# Scottish, Rest of the UK and International Scans of Current Policy and Practice for the Support of Postgraduates Who Teach

**Focus On:** The Postgraduate Research Student Experience

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# Introduction

This document provides a summary of current policy and practice in Scottish, Rest of the UK (rUK), and international Higher Education Institutions (HEIs) for postgraduates who teach (PGWT). The document has two sections:

1) **Expectations for institutions and staff who support PGWT** in terms of provision and expectations at the institutional level, and the role of staff (such as the Head of organisational unit or PhD supervisor) who support PGWT.
2) **Expectations for PGWT** in relation to roles and responsibilities.

For each Scottish, rUK and international HEI information is provided on current policy/practice related to the training and support for PGWT at the respective institution.

All Scottish HEIs were invited to respond and the data contained within this scan includes contributions from 18 out of 19 institutions.[1]

Eight rUK HEIs are included in the scan: University of York; University of Sheffield; London School of Economics; Brunel University; Nottingham Trent University; University of Liverpool, University College London; and University of Lincoln. These institutions are an assortment of HEIs, including Russell Group and post-1992 institutions, and were chosen to provide representation and examples of good practice across the sector.

Six international HEI are included in this scan: The University of Hong Kong (Hong Kong); Witwatersrand University (South Africa); The University of Auckland (New Zealand); University of Melbourne (Australia); Aarhus University (Denmark); and George Washington University (USA). These institutions were included to ensure a range of perspectives across each continent. There are significant contextual differences between these universities and those in both Scotland and rUK. Aspects of policy and support, where indicative of best practice, have been included in this scan document as a comparative guide.

For ease of exploration and discussion the data will be presented in each of the sections in the following order: 1) Scottish Scan; 2) rUK Scan; and 3) International Scan. Where it is possible to provide links to documents and resources, this is done in the summary tables.

This work is part of QAA Scotland's Focus On[2] activity which covers topics that occur frequently in Enhancement-led Institutional Review[3] outcomes and was carried out by Dr Amy Burge, Academic Developer; Omolabake Fakunle, Project Research Assistant and PhD student; Dr Daphne Loads, Lecturer, Institute for Academic Development; Dr Donna Murray, Head of Taught Student Development and Dr Fiona Philippi, Head of Doctoral Education, *University of Edinburgh* and, Dr Angela Jaap, University Teacher, Academic Development Unit, *University of Glasgow w*ith support from Dr Alison Eales, Quality Enhancement Specialist, and Debra Macfarlane, Quality Enhancement Manager, *QAA Scotland.*

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[1] The Open University in Scotland is omitted from this scan as it does not have a specific PGWT role. While all teaching staff are offered induction, mentoring and probation support, there is no specific PGWT training.

[2] www.enhancementthemes.ac.uk/focus-on

[3] www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/enhancement-led-institutional-review

# Section 1: Expectations for institutions and staff who support PGWT

## Policy and strategy and fair recruitment

Each HEI (Scottish, rUK and international) who contributed to this project was asked to provide information on whether a specific policy and/or strategy for PGWT was available at their institution. To clarify, this policy or strategy may be a fully developed Code of Practice for PGWT (for example, at the University of Edinburgh), a guidance document or Senate briefing (University of Glasgow and Glasgow School of Art) or something which is either part of a wider policy document relating to the postgraduate research experience (for example, the Royal Conservatoire of Scotland), or a specific document for PGWT (for example, St Andrews University). Alternatively, it might be a concordat across the institution or within organisational units[4] within the institution which identifies and/or clarifies/acknowledges the role, responsibilities and working hours expected of a PGWT.

It would appear from the scan that policies, strategies and/or agreements for PGWT are very much specific to the individual institution. The scans indicate that some form of guidance/strategy is being used to inform support, roles and responsibilities and generally for modelling best practice. It is also clear from the responses gathered that guidance/strategy is more common with Scottish and rUK institutions than with their international counterparts, although this may be because of the nature of the responding institutions.

### Scottish HEIs

Eight of the Scottish HEIs included in the scan have a policy/strategy for PGWT. Although some Scottish institutions do not have an explicit policy/strategy for their PGR students (Aberdeen, Robert Gordon University and Glasgow Caledonian University), some of the information supplied indicated that ad hoc arrangements may be in place at organisational unit level for those who engage some of their PGR student population in teaching. Of the responding institutions two universities (Edinburgh Napier and Glasgow Caledonian University) cite the outcomes and report from their Enhancement-led Institutional Review[5] (ELIR) as providing the impetus for ongoing development of a university-wide policy on PGWT.

### rUK HEIs

Seven of the eight rUK institutions included in the scan have a policy/strategy. As can be seen in Table 1, the strategy/policy documentation ranged from formal policies through to information contained within training resources and handbooks for PGWT.

### International HEIs

Two of the seven participating international HEIs have a policy/strategy in place for PGWT at their respective institutions; both are available as web links within Table 1.

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[4] An 'organisational unit' is the term used in this document to cover individual departments/disciplines/schools/colleges within an institution.
[5] www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/enhancement-led-institutional-review

## Table 1: Policy and strategy[6]

| Institution | Policy/ strategy on PGWT? | Policy/strategy document title and link |
|---|---|---|
| **SCOTLAND** | | |
| **Edinburgh Napier University** | Yes | [Research Degree Framework](#) |
| **Glasgow Caledonian University** | Yes | Included in [Follow-up Report](#) to the Enhancement-led Institutional Review (ELIR) June 2016: |
| **Glasgow School of Art** | Yes | Institution-wide guidance document owned by Research and Knowledge Exchange Committee. |
| **Heriot-Watt University** | Yes | [Policy on PGWT](#) |
| **Queen Margaret University** | Yes | Not for wider sharing |
| **Robert Gordon University** | No | - |
| **Royal Conservatoire of Scotland** | Yes | [Link is to a previous version from 2012-13](#). Policy is based on the University of St Andrews Policy |
| **Scotland's Rural College** | No | - |
| **University of Aberdeen** | No | - |
| **University of Abertay Dundee** | Yes | - |
| **University of Dundee** | Yes | - |

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[6] Where a dash (-) appears in the table this means that information was not available or not provided by the institution. This does not imply, for example, that an institution does not have a policy. Rather, it means that the information was not explicitly mentioned either in policy or any document provided by the named contact at the institution.

