



St Mary's
University
Twickenham
London

Policy on Postgraduate Research Students who Teach

Research Services

1. Introduction

1.1 St Mary's University values the contribution of postgraduates in the teaching and assessment of undergraduate students. This provides valuable experience for our Postgraduate Research (PGR) students, many of whom may be considering an academic career.

1.2 The involvement of PGR students in the teaching process has mutual benefits for students and staff:

- Undergraduates benefit from interacting with individuals who are often closer to their experience of being a student than academic staff
- the PGR student gains valuable transferable skills to benefit their career development by participating in teaching and the wider activities of their School
- staff are supported in providing research-enriched teaching.

2. Activities and Responsibilities

2.1 A PGR student may contribute to the following teaching activities:

- Teaching, including seminars, tutorials and occasional lectures at Levels 4,5, 6 only
- Supporting research projects
- Developing materials for academic use
- Demonstrating practical skills in laboratory/field settings

2.2 Students must **not**

- act as Module Convenors or Leaders
- undertake the role of Personal Tutor
- act as Dissertation Supervisors

2.3 Where doctoral students undertake marking their assessments should be sample second-marked by a member of the teaching staff on the programme concerned.

2.4 In line with recommendations for the UK Research Councils, teaching activities should not normally exceed an average of 6 hours per week across the calendar year (including all preparation, assessment and marking).

2.5 PGR students must be contracted for teaching duties and paid the rate agreed within that contract. The contract must be agreed with the Head of School before the PGR student takes up their teaching duties.

3. Training and Support

3.1 All PGR students who undertake teaching must receive appropriate training. A compulsory training course runs in semester 1 and 2 and to which all PGR students undertaking teaching must attend.

3.2 Each PGR student's teaching (including assessment) should be mentored and monitored by a member of academic staff (typically the module convenor or programme director). The mentor is responsible for providing the PGR student with feedback on their teaching through continuous monitoring/observation and providing guidance on assessment. The mentor must also approve any teaching materials devised by the PGR student.

3.3 A PGR student's experience of teaching, and any related skills development, should be discussed as part of the formal review of their development and progress, in line with the requirements of the Annual Progress Review as set out in the Code of Practice for Research Degrees.

4. Quality Assurance

4.1 A PGR student should not be named as Module Convenor, nor should they be member of the Board of Examiners, nor be given any responsibility for the management of programmes.

4.2 Schools must ensure that the extent of the involvement of PGR students in the delivery of a taught programme is managed and review with the overall learning of undergraduate students in mind.

4.3 As part of standard University quality assurances processes, the School must evaluate the performance of PGR students who teaching (during and the end of the teaching activity, and including any assessment), in order to ensure that students teaching of appropriate quality. Such evaluations must take into account the taught student feedback as well as any reports resulting from staff observation of the teaching.

Approved – University Research Committee – 22/02/16

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