

UNIVERSITY OF WARWICK

Postgraduate Teaching Framework

Revised version 2019/2020

This framework is applicable to the FA4 and FA5 postgraduate teaching roles engaged either via Sessional Teaching Payroll or Graduate Teaching Assistant contracts.

The framework is built on the principles identified in the [Postgraduate Students who Teach policy](#).

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1. General principles applicable to all departments

Teaching Expectations of Postgraduate Students

Students are not compelled to teach. At Warwick, many departments will strongly encourage postgraduate students to teach as part of their professional development, as teaching is a core transferrable skill.

Departments must ensure that the scale of teaching duties that are assigned to students are clearly agreed and take due consideration of the research commitments and preferences of students.

Teaching will not be part of a research-related bursary/scholarship. Where departments offer teaching to research scholarship holders, payment for this must be outlined separately, with no expectation that students accept the offer;

From academic year of 2020/2021, the main route of engagement for postgraduate teaching is through Graduate Teaching Assistant (GTA) employment contracts. Guidance for using Graduate Teaching Assistant roles is available [here](#).

Sessional Teaching Payroll contracts may only be used for postgraduate students only if the work satisfies one of the conditions below:

- A one-off piece of work that requires certain expertise (such as a lab delivered by a postgraduate student in the area of their research and adjacent marking) for a maximum 10 hours/ term (including all elements of teaching –preparation, marking, contact, etc.)

Or

- A series of smaller pieces of work delivered across different terms ; this work cannot exceed 10 hours/ term or 20 hours /academic year (including all elements of teaching)

Training

Postgraduate students who undertake teaching at the University, be it via STP or under a Graduate Teaching Assistant contract are required to undertake basic training and pass any training requirements as part of their probation. The training will be proportionate with the amount of work delivered; in most departments, this will be the Prepare to Teach in Higher Education module or an online teacher training.

Postgraduate Students who teach via STP are required and expected to undertake an online training on teaching prior to commencing the work. 1 hour will be paid for undertaking this training.

Graduate Teaching Assistants are required to undertake the Prepare to Teach in HE module and successfully pass the assessments in order to pass probation. The attendance to the training will be paid.

Postgraduate students who have previously attended Prepare to Teach module are not required to undertake this training again.

All postgraduate students who teach who wish to enhance their teaching skills through further training, including accreditation to the Higher Education Academy (HEA), they will be encouraged to do so, subject to discussion with their academic supervisor (where relevant), providing that this does not interfere with other commitments, notably their PhD research. Attendance at such training courses will not be paid.

Where departments require bespoke additional sessions specifically for postgraduate students who teach as part of their teaching preparations, beyond what is offered as part of the University's professional development provision the attendance will be paid (for instance, to brief on specific policies and/or procedures on teaching or marking adopted by the department (e.g. marking/feedback guidelines etc.), to provide training about technology-enhanced learning (e.g. Moodle, Echo 360, Mahara etc.) and/or student administration specific to the department (e.g. Tabula, Moodle, My.WBS etc.),)

Where postgraduate students who teach need training in the policies and procedures adopted by the department (i.e. marking/feedback guidelines, use of Tabula/Moodle etc.) that training will be paid.

2. National Pay Framework and rates of pay for Postgraduate Teaching routes

All Role Profiles used for the purpose of engaging Postgraduate teachers have been developed in consultation with academic departments, Human Resources (HR) and PG Tutors. The roles have been graded through the HAY evaluation process according to the nationally recognized criteria in place for salaried posts.

New ¹GTA's / PG tutors on STP will be appointed at the bottom spinal point of the grade. GTAs will receive incremental progression year on year.

The University does not expect teaching to be delivered by postgraduate students consistently through STP year on year, and as such no incremental will be applicable for those roles. Departments are highly encouraged to contract the majority of the teaching via GTA contracts.

PG tutors moving to a GTA contract from STP and those who are engaged via STP from 2020/2021 will maintain their rate of pay. This rate of pay will be maintained for the duration of their contract, and no incremental progression will be received.

3. Terms and Conditions

All Postgraduate Students who teach, regardless of the route of engagement, will be issued with contracts that will state clearly roles, responsibilities, assigned hours and rate of pay.