| Institution | Policy/ strategy on PGWT? | Policy/strategy document title and link |
|---|---|---|
| **University of Edinburgh** | Yes | Code of Practice on tutoring and demonstrating (under review) |
| **University of Glasgow** | Yes | Recommendation from Senate |
| **University of the Highlands and Islands** | No | - |
| **University of St Andrews** | Yes | Policy on Doctoral Students Who Teach |
| **University of Stirling** | No | - |
| **University of Strathclyde** | Yes | Policy and code of practice for postgraduate research study |
| **University of the West of Scotland** | Yes | - |
| **rUK** | | |
| **Brunel University** | Yes | Not for wider sharing |
| **London School of Economics** | Yes | GTAs handbook outlining institutional policy and practice |
| **Nottingham Trent University** | Yes | - |
| **University College London** | Yes | The Doctoral Education Strategy:  Postgraduate Teaching Assistant Scheme: |

| Institution | Policy/ strategy on PGWT? | Policy/strategy document title and link |
|---|---|---|
| **University of Lincoln** | No | - |
| **University of Liverpool** | Yes | [Policy on PGWT:](#) |
| **University of Sheffield** | Yes | HR: [The Sheffield Training Contract](#) |
| **University of York** | Yes | HR: [University Policy document on Postgraduates who teach](#) |
| **INT'L** | | |
| **Aarhus University** | Yes | [Policy for Business and Social Science Tas](#) |
| **George Washington University** | No | - |
| **The University of Auckland** | No | - |
| **The University of Hong Kong** | Yes | [Policy on Postgraduate Research students](#) |
| **University of Melbourne** | No | - |
| **Witwatersrand University** | No | - |

# Clarifying pay and conditions

Information on contracts and payments across the institutions (Scotland, rUK and international) is provided in Table 2. It should be noted that there is a range of variance in terms of grade/salary in each institution as no standardised grading/salary system is utilised across each country/region. Tutoring and demonstrating are usually remunerated at a lower grade than the lecturing scale (e.g., University Lecturer grade 7 c.£33,000 and grade 8 c.£41,000, PGWT grade 4-6 £18,000-£27,000). It should also be noted that the figures contained in Table 2 are indicative of the approximate grade/salary for PGWT and that payment/grades may not be consistent across institutions (i.e. Grade 5 at one institution may be the same as Grade 4 elsewhere).

## Scottish HEIs

Across Scottish HEIs, some information was available on websites or from contacts pertaining to the grade of employment for PGWT but other information was unobtainable. Table 2 captures as much data as was available and illustrates that several institutions do not have a limit on working hours per week (or per annum) for PGWT. In most cases, HEIs provide an indicative number which reflects the Research Councils UK (RCUK) suggested limit (six hours).

In terms of rate of pay for PGWT, most Scottish HEIs do not publish this information, the exceptions being the University of Edinburgh, Glasgow School of Art and the University of St Andrews. The single hourly rate of £13.74 (under review for 2016-2017) paid to PGWT at Glasgow School of Art is comparable to the top rate at grade 5 at the University of Edinburgh and University of St Andrews. However, for PGWT at grade 6, the University of Edinburgh and the University of St Andrews pay between £14.70 and £16.79 respectively. Institutions normally specify that the hourly rate includes payment for teaching and preparation, and any other tasks PGWT are required to perform (for example, marking). It would appear from the data that has been gathered and presented in Table 2 that payment for PGWT tends to centre upon the grade 4-6 range and may be dependent on the role undertaken.

## rUK HEIs

Across rUK HEIs, more information is available in relation to limits on working hours for PGWT, with limits on working hours for PGR students ranging from six to 20 hours/week. Some rUK universities specifically state that PGWT who are funded by research councils are required to abide by the stipulations of their research funding. One example of this is noted in the University of Liverpool handbook/Code of Practice (see link in Table 1) whereby it is stated that "*all PGR students funded by research bodies are required to make themselves aware of [working hours] requirements and observe the limits imposed*". Information on the grade level and rate of payment for PGWT was available from four out of the eight rUK universities included in the scan.

## International HEIs

Information on the issues below were not provided by the international institutions and they are omitted from Table 2. This does not mean to say that international institutions did not limit working hours and/or clarification around payment, but that this information was not available to be publically circulated at this time. Furthermore, there are significant contextual differences between these universities and those in both Scotland and rUK on issues of payment and conditions meaning that this information is of less applicable use to the sector.

**Table 2: Clarifying pay and conditions**

| Institution | Limit (if any) on working hours | Job grade of PGWT? | How much are PGWT paid (if specified) |
|---|---|---|---|
| **SCOTLAND** | | | |
| **Edinburgh Napier University** | 6 | - | - |
| **Glasgow Caledonian University** | - | - | - |
| **Glasgow School of Art** | 6 | - | Hourly rate in 2015-16 was £13.74 – under review for 2016-2017 |
| **Heriot-Watt University** | - | - | - |
| **Queen Margaret University** | 6 | - | - |
| **Robert Gordon University** | - | - | - |
| **Royal Conservatoire of Scotland** | 6 | - | - |
| **Scotland's Rural College** | - | - | - |
| **University of Aberdeen** | - | - | - |
| **University of Abertay** | 6 | - | - |
| **University of Dundee** | - | - | - |
| **University of Edinburgh** | 6 | Grade 5 or 6 | £14.70 - £16.53 (grade 6) or £11.97 - £13.46 (grade 5) |
| **University of Glasgow** | - | Dependent on role/ organisational unit | - |
| **University of the Highlands and Islands** | - | - | - |
| **University of St Andrews** | 17.5 | Grade 4-6 dependent on role | Variable - £11.46, £13.67 or £16.79 |

| Institution | Limit (if any) on working hours | Job grade of PGWT? | How much are PGWT paid (if specified) |
|---|---|---|---|
| **University of Stirling** | - | Organisational unit to agree grade with Teaching Assistant | - |
| **University of Strathclyde** | 7 | - | - |
| **University of West of Scotland** | - | - | - |
| **rUK** | | | |
| **Brunel University** | 15 | - | - |
| **London School of Economics** | 17.5 | Grade 5 | £14.05 - £16.58 |
| **Nottingham Trent University** | - | - | - |
| **University College London** | 6 | Commence at grade 5 with opportunity to progress | Progressive from first year as GTA starting at £10.58 – £12.10 (Grade 5) highest - £12.25 - £13.77 |
| **University of Lincoln** | - | - | - |
| **University of Liverpool** | 15 | - | - |
| **University of Sheffield** | 6 | Grade 6 | £12.33 - £14.28 |
| **University of York** | 20 (exceptions subject to approval) | - | Comprehensive hourly rate of £12.64 |

[2] Hourly rate was calculated for London School of Economics, University College London and University of Sheffield based on 37.5 hours/week. Scotland has 35 hours/working week.

# Appropriate training and development

All institutions do provide some form(s) of training and development for PGWT; however, this is open to variation across the HEIs and in some instances across the organisational unit within a single institution. One university stated in correspondence that the recruitment of PGWT is usually related to requirements of the organisational unit as opposed to providing developmental opportunities for the student.

