonstrate compliance with the Policy.

Boards of Studies should consider and agree any actions required where the data highlight instances where the policy is not being fully implemented.

A summary of the reports from Boards of Studies will be presented to Senate each year.

Research students who teach and who are covered by this policy will be designated as Graduate Teaching Assistants.

*Approved by Senate*

*December 2017*