Research students who teach

Scope:
All full and part time students registered on a postgraduate research degree programme at City who are engaged in teaching activity at City.

Specific arrangements for validated research degree programmes are set out in the Validation and Institutional Partnerships Handbook.

Specific arrangements for research degree programmes offered in partnership with another institution will be set out in the Memorandum of Agreement for the partnership.

Senate Regulations:
Regulation 24 – Doctoral Programmes
Regulation 23 – Masters Degrees by Research

Date approved/re-approved:
APPSC June 2010 (as a Statement of best practice)
Senate March 2013 (as a Senate Policy)
Senate July 2017 (revisions approved)

Date for review:
To be reviewed on a periodic basis, with allowance for minor annual updates by Graduate School Committee, as required.

To be read in conjunction with:
Section 9 of City’s Quality Manual, in particular:
Guidance on Research Students who Teach Policy [not yet approved]
Principles of Good Practice for Preparing Doctoral Students who Teach
Peer Supported Review of Education Policy

Equality and Diversity statement
City, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

Where relevant to the policy, decision-making panels will ensure a reasonable gender balance (with at least one man and one woman) and will actively consider representation of other protected groups.
Research students who teach

Definition
Teaching activity includes teaching and/or assistance with teaching; preparation time; assessment and feedback on assessment; and tutorial and seminar support.

Policy
City requires all research students to have received adequate and appropriate preparation before undertaking any teaching and/or assessment activity within the University and that they are fully equipped with the appropriate skills, knowledge and experience in the subject area being taught. Schools and Departments/Centres are required to monitor the preparedness and performance of their research students who teach in accordance with the principles set out below.

Principles
1. In accordance with the Concordat to support the Career Development of Researchers, and the QAA Quality Code, the University recognises the value that postgraduate research students can bring to the student experience through engagement in the full range of teaching activity. The University additionally recognises the value that teaching experience can bring to the career and professional development of its research student population.
2. Schools, Departments and Centres are responsible for ensuring that research students engaged in teaching activity are adequately and appropriately prepared just prior to starting teaching normally through attendance on the Learning, Teaching and Assessment module on the MA Academic Practice, delivered through the University’s Learning Enhancement and Development. Any alternative training must be confirmed as being equivalent to the LTA module by LEaD before teaching commences.
3. Engagement of a research student in teaching activity should not jeopardise the progress and completion of their research studies or the experience of the students in receipt of this activity.
4. Research students in receipt of funding from an external body are required to observe the requirements of the sponsor.
5. Any teaching or teaching related activity that a research student undertakes must have the approval of the first supervisor and Research Director of Studies/Research Programme Director (or equivalent) where the teaching activity is based.
6. Full-time research students are permitted to undertake no more than an average of 6 hours per week of teaching activity in each academic year considered to be 44 working weeks. Such activity includes teaching, preparation time, delivery, assessment, and feedback on assessment, and seminars and/or tutorial duties. Averaging may occur but may not exceed the total annual allowance over an academic year.
7. Part-time research students may undertake a pro rata amount of teaching activity to that stated in the previous paragraph for full-time students.
8. Research students are required to operate in accordance with the University’s regulations, policies and procedures.
9. The scope for teaching activity varies between different Schools and Departments/Centres and opportunities may not always be available. Decisions on
the allocation of teaching duties will be made based on the qualifications, experience, aptitude and skills of each individual.

10. Students on Tier 4 visas will receive guidance from the Institution before undertaking paid and unpaid teaching duties to ensure they are aware of and comply with the requirements and restrictions of their visa.

11. Research students must be given clear information on their teaching duties and total hours before they commence teaching activity.

Monitoring and evaluation

1. The supervisory team and Research Director of Studies/Research Programme Director (or equivalent) and Head of Department (or equivalent) are responsible for monitoring the preparedness of their research students to teach and in ensuring that any teaching activity is peer reviewed at least annually by a member of academic staff in the Department/Centre in accordance with the City’s Policy on Peer Supported Review of Education. In accordance with City’s principles of good practice for preparing doctoral students who teach, peer review should normally be undertaken by the supervisor or person mentoring the student’s teaching activity.

2. Research students should receive regular and constructive feedback on their performance. They will be allocated a mentor within the School, Department or Centre. Further guidance and advice will be obtained through the module evaluation process or from the module leader.

3. School Boards of Studies or appropriate sub-committees of School Boards of Studies are responsible for overseeing the quality and standards of taught provision, including consideration of the contribution of research students to any teaching activity, through regular analysis of the outcome of the module evaluation exercise and any other appropriate measures. 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 BoS termly in the format agreed by Senate.

4. The City Graduate School Committee will receive and consider a report from each School on the preparedness of its research students to teach and its peer review activity annually.

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1 References to staff in the context of the Policy on Peer Supported Review of Education include Visiting Lecturers and Research Students.