Table 3 provides information on the training and development opportunities across the institutions. From the responses gathered, all institutions (particularly those from Scotland and rUK) are keen to offer a baseline training provision through statutory/mandatory opportunities for teaching and this is followed by optional opportunities for development. In most cases the responses indicate that this is non-enforced (i.e., that further development opportunities are available for PGWT but it is left to the PGWT to decide of their own volition whether they wish to pursue this development at organisational unit level and/or centrally).

## Scottish HEIs

All of the Scottish HEIs included in the scan have some form of training provision for PGWT. Training can be provided centrally, through the organisational unit (i.e. discipline-specific), or through a combination of both approaches (central and discipline-specific).

At 13 Scottish HEIs, centralised training is provided (mandatory at 12 HEIs), which PGWT are expected to undertake *prior* to commencing teaching (e.g. central mandatory training at the University of St Andrews).[7] This ranges from part-day workshops, to three-day courses (e.g. University of the West of Scotland). At the University of Edinburgh, training is mandatory in some organisational units but this does not apply across the whole institution. At the University of Aberdeen, University of Highlands and Islands (UHI) and University of Stirling, mandatory training for PGWT is not provided although in the case of UHI the process of centralised provision is ongoing. Non-mandatory centralised training options are available, ranging from full-day workshops (e.g. at the University of Strathclyde)[8] to afternoon workshops (e.g. at the University of Edinburgh).[9] In the case of the University of Aberdeen, the Educational Development Unit (EDU) provides PGWT training when requested within individual organisational units (usually annually or biannually). Fifteen of the eighteen institutions did not pay for mandatory training; only University of Edinburgh and Queen Margaret University explicitly state that PGWT are paid for their participation in mandatory training.

In relation to opportunities for formal acknowledgement or accreditation, 14 Scottish HEIs provide training leading to a form of accreditation, largely Associate Fellow of the Higher Education Academy (HEA). Some institutions provided opportunities to PGWT to engage with CPD frameworks or accredited programmes to help them develop and work towards accreditation (e.g. the ENRoute programme at Edinburgh Napier University[10] or Introduction to Academic Practice at the University of Edinburgh,[11] whereas others supported direct applications to the professional body. In some instances (such as the University of Glasgow)

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[7] www.st-andrews.ac.uk/staff/policy/students-postgraduate/postgraduateresearcherswhoteach/#IDmodules
[8] https://bookings.strath.ac.uk/Home/Course/510
[9] www.ed.ac.uk/institute-academic-development/learning-teaching/staff/tutors-demonstrators/courses
[10] http://staff.napier.ac.uk/services/dlte/enroute/Pages/about.aspx
[11] www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/intro-ap

PGWT can do either, although engagement with the institution's HEA-accredited framework is promoted first and foremost. Another example is at the University of Aberdeen's Educational Development Unit which also runs a four-week programme that is accredited by the HEA (at Descriptor 1) and which is specifically targeted at PGRs with some prior tutoring/demonstrating experience. Likewise, the Academic Development Unit at the University of Stirling has developed a scheme whereby PGWT can apply through their framework for Associate Fellowship of the Higher Education Academy.

As can be seen in Table 3, training and development opportunities at the Scottish HEIs are delivered via a variety of methods, including online and handbook, although it appears that the most common training delivery method is through face-to-face workshop sessions.

### rUK HEIs

In the same way as their Scottish HEI counterparts, all rUK institutions have some form(s) of PGWT training and development provision, including a mixture of both centralised and organisational units (discipline-specific). Seven of the eight rUK HEIs included in the scan have mandatory training for PGWT and only two of the eight rUK institutions pay PGWT for undertaking this training.

The most common method of training delivery in rUK HEI is face-to-face workshops but some institutions offer additional means of providing training and development opportunities, for example a PGWT handbook (London School of Economics) and an apprenticeship model of training,[12] allowing PGWT to shadow other colleagues within their organisational units.

In terms of training leading to accreditation, five of the eight responding rUK institutions have training opportunities that support PGWT in working towards gaining accreditation.

### International HEIs

The responses from colleagues at international HEIs highlighted that the institutions did provide mandatory training with opportunities to pursue further development. Four out of the six international HEIs provide central training with a variety of methods noted, including face-to-face and online as well as additional supporting materials.

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[12] www.york.ac.uk/research/graduate-school/pgwt/

## Table 3: Training and development

| Institution | Mandatory training? | Optional training available? | Accreditation development available for PGWT? | Training delivered centrally? | Organisational unit-based training? | Method of training delivery (online/face to face, print or online resources) | Payment for training? |
|---|---|---|---|---|---|---|---|
| **SCOTLAND** | | | | | | | |
| **Edinburgh Napier University** | Yes | Yes | Yes | Yes | Yes | Face to face | No |
| **Glasgow Caledonian** | Yes | Yes | Yes | Yes | Yes | Face to face | No |
| **Glasgow School of Art** | Yes | Yes | No | Yes | Yes | Face to face | No |
| **Heriot-Watt University** | Yes | Yes | Yes | Yes | Yes | Face to face and online | No |
| **Queen Margaret University** | Yes | Yes | Yes | Yes | Yes | Face to face and online | Usually only mandatory training is remunerated |
| **Robert Gordon University** | No | Yes | Yes | No | Yes | - | No |
| **Royal Conservatoire of Scotland** | Yes | Yes | No | No | Yes | - | No |
| **Scotland's Rural College** | No | No | No | No | No | - | No |
| **University of Aberdeen** | No | Yes | Yes | No | Yes (based on request from organisational unit) | - | No |
| **University of Abertay** | Yes | Yes | Yes | Yes | Yes | Workshops | No |
| **University of Dundee** | Yes | Yes | Yes | Yes | Yes | Workshops, online & peer review of teaching from staff | No |
| **University of Edinburgh** | Only in some organisational units | Yes | Yes | Yes | Yes (but not every organisational unit) | Face to face | Usually only mandatory training is remunerated |

| Institution | Mandatory training? | Optional training available? | Accreditation development available for PGWT? | Training delivered centrally? | Organisational unit-based training? | Method of training delivery (online/face to face, print or online resources) | Payment for training? |
|---|---|---|---|---|---|---|---|
| **University of Glasgow** | Yes | Yes | Yes | Yes | Yes | Face to face | No |
| **University of the Highlands and Islands** | No | Yes | No | No (but process is ongoing) | Yes | - | No |
| **University of St Andrews** | Yes | Yes | Yes | Yes | Yes | Face to face<br><br>Online<br><br>Postgraduate Teacher Handbook | No |
| **University of Stirling** | No | Yes | Yes | Yes | Yes | - | No |
| **University of Strathclyde** | Yes | Yes | Yes | Yes | Yes | Face to face | No |
| **University of West of Scotland** | Yes | Yes | Yes | Yes | Yes | Workshops | No |
| **rUK** | | | | | | | |
| **Brunel University** | Yes | Yes | Yes | Yes | Yes | Workshops | No |
| **London School of Economics** | Yes | Yes | Yes | Yes | Yes | Training sessions<br><br>Handbook | Yes |
| **Nottingham Trent University** | Yes | No | No | Yes | - | - | No |
| **University College London** | Yes | Yes | Yes | Yes | Yes | Workshop | No |
| **University of Lincoln** | - | - | - | - | - | - | - |
| **University of Liverpool** | Yes | Yes | Yes | Yes | Yes | Workshop | No |
| **University of Sheffield** | No | Yes | No | Yes | Yes | - | Yes |