4. Recommended allocations of teaching and limitations for Graduate Teaching Assistants

To encourage the use of the Graduate Teaching Assistant contracts as an academic development opportunity, departments are required to allocate a reasonable amount of teaching that is not in the detriment of academic progression; As such, the following recommended amounts of hours can be allocated for teaching on a GTA contract for full time students.

Visa restrictions and cross-payroll compliance will apply for all visa holders and will supersede any recommendations. This may mean that some GTAs will not be able to work the maximum recommendation, but they should discuss any visa restrictions and other commitments with the department and line managers before committing to any teaching.

Weekly allocation of hours for GTAs undertaking full time studies	-up to 20 hours/week including all elements of teaching Where there are no visa restriction -more than 20 hours/ week for a maximum of 4 weeks at a time to account for marking or peak in workload
Yearly allocation of hours for GTAs undertaking full time studies	-up to 312 hours/year across all departments of work -up to 416 hours/annum across all departments of work with ONLY with the approval of HOD from department of studies

¹ New=Never previously worked at the University in a teaching role before academic year 2020

5. Preparation and Marking

All tasks within an hourly paid role will be paid at the same rate including preparation, marking and office hours.

Norms for marking should be based on a reasonable assessment of how much time needs to be assigned to mark the work and provide appropriate feedback. This can be done based on the number of words that can reasonably be marked within an hour, or the numbers of questions/problems/scripts/similar that can be marked within an hour.

6. Attendance

Where a PG Tutor is required to attend a lecture (or equivalent, e.g. performance, presentation, screening, pre-lab talk etc.) this will be paid.

Where a PG Tutor is required to attend departmental meetings (e.g. teaching committee and/or Exam Boards, disciplinary meetings, personal tutor meetings, course team meetings etc.) they will be paid for attendance.

Where PG Tutors are invited to send representatives or spokespeople to departmental meetings, this will not be paid (e.g. departmental PG Tutor Forums).

Attendance at module meetings to discuss how the module is best taught is part of the preparation, and will not be paid separately. Module meetings must not be longer than one third of the overall preparation time that an individual PG Tutor is contracted for relating to the module.

Marking meetings, to determine the final marks of students, are not part of preparation and will be paid.

7. Regular Reports on Student Progress

Where a department requires PG Tutors to provide regular reports on student progress, this should be stipulated in the contractual agreement with appropriate additional paid administration time included.

8. Payment Protection for postgraduate students who teach (Red circling)

PG tutors contracted under the GTA arrangement who previously held a post with STP for the same department, will maintain the rate of pay that they were previously paid. Postgraduate students who have previously been engaged via STP until the implementation of GTA contracts and are offered teaching via STP in 2020/2021 will also maintain their rate of pay. In both cases incremental progression will not apply. This arrangement is called "Red Circling" and it will be in place until pay harmonization is reached across all departments.

Incremental progression will apply only if someone has been teaching for more than 3 years in the instance above.

All other PG Tutors engaged for teaching either via GTA or STP contracts will be appointed at the bottom of the pay spine within the pay grade and incremental progression will be received year on year.

Team-Teaching (more than one tutor teaching the same class)

Team-Teaching will be paid in the same way as individual teaching, per PG Tutor. Rates for office/advice/feedback hours will be divided by the number of team tutors delivering a class/module (where applicable).

9. Laboratory Sciences Teaching

(May be used by all departments for teaching with similar requirements)

(i) Preparation Time and Administration

For each laboratory class (which may be taught multiple times), PG Tutors will be able to claim for preparation and administration up to the length of a single laboratory class. If a department requires a PG Tutor to undertake preparation beyond this length, it will be stated in the contract and will be paid. The total preparation time and administration for a specific contracted role will be stated in the contractual agreement and can be reviewed by the PG Tutor prior to commitment to the teaching.

(ii) Laboratory Class Overruns

Where students of a laboratory class takes longer to complete the work than the time contracted, PG Tutors should speak to the academic responsible for the class to authorize that they should continue to work for the remaining hours and these will be paid. Where no responsible academic is available, the PG Tutor should report the additional hours to the STP Coordinator/Teaching Mentor at the earliest possible opportunity.

