This framework is applicable to the FA4 and FA5 STP Tutor roles, except for FA5 STP Tutors who are not currently registered as students of the University, which are covered in a separate framework available via the STP webpage.

(a) General Principles Applicable to All Departments

(i) 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; and rates paid must be consistent with the rates and terms and conditions provided under the STP model.

(ii) Induction and Training

Teaching is a fundamental transferrable skill of academic scholarship. Therefore, the Warwick Professional Development framework includes a requirement for all PhD students at Warwick in the first year of their research to engage in a basic training course, which in most cases will be the Preparing to Teach module offered by the Learning and Development Centre (LDC) in conjunction with specific academic departments or an agreed equivalent module developed within departments. Any undergraduate or postgraduate taught student wishing to take up opportunities to teach at Warwick will also be required to engage in training as part of the departmental transferrable skills provision. Transferrable Skills provision in the University is provided by the University and will count towards the Professional Development requirement of PhD students; as such, attendance to it is not paid.

PhD students attending the basic training course (such as the Preparing to Teach module) will have the opportunity to list their participation in the training portal as part of the departmental training they have undertaken.

Where STP Tutors 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 STP Tutors as part of their teaching preparations, beyond what is offered as part of the University’s professional development provision, 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.), STP Tutors will be paid for attendance.
Where STP Tutors 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.
(iii) National Pay Framework and Hay Evaluation

All STP Role Profiles have been developed in consultation with academic departments, Human Resources (HR) and STP Tutors. The roles have been graded through the Hay evaluation process according the nationally recognized criteria in place for salaried posts.

STP Tutors are paid at the mid spinal point of the grade (if there are an even number of spinal points, the upper mid-point will be used) and there will not be year on year progression as these are hourly paid roles.

(iv) Terms and Conditions

All STP Tutors will be issued with contracts detailing the hourly-paid services they are contracted to deliver. STP activity is contracted on the basis of payment for services and therefore fall outside of the scope of departmental workload model norms.

(v) 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.

() Attendance

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

Where an STP 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 STP Tutors are invited to send representatives or spokespeople to departmental meetings, this will not be paid (e.g. departmental STP 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 STP 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.

(vi) Regular Reports on Student Progress

Where a department requires STP Tutors to provide regular reports on student progress, this should be stipulated in the contractual agreement with appropriate additional paid administration time included.
(viii) Payment Protection for Existing Sessional Tutors (Red-Circling)

For existing sessional tutors already contracted to teach through VAM in 2016/17, the overall contracted pay rates for the same roles, existing pay for the same activity will be ‘red-circled’ with payment protected for two years if their pay would otherwise decrease as a result of these changes.

STP Tutors in pilot departments whose pay was already previously protected through red-circling in 2016/17 (to ensure that they would not lose out through the introduction of STP) will be entitled to payment protection for two academic years after they entered STP if they previously taught through VAM.

Where a change to the STP role profiles and/or framework has occurred between the pilot and full University-wide implementation, which would result in a reduction in pay for STP Tutors who previously taught in pilot departments, these STP Tutors will have payment protection through red-circling for two academic years from 2017/18.

(ix) Health and Safety

All STP Tutors are required to complete the University standard Moodle course on Health and Safety, and they will be paid one hour for doing this course. The contracting department will provide appropriate health and safety guidance to STP Tutors. If further training or compulsory reading is required, this will be paid.

(x) Diversity in the Workplace

All STP Tutors are required to complete the University standard Moodle course on Diversity in the Workplace, and they will be paid one hour for doing this course.

(xi) Dispute Resolution Routes

Where STP 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; a member of staff with academic oversight over all STP Tutors. A list of the named STP Coordinators for each department will be published on the STP webpages. This STP Coordinator 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 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
(xii