| Institution | Mandatory training? | Optional training available? | Accreditation development available for PGWT? | Training delivered centrally? | Organisational unit-based training? | Method of training delivery (online/face to face, print or online resources) | Payment for training? |
|---|---|---|---|---|---|---|---|
| **University of York** | Yes | Yes | Yes | Yes | Yes | Face to face<br><br>Apprenticeship model<br><br>Shadow other staff teaching in organisational unit | |
| **INTERNATIONAL** | | | | | | | |
| **Aarhus University** | Yes | Yes | - | No | Yes | - | No |
| **George Washington University** | Yes | Yes | - | Yes | - | Workshops Face to face<br><br>Peer session | Yes. New GAs who have attended six required workshops by the end of the academic year receive $600<br><br>Returning GAs receive $100 each for up to three workshops |
| **The University of Auckland** | - | Yes | No | Yes | Yes | Face to face<br><br>Online<br><br>Print resources (survival guide) | No |
| **The University of Hong Kong** | Yes | - | No | Yes | - | Face to face | No |
| **University of Melbourne** | - | Yes | - | No | Yes | - | No |
| **Witwatersrand University** | Yes (arranged at | Yes | No | Yes | - | - | No |

| Institution | Mandatory training? | Optional training available? | Accreditation development available for PGWT? | Training delivered centrally? | Organisational unit-based training? | Method of training delivery (online/face to face, print or online resources) | Payment for training? |
|---|---|---|---|---|---|---|---|
| | organisational unit level) | | | | | | |

# Supporting PGWT as members of the teaching community

Support for PGWT comes from a variety of sources, including central support services, organisational units, peer networks, individual mentors and supervisors. The bulk of hands-on support is provided at organisational unit level in Scotland and elsewhere in the UK, with key staff taking on coordination, organisation, and signposting roles. This information is included in Table 4.

## Scottish HEIs

PGWT usually receive support at the organisational unit level and this can come from a variety of sources, including from the PGWT's supervisor. It is evident, however, that across each HEI the responsibility of training and supporting PGWT lies across the institution – both centrally and within the organisational unit. In terms of organisational unit level, supporting staff are likely to be an appointed delegate or academic staff member who works with the PGWT, such as the course leader. At the University of Edinburgh this may also include the Head of organisational unit or someone delegated to support PGWT on his/her behalf. It is these colleagues, referred to in Table 4, who support the induction of the PGWT into the organisational unit, are the key contacts for questions relating to teaching practices, and provide feedback on teaching. A common view arising from the wider response to this question at Scottish HEIs was the need for discipline-specific staff to be more involved in facilitation and mentoring across the institution, to complement the generic training provided.

From the responses gathered across Scottish HEIs, involvement and contribution from the organisational unit is welcomed, with seven of the responding institutions acknowledging a mentoring system or peer review. The responses from three institutions (University of Dundee, Heriot-Watt University and Queen Margaret University) suggest that peer support is embedded in the training programme offered in these institutions.

## rUK HEIs

Like Scottish HEIs, the responses from rUK institutions indicate that support is also provided at organisational unit level. Both the University of York and the University of Liverpool have specific academic staff supporting the entire PGWT community at each institution; at York, this is the PGWT coordinator and at Liverpool, the person is called the PGR Teaching Lead. The roles of these colleagues at the institutions are similar, with both involved in recruiting PGWT and holding responsibility for providing a wide range of support for the PGWT. This includes liaising with the course leader to ensure that sufficient support is available, gathering feedback regarding any concerns raised by the PGWT, and passing this on to the appropriate academic staff.

## International HEIs

From the International scan, George Washington University (USA) and the University of Hong Kong (Hong Kong) identified that support came from the organisational unit level. From the wider response, George Washington University commented that while they did not have a formal policy on PGWT, they have practices in place to support postgraduate research students. For example, George Washington University conducts surveys each year to find out where PGWT would like more support, and the university works to provide that support (i.e. recently, in more sophisticated approaches to helping Level 2 learners). The institution also supports an informal mentorship component to enable PGWT to learn from their peers, and often structures

the fall/spring workshops around that principle. PGWT are also encouraged at every stage to work closely with the professors to work out any questions and the amount of leeway in providing their own materials for the course. In the remaining five international HEIs included in the scan, information on how PGWT are supported is not available at the time of writing this document.

**Table 4: Supporting PGWT as members of the teaching community**

| Institution | Who is responsible for supporting PGWT | | | Is any mention made of mentoring? | Are peer schemes mentioned? | Other support |
|---|---|---|---|---|---|---|
| | Central/ Organisational Unit | Job role | Remit | | | |
| **SCOTLAND** | | | | | | |
| **Abertay University** | Organisational unit | Supervisor | Approve training for teaching certification | Yes | No | No |
| **Edinburgh Napier University** | Organisational unit | - | Some local support at organisational unit level through informal mentoring of PGWT | Yes | No | No |
| **Glasgow Caledonian** | - | - | - | Yes (in some organisational units) | No | No |
| **Glasgow School of Art** | Organisational unit | Primary Supervisor Course leader | Provide support to GTA | Yes | No | No |
| **Heriot-Watt University** | Organisational unit | Head of Organisational unit | Nominate academic staff to provide training & support for PGWT | Yes | Yes | Teaching observation and feedback from an experienced academic mentor. |
| **Queen Margaret University** | Organisational unit | Academic staff | Supervision and moderation | No | Yes | No |
| **Robert Gordon University** | - | - | - | No | No | No |
| **Royal Conservatoire of Scotland** | Organisational unit | Head of Organisational Unit | Arrange formal, documented training<br><br>Provide a recognised | Yes | No | Review of teaching performance by module co-ordinator |