NOTE: Tier 4 visa holders cannot work beyond contracted hours and departments must manage this when allocating teaching.

10. Mathematical Sciences Teaching

(May be used by all departments for teaching with similar requirements)

(i) Preparation Time and Administration

This will be paid as appropriate to the role. The number of hours of preparation and/or advice and feedback for a specific contracted role will be stated in the contractual agreement and can be reviewed by the PG Tutor prior to commitment to the teaching.

(ii) Standard Warwick Mathematics Institute Classes Preparation

Preparation and/or marking will be paid for standard Maths classes at the following rates (noting that some exceptions will be required where the class requires additional time):

- Supervision Classes

Combined marking, preparation and advice and feedback paid at a minimum

of 1.5 hours per hour of class time.

- Support Classes

Combined preparation and advice and feedback paid at 1 hour per hour of class time in addition to marking time.

11. Mandatory training for Graduate Teaching Assistants

All Graduate Teaching Assistants are required to complete all the University standard [Induction Training](#) and they will be paid 3.5 hours for doing so.

All Graduate Teaching Assistants are also required to complete the Data Protection (UK GDPR) and Information Security Refresher in each new academic year they teach in, for which 30 mins will be paid. If further Health and Safety reading is required to perform certain teaching activities, this will be paid.

12. Dispute resolution routes

Where PG Tutors have questions or concerns they should address these to the Module Convenor or the academic they normally liaise with in relation to their teaching role. Every department will also have an STP Coordinator and a Teaching Mentor; a member of staff with academic oversight over all STP Tutors. A list of the named STP Coordinators and Teaching Mentors for each department will be published on the STP webpages. This STP Coordinator/Teaching mentor will be the first person to escalate concerns or questions with if these cannot be addressed at the local level. Should matters not be resolved by them, they can be escalated to the Head of Department. Should all departmental efforts at resolving concerns or complaints fail, then these will be resolved by the PVC Education or nominated representative. All parties should attempt to resolve issues at the local level in the first instance. STP Tutors have the right to be accompanied to all meetings convened for the purpose of dispute resolution by a Trades Union representative, a Students' Union representative or another work colleague.

If there is a conflict of interest the STP Tutor may choose to automatically escalate an issue to the next level in the process. STP Tutors who are students of the University may seek advice from the Students' Union Advice Centre or a Trades Union if they have membership.

Summary Escalation Route:

1. Module Convenor/ academic responsible for the role
2. STP Coordinator/Teaching Mentor in department (or named alternative where Module Convenor is the STP Coordinator)
3. Head of Department or nominated representative
4. PVC Education or nominated representative
5. University Grievance Policy

13. Departmental STP Tutor Forums

All academic departments contracting with STP Tutors will hold a termly STP Tutor Forum convened by the STP Coordinator. All current STP Tutors will be invited to attend and the meeting will provide an opportunity to raise any issues regarding the implementation of STP in the department.

14. Notice Periods

The notice period for postgraduate students who teach is one month.

15. Mutual Termination

Early termination of contract may happen by mutual consent between PG Tutors and the contracting department.

16. Marking and Assessment

(i) Assessments for essay-based modules (Formative and Summative)

- Noting that there will be inevitable differences between disciplines in the time marking will take, but that there will also be differences according to experience (time spent marking will diminish with experience), the University will pay one hour per 3,000 words marked, across the Arts and Social Sciences.

(ii) Assessments for Year Abroad essays written in a foreign language

- These require marking and feedback both on academic content and on language accuracy and quality, thus one hour will be paid per 2,000 words marked.

(iii) Essay Type Exam Marking

Essay type exam questions will be paid at a rate of one hour for every 6 hours of examination time i.e.:

- One-hour will be paid for every 4, one and a half hour scripts marked
- One-hour will be paid for every 3, two-hour scripts marked
- One-hour will be paid for every 2 three-hour scripts marked

Exam moderators will be paid on a reasonable assumption of the time required to undertake the role.