| Institution | Who is responsible for supporting PGWT | | | Is any mention made of mentoring? | Are peer schemes mentioned? | Other support |
|---|---|---|---|---|---|---|
| | Central/ Organisational Unit | Job role | Remit | | | |
| | | Mentor | point of contact in the School; advise on subject-specific aspects of teaching and learning; observe and comment constructively upon the student's performance; introduce them to the policies and procedures of the School | | | |
| **Scotland's Rural College** | Organisational unit | Lecturer | Support is provided by the individual lecturers PGRs are involved with | No | No | No |
| **University of Aberdeen** | - | - | - | No | No | No |
| **University of Dundee** | Central and Organisational unit | - | Ensure PGWT receives training and support | No | Yes | No |
| **University of Edinburgh** | Organisational unit | Head of Organisational unit or appointed delegate | Ensure PGWT receives training and support | Yes | No | No |
| **University of Glasgow** | Central and Organisational unit | GTA/Developing as a Teacher (DAT) lead (Central), various at Organisational unit level | To promote and support PGWT development with the option of working towards | No | No | No |

| Institution | Who is responsible for supporting PGWT | | | Is any mention made of mentoring? | Are peer schemes mentioned? | Other support |
|---|---|---|---|---|---|---|
| | Central/ Organisational Unit | Job role | Remit | | | |
| | | | accreditation (Central) | | | |
| **University of the Highlands and Islands** | - | - | - | No | - | No |
| **University of St Andrews** | Organisational unit | Director of Teaching or Academic mentor | Local induction<br><br>Contact for questions relating to teaching practices Feedback on teaching | Yes | No | Explicit feedback on teaching on several occasions |
| **University of Stirling** | - | - | - | No | No | No |
| **University of Strathclyde** | Organisational unit | - | - | No | No | No |
| **University of West of Scotland** | Organisational unit | - | - | No | No | No |
| **rUK** | | | | | | |
| **Brunel University** | Organisational unit | Module leader | Induction<br><br>Feedback | No | No | No |
| **London School of Economics** | Organisational unit | Course convenors and/ or Deputy Heads of Organisational unit | Induction<br><br>Guide, mentor and adviser | Yes | Yes | Handbook |
| **University College London (UCL)** | Organisational unit | - | - | Yes | Yes | No |
| **University of Lincoln** | - | - | - | - | - | - |

| Institution | Who is responsible for supporting PGWT | | | Is any mention made of mentoring? | Are peer schemes mentioned? | Other support |
|---|---|---|---|---|---|---|
| | Central/ Organisational Unit | Job role | Remit | | | |
| **University of Liverpool** | Organisational unit | The PGR Teaching Lead | a) Co-ordinating the selection, training and support of the GTAs in their organisational unit.<br><br>b) Communicating on a regular basis with the module coordinators whom the GTA is assisting, to ensure appropriate support is in place.<br><br>c) Communicating on a regular basis with the GTA to discuss any specific concerns arising from their duties.<br><br>d) Facilitating ongoing support of the GTA through access to peer support opportunities.<br><br>e) Helping to address any problems arising from their activities and refer any | Yes<br><br>Peer support mechanisms are in place e.g. regular meetings of GTAs are convened to pool ideas, discuss teaching methods, problems and solutions. (A member of academic staff could be present at such meetings to offer advice and facilitate feedback.) | Yes | No |

| Institution | Who is responsible for supporting PGWT | | | Is any mention made of mentoring? | Are peer schemes mentioned? | Other support |
|---|---|---|---|---|---|---|
| | Central/ Organisational Unit | Job role | Remit | | | |
| | | | matters to the appropriate academic lead. | | | |
| **Nottingham Trent University** | - | - | - | No | No | No |
| **University of Sheffield** | Organisational unit | Head of Organisational unit or Delegate | Identify and provide required training for GTA to perform role | No | No | No |
| **University of York** | Organisational unit - PGWT co-ordinator | Academic staff | Co-ordinating the selection, training and support of PGWT, have an overview of what PGWT are doing and communicate with academic supervisors and module leaders to ensure appropriate support is in place. | Yes | No | No |
| **INTERNATIONAL** | | | | | | |
| **Aarhus University** | - | - | - | No | No | No |
| **George Washington University** | Organisational unit | Professors<br><br>Returning GAs support new GAs | Support teaching<br><br>Mentoring | Yes | Yes | No |
| **The University of Auckland** | - | - | - | No | No | No |

| Institution | Who is responsible for supporting PGWT | | | Is any mention made of mentoring? | Are peer schemes mentioned? | Other support |
|---|---|---|---|---|---|---|
| | Central/ Organisational Unit | Job role | Remit | | | |
| **University of Hong Kong** | Organisational unit | Head of organisational unit/Tutors | Academic tutors provide support and feedback during training period | No | No | No |
| **University of Melbourne** | - | - | - | No | No | No |
| **Witwatersrand University** | - | - | - | No | No | No |

## Supporting PGWT as a research supervisor

Given that the PhD supervisor is one of, if not the, central figure who supports the academic development of PGRs, colleagues across Scotland, rUK and international institutions were asked to identify to what extent supervisors contributed to the development of the teaching identity of PGWT. In some instances, the supervisor had a central role in gaining the PGWT employment and/or in terms of supporting PGWT; however, in other institutions the supervisor had a background role, with support for PGWT coming from other colleagues.

### Scottish HEIs

Across the Scottish HEI responses, only the University of Abertay, University of Edinburgh and Royal Conservatoire of Scotland explicitly state that PhD supervisors should grant permission before their PGR student can take up a teaching role. At other institutions, such as the University of St Andrews, supervisors are expected to be notified if their students undertake paid teaching positions. At St Andrews supervisors are expected to raise concerns with the Director of Teaching if they feel the students' teaching may impact their research progress.

### rUK HEIs

The responses from the rUK institutions (University of York, University of Liverpool and Brunel University) showed the practice of notifying supervisors of the students' paid work. In a similar way to the process at the University of St Andrews, only the University of Liverpool has formal structures for raising concerns and reporting to the supervisor.

### International HEIs

Information on the role of the supervisor within international institutions was largely not stated.

**Table 5: Supporting PGWT as a research supervisor**

| Institution | Supervisor must grant permission before student can teach | Provide feedback to PGWT | Any other role (s) (specify) |
|---|---|---|---|
| **SCOTLAND** | | | |
| **Abertay University** | Yes | Yes | Approve training for teaching certification |
| **Edinburgh Napier University** | Yes (Director of Studies and School Research Degrees Programme Leader) | No | No |
| **Glasgow Caledonian** | No | - | - |
| **Glasgow School of Art** | No | No | No |
| **Heriot-Watt University** | No (Tutors are nominated for role subject to approval by Head of organisational unit or designated staff) | No | No |
| **Queen Margaret University** | No | No | No |
| **Robert Gordon University** | No | No | No |
| **Royal Conservatoire of Scotland** | Yes (Head of Research must also be consulted) | No | No |
| **Scotland's Rural University** | No | No | No |
| **University of Aberdeen** | No | No | No |
| **University of Dundee** | No | No | No |
| **University of Edinburgh** | Yes | Yes | No |
| **University of Glasgow** | No | No | No |
| **University of the Highlands and Islands** | No | No | No |
| **University of St Andrews** | No (but supervisors should be notified of paid teaching or assessment work done by their doctoral students) | No | Raise concerns with the student and Director of Teaching if they feel the workload may impact the student's progress |

| Institution | Supervisor must grant permission before student can teach | Provide feedback to PGWT | Any other role (s) (specify) |
|---|---|---|---|
| University of Stirling | No | No | No |
| University of Strathclyde | No | No | No |
| University of the West of Scotland | No | No | No |
| rUK | | | |
| Brunel University | No, but students should discuss with their supervisor before applying | No | No |
| London School of Economics | No | No | No |
| Nottingham Trent University | No | No | No |
| University College London (UCL) | No | No | No |
| University of Lincoln | - | - | - |
| University of Liverpool | Yes | Yes | The impact on a PGR student's progress in their studies of their GTA activities will be monitored by the Primary Supervisor on an ongoing basis and included in the annual progress monitoring process |
| University of Sheffield | No | No | No |
| University of York | No (but supervisors should be notified of paid teaching or assessment work done by their doctoral students) | No | No |
| INTERNATIONAL | | | |
| Aarhus University | - | - | - |

| Institution | Supervisor must grant permission before student can teach | Provide feedback to PGWT | Any other role (s) (specify) |
|---|---|---|---|
| George Washington University | - | - | - |
| The University of Auckland | - | - | - |
| University of Hong Kong | Yes | - | No |
| University of Melbourne | - | - | - |
| Witwatersrand University | - | - | - |

# Section 2: Expectations of postgraduates who teach

## Understanding your role and responsibilities

The roles and responsibilities are the tasks and activities which are undertaken by the PGWT within each institution. While these may align with the 'traditional' roles of teaching, facilitation, demonstrating and assessment, some institutions did indicate additional roles which are expected of PGWT at their respective institution. Therefore, as can be seen in Table 6, there is a degree of variance the activities undertaken and in the name given to those who perform these roles.

### Scottish HEIs

Across Scotland, PGWT are PGR students who perform some teaching/demonstration activities. In some instances, other students may fulfil teaching responsibilities; for example, MPhil students at the University of St Andrews can teach if approved by the Director of Teaching, whereas Glasgow School of Art specifies that PGWT must be in the second or third year of study. In many institutions, PGRs may only undertake teaching activity if they have attended training. As stated earlier in this document, the focus of this project is on the PGWT as a PGR student at the institution. PGWT are described at most universities as Graduate Teaching Assistants (GTAs); however, other titles include Tutors & Demonstrators (University of Edinburgh), Postgraduate Teacher (University of St Andrews), Approved Tutor or Teacher (Heriot-Watt University) or Teaching Assistants/TAs (University of Stirling and University of Strathclyde).

### rUK HEIs

As per the Scottish HEIs, the traditional body of PGWT at institutions is from the PGR community. Some universities explicitly state that GTAs, as well as being current students, must be master's degree holders or have significant experience (for example, London School of Economics). In some organisational units at the University of York experienced master's students can undertake paid teaching opportunities. At Brunel University, research students are first brought in as demonstrators, with fewer responsibilities, before progressing to the role of GTA.

### International HEIs

Across the international HEIs, the most common form of job title was Teaching or Graduate Assistant, with the array of activities undertaken by PGWT in these institutions aligning closely with those in Scotland and rUK. Two institutions, Auckland and George Washington, also indicated that PGWT were involved in mentoring activities in addition to the more 'traditional' teaching and assessment tasks.

**Table 6: Understanding PGWT role and responsibilities**

| Institution | Job titles for PGWT | What tasks are PGWT generally required to do? | Are there any pre-requisites for PGWT before they can begin teaching? |
|---|---|---|---|
| **SCOTLAND** | | | |
| **Abertay University** | PGRs | Teaching<br><br>Demonstrating<br><br>Preparation<br><br>Marking<br><br>Other paid work | Training<br><br>Registration on the Skills & Teaching Experience Database |
| **Edinburgh Napier University** | Not specified | - | Ongoing policy development on PGWT to be included in institutional Research Degree Framework |
| **Glasgow Caledonian University** | Graduate Teaching Assistants (GTAs) | Lecturing<br><br>Marking<br><br>Conducting regular tutorials<br><br>Lab advisers - supporting the module leader or providing occasional tutorial sessions | Training |
| **Glasgow School of Art** | Graduate Teaching Assistants (GTAs) | UG & PG demonstrations<br><br>Seminars<br><br>Tutorials – group or individual Lectures in subjects relevant to their area of expertise<br><br>Assessment of UG student work within a moderated system | Yes – GTAs must be 2nd or 3rd Year PhD students<br><br>Training |
| **Heriot-Watt University** | Approved Tutor or Teacher | Teaching<br><br>Assessment | Approved Tutor status |
| **Queen Margaret University** | Graduate Teaching Assistants (GTAs) | Class/seminar teaching<br><br>Marking formative work | Training |

| Institution | Job titles for PGWT | What tasks are PGWT generally required to do? | Are there any pre-requisites for PGWT before they can begin teaching? |
| --- | --- | --- | --- |
| **Robert Gordon University** | - | - | Ad hoc arrangement at organisational unit level |
| **Royal Conservatoire of Scotland** | Not specified | Occasional lecturing/tutoring<br><br>Seminars and tutorials<br><br>Workshops<br><br>Projects<br><br>Assessment and marking | - |
| **Scotland's Rural College** | PGR students | Run tutorial/discussion groups<br><br>Provide support in the laboratory and computer-based session, and undertake marking of reports | - |
| **University of Aberdeen** | Not specified | - | Ad hoc arrangement at organisational unit level |
| **University of Dundee** | Not specified | - | Recent institutional requirement that PGs who teach engage with development opportunities provided by the Centre for the enhancement of Academic Skills, Teaching, Learning & Employability (CASTLE) |
| **University of Edinburgh** | Tutors & Demonstrators | Teaching<br><br>Assessment<br><br>Pastoral duties | Training |
| **University of Glasgow** | Graduate Teaching Assistants (GTAs) | Laboratory demonstration<br><br>Seminar facilitation<br><br>Assessment<br><br>Other paid work – depends on the arrangement in place within the organisational unit | Training, though many GTAs do teach before accessing the mandatory training |