(iv) Non-Essay Based Marking and Assessment

Where there is no common denominator for time spent on marking, departments arrange their own formula for marking, in a transparent and reasonable way, considering past experience. The number of hours of marking for a specific contracted role will be stated in the contractual agreement and can be reviewed by the PG Tutor prior to commitment to the teaching.

(i) Mixed assessment methods

Where departments use a mix of assessment methods for a course or module, and all assessments are carried out by the same tutor, an alternative model is to pay an amount per student, based upon the size of the module as follows:

- 1 hour per student for each module up to and including 15 credits
- 1.5 hours per student per 20 credit module
- 2 hours per student per 30 credit module
- 3 hours per student per 40 credit module
- 4 hours per student per 60 credit module

17. Social Sciences and Arts Standard Teaching Model

(May be used by all departments for teaching with similar requirements)

(i) Advice and Feedback/ Office hours

All departments in the Arts and Social Sciences will develop and communicate clear guidelines what type of feedback is requested from PG Tutors, and what should properly be undertaken by employed academic staff in the departments; this applies in particular to advice and feedback beyond that given in formal assignments.

To allow for feedback to be given in person and by email, the University will pay two hours per week advice and feedback time (beyond that provided through marking) for up to two seminar groups taught, and two further hours per week per up to two additional seminar groups taught by the same PG Tutor.

Under normal teaching practice, it is not expected that seminars are comprised of more than 25 students for most departments in the University. In exceptional cases, if a group is larger than 25 students and this is considered to be outside of normal departmental practice, it should be treated as two seminar classes in terms of payment for advice and feedback. Where no teaching takes place in a particular week (e.g. reading week), no payment will be made to PG Tutors for Advice and Feedback for that week.

(ii) Seminars

The University will pay three hours of preparation time per week at the seminar rate for each non-language based module taught, in addition to the contact time.

Where a PG Tutor is giving the lecture and the seminar on the same topic, the total preparation time for both will be 5 hours if this is the first time the lecture has been given and 3 hours if the lecture was delivered before by the same PG Tutor.

For departments that do not operate the traditional lecture / seminar model, an allowance is to be added calculated at pro-rata to 6 hours per 30-credit module.

(iii) Groupwork

The University will pay one hour of preparation time for each contact hour of groupwork activity

(iv) Credit-bearing courses which do not follow the traditional lecture/seminar model and non-credit-breaking professional/CPD courses

Language Classes (for credit)

Payment will be made for an additional 2 hours per contact hour for a credit-bearing language class (to cover preparation and marking).

Payment will be made for 1 hour per contact hour for Oral Classes, in addition to the contact time.

CLL accredited courses and modules

For all new accredited courses or modules: 2 hours preparation for every classroom lecture hour

For existing accredited courses or modules: 1 hour preparation for every classroom lecture hour

Where an accredited course or module is repeated within an academic year the preparation time is reduced to 30 minutes per lecture hour

Existing or repeated courses/modules re-developed for bespoke cohort - 2 hours preparation per classroom lecture hour.

(v) Non-credit bearing open programme/ leisure and language courses and modules

Language classes

In practice these classes tend to require less marking than for-credit language classes. As a result, payment will be made for 1 hour per contact hour for a noncredit bearing language class, in addition to the contact time.

CLL non-accredited open programme/leisure short courses and dayschools/workshops

For all new non-accredited open programme/leisure courses or modules: 1 hour preparation for every classroom contact hour

For existing non-accredited open programme/leisure courses or modules: 30 minutes preparation for every classroom contact hour

(vi) Lectures including Lifelong Learning Keynote Speakers and Guest lecturers

Payment for 5 hours preparation time per lecture (in addition to the contact time) where this is the first time the lecture is given. If the lecture was delivered before by the same PG Tutor, two hours are given for preparation, in addition to the contact time. Where a PGTutor is delivering both a lecture and a seminar on the same topic that they have delivered previously, three hours total preparation time are given in addition to the contact time

(vii) Workplace visits and classroom observations

To be paid on an hour per hour basis (in addition to travel expenses and, where appropriate, travel time)

(viii) CLL Facilitators

Payment will be for contact-time only.