| Institution | Job titles for PGWT | What tasks are PGWT generally required to do? | Are there any pre-requisites for PGWT before they can begin teaching? |
|---|---|---|---|
| **University of the Highlands and Islands** | - | Demonstrating, tutorials, and limited lecturing | - |
| **University of St Andrews** | Postgraduate Teacher | Teaching<br><br>Marking<br><br>Preparation<br><br>Lab/practical demonstration<br><br>Occasional 'guest' lecture | Appropriate teaching experience<br><br>Training<br><br>Training<br><br>MPhil students can teach if approved by the Director of Teaching |
| **University of Stirling** | Teaching Assistants (TAs) | Teaching | - |
| **University of Strathclyde** | Teaching Assistants (TAs) | Demonstration<br><br>Teaching<br><br>Teaching-related work (exceptionally, development of the curriculum, preparation of teaching materials, summative assessment and other academic duties, with the proviso that these activities do not contribute to more than 25% of any course) | Training |
| **University of West of Scotland** | - | - | - |
| **rUK** | | | |
| **Brunel University** | Demonstrators and GTAs | Support workshop/laboratory sessions led by others<br><br>Provide feedback and/or formative assessment of practical work<br><br>Provide practical support in relation to final year project and master's dissertation projects<br><br>Provide administrative support via the University VLE | Educational qualification<br><br>Current PGR student<br><br>Training |

| Institution | Job titles for PGWT | What tasks are PGWT generally required to do? | Are there any pre-requisites for PGWT before they can begin teaching? |
|---|---|---|---|
| | | Provide academic support (e.g. academic advice, formative feedback) via the University VLE. Lead small group teaching sessions (tutorials, seminars)<br><br>Provide feedback and/or formative assessment of (non-practical) coursework<br><br>Input to course material development<br><br>Provide tutorial support to final year project and master's dissertation* students<br><br>One-off specialist lectures (UG or PGT*)<br><br>Summative assessment (level 1 only) | |
| **London School of Economics** | GTAs | Prepare and plan weekly classes for a group of undergraduate students<br><br>Assess and mark formative coursework. Some organisational units do involve GTAs in marking summative exams<br><br>Complete, via LSE for You, full and accurate reports, including a general assessment of each student's progress, at the end of each term<br><br>Must have regular weekly office hours during term time when they are available to students to discuss issues relating to the courses they are teaching<br><br>Weekly or fortnightly hour of support for each course on which GTAs teach, used as a way of providing additional support for individual students. Time spent | Training<br><br>Possess a master's degree<br><br>Current PGR student |

| Institution | Job titles for PGWT | What tasks are PGWT generally required to do? | Are there any pre-requisites for PGWT before they can begin teaching? |
|---|---|---|---|
| | | with each student should be half an hour | |
| **Nottingham Trent University** | - | - | Ad hoc arrangement at organisational unit level |
| **University College London** | GTA | Teaching<br><br>Marking | Current PGR |
| **University of Lincoln** | - | - | - |
| **University of Liverpool** | GTA | Providing students with guidance and technical support on course materials, study skills and undergraduate and/or master's projects.<br><br>b) Feedback: providing guidance where appropriate including feedback on progress. Assisting in the collation of assessment and other programme data/information for review by the academic team, including monitoring of attendance.<br><br>c) Delivery of seminars, tutorials, and other small group work to develop student skills, under supervision of, or in liaison with, senior colleagues.<br><br>d) Demonstrating: undertaking laboratory demonstration and support activities during practical sessions. Acting as a technical demonstrator.<br><br>e) Marking: assessing undergraduate students' work | Educational qualification<br><br>Current PGR<br><br>Training |
| **University of Sheffield** | Graduate Teaching Assistants (GTAs) | Teaching<br><br>Preparation<br><br>Class contact<br><br>Assessment | Training<br><br>Current PGR student |

| Institution | Job titles for PGWT | What tasks are PGWT generally required to do? | Are there any pre-requisites for PGWT before they can begin teaching? |
|---|---|---|---|
| | | Administration | |
| **University of York** | PGWT | Laboratory demonstrating<br><br>Facilitating tutorials or seminars (exceptionally, this may include delivering some lectures)<br><br>Invigilating<br><br>Marking<br><br>Teaching-related administration<br><br>PGWT may contribute to taught master's programmes (in some organisational units) | Training<br><br>Experienced master's students can undertake paid teaching opportunities (in some organisational units) |
| **INTERNATIONAL** | | | |
| **Aarhus University** | Teaching Assistants (TAs) | Teaching | - |
| **George Washington University** | Graduate Assistants | Teaching<br><br>Grading<br><br>Feedback<br><br>Mentoring (new GAs) | - |
| **University of Auckland** | Tutors, Graduate Teaching Assistants & Demonstrators | Teaching<br><br>Lab demonstrating<br><br>Marking<br><br>Feedback<br><br>Mentoring (academic & cultural) | - |
| **University of Hong Kong** | Teaching Assistants | (a) assistance with research;<br><br>(b) assistance with scheduled laboratory, studio and fieldwork classes and with tutorials; | PGRs with a scholarship |

| Institution | Job titles for PGWT | What tasks are PGWT generally required to do? | Are there any pre-requisites for PGWT before they can begin teaching? |
|---|---|---|---|
| | | (c) assistance with the preparation of materials for scheduled classes;<br><br>(d) assistance with marking practical notebooks and answers from exercise classes; and<br><br>(e) assistance with invigilation of University degree examinations. | |
| **University of Melbourne** | - | - | - |
| **Witwatersrand University** | - | Marking<br><br>Supervise undergraduate research<br><br>Teaching (on rare occasions) | Ad hoc arrangement at organisational unit level |

# Committing to development and support and acting on feedback from students

For any colleague, be this a new teacher or more established, experienced professional, the opportunity to give and receive feedback on their practice is vital in their continuing professional development. As can be seen in Table 7 there is a range of opportunities for PGWT to receive and provide feedback, be this to colleagues for the purposes of course review or to their peers on their own teaching.

### Scottish HEIs

It is common for PGWT to be given feedback on their teaching from colleagues, in either a formal or informal capacity, as part of their development. From the responses gathered from the Scottish HEIs it was clear that feedback and review mechanisms utilise data from a variety of sources. Seven institutions which responded to the questions explicitly noted in policy that PGWT were entitled to feedback and review data in a formal process. While other HEIs support the idea of providing PGWT with feedback opportunities, they do not commit to this in their policies. Additionally, some institutions, (Glasgow Caledonian University and University of St Andrews) use the course survey to collect feedback about the PGWT teaching from students. This does not mean to say that similar practices do not occur within other institutions by more informal means. In some instances, there are opportunities for PGWT to provide feedback. One example of this is at the University of St Andrews where PGWT may give feedback to the Director of Teaching on the support they have received.

### rUK HEIs

Where information was provided, it was evident that PGWT receive staff or peer feedback in relation to their teaching. However, in some cases feedback from students via internally generated survey questionnaires is used to assess the PGWT 'performance'. Depending on whether positive or negative feedback is received, there is usually more training and mentoring provided. In the case of negative feedback, this may lead to discontinuation of employment. In relation to providing feedback to their colleagues on coursework, some PGWT do have the opportunity to share their experiences. One example of this is at the University of Liverpool, where PGWT are required to provide feedback both on initial training received and on any issues arising from their teaching duties (including supervision and support of their activities). It is also expected that organisational units provide PGWT with the opportunity to share ideas and resources, and to feed back on modules, teaching methods and assessment, and this is considered through University module review procedures.

### International HEIs

At the University of Hong Kong, feedback is embedded in the timeline for delivering mandatory training. In the first instance PGWT undergo a two-week training period before they start teaching. After teaching for four to six weeks, they undertake a further two weeks' training. The aim is to allow PGWT to reflect on initial teaching experiences to plan improvements in their teaching, as they are expected to identify what went well and what needs improvement.

At George Washington University three types of feedback (from staff, peers and a yearly survey) are available for PGWT.

**Table 7: Committing to development and support and acting on feedback from students**

| Institution | What mechanisms are in place for PGWT to receive feedback on their teaching? | What form does this feedback take (e.g. peer observation, feedback from students)? | Are there any specifications for review/reflection on teaching (e.g. an annual review)? | Is any mention made of how PGWT give feedback on the modules they are teaching? |
|---|---|---|---|---|
| **SCOTLAND** | | | | |
| **Abertay University** | - | - | Competency to teach will be evaluated via a practice-based assessment | No |
| **Edinburgh Napier University** | - | - | No | No |
| **Glasgow Caledonian University** | Varied – depends on organisational unit | Feedback from students<br><br>Peer observation | Yes – Online survey | No |
| **Glasgow School of Art** | Organisational unit | Peer and tutor feedback | No | No |
| **Heriot-Watt University** | Academic mentor | Mentor observation and feedback against criteria linked to the Learning and Teaching Development Programme. | PGWT produce a reflective commentary on their teaching practice. | No |
| **Queen Margaret University** | Peers<br><br>Academics | Peer observation<br><br>Feedback from staff | No | No |
| **Robert Gordon University** | - | - | No | No |
| **Royal Conservatoire of Scotland** | Review with module co-ordinator | - | Formal review must occur at regular intervals | No |
| **Scotland's Rural College** | - | - | No | No |

| Institution | What mechanisms are in place for PGWT to receive feedback on their teaching? | What form does this feedback take (e.g. peer observation, feedback from students)? | Are there any specifications for review/reflection on teaching (e.g. an annual review)? | Is any mention made of how PGWT give feedback on the modules they are teaching? |
|---|---|---|---|---|
| **University of Aberdeen** | - | - | No | No |
| **University of Dundee** | - | - | No | No |
| **University of Edinburgh** | Course Organiser<br><br>Mentor | Variable | No | No |
| **University of Glasgow** | Usually at organisational unit level. Peer review (i.e. PGWT to PGWT/AF level colleague) as part of the RETAF framework | Peer observation plus feedback | Depends on the organisational unit but nothing centrally | Dependent on organisational unit |
| **University of the Highlands and Islands** | - | - | No | No |
| **University of St Andrews** | Organisational unit | Tutor feedback<br><br>Student feedback | Yes – provided at some point during the module and at the end of each module<br><br>Module Evaluation Questionnaires (MEQs) so that undergraduate students can provide postgraduate teachers with feedback | Yes |
| **University of Stirling** | - | - | No | No |

| Institution | What mechanisms are in place for PGWT to receive feedback on their teaching? | What form does this feedback take (e.g. peer observation, feedback from students)? | Are there any specifications for review/reflection on teaching (e.g. an annual review)? | Is any mention made of how PGWT give feedback on the modules they are teaching? |
|---|---|---|---|---|
| **University of Strathclyde** | - | - | No | No |
| **University of the West of Scotland** | - | - | No | No |
| **rUK** | | | | |
| **Brunel University** | Organisational unit | Course leader<br><br>Students | No | No |
| **London School of Economics** | Organisational unit | Survey paper questionnaires | Termly<br><br>If the scores show no improvement (after two surveys), the GTA may have his/her contract revoked unless there are special extenuating circumstances, to be approved by the Head of Organisational unit and the Pro-Director for Teaching and Learning<br><br>The survey is also used to identify good practice. Each year, every organisational unit is invited to nominate one or more GTAs for organisational unit teaching prizes. Nominated GTAs receive the prize through their pay, plus a certificate signed by the Director of LSE. | No, but they contribute to the handbook |

| Institution | What mechanisms are in place for PGWT to receive feedback on their teaching? | What form does this feedback take (e.g. peer observation, feedback from students)? | Are there any specifications for review/reflection on teaching (e.g. an annual review)? | Is any mention made of how PGWT give feedback on the modules they are teaching? |
|---|---|---|---|---|
| | | | They may also be invited to contribute to the initial training sessions for new class teachers (GTAs) – and to contribute to ideas included in the handbook. | |
| **Nottingham Trent University** | - | - | No | No |
| **University College London** | Organisational unit | Course leader | No | No |
| **University of Lincoln** | - | - | - | - |
| **University of Liverpool** | Organisational unit | Module leader\n\nPeer observation | Annual | Yes |
| **University of Sheffield** | - | - | No | No |
| **University of York** | Students\n\nCourse leader or PGWT coordinator | Student feedback forms. Feedback from the module leader and/or a monitoring process by the PGWT coordinator. | First few weeks for new PGWT\n\nPositive feedback on teaching should be communicated to PGWT\n\nNegative feedback from review processes may make necessary the following:\n\nCo-facilitation of teaching\n\nFurther mentoring or the suspension of their involvement | Yes, and they may also give feedback on the support they have received, submitted to the Director of Teaching\n\nRepresentation on organisational unit committees |

| Institution | What mechanisms are in place for PGWT to receive feedback on their teaching? | What form does this feedback take (e.g. peer observation, feedback from students)? | Are there any specifications for review/reflection on teaching (e.g. an annual review)? | Is any mention made of how PGWT give feedback on the modules they are teaching? |
|---|---|---|---|---|
| **INTERNATIONAL** | | | | |
| **Aarhus University** | - | - | - | No |
| **George Washington University** | Organisational unit | Feedback from academic staff<br><br>Feedback from peers | Yearly survey | No |
| **University of Auckland** | - | - | - | No |
| **University of Hong Kong** | Organisational unit | Feedback from tutors | Tutors provide feedback on initial teaching. | No |
| **University of Melbourne** | - | - | - | No |
| **Witwatersrand University** | - | - | - | No |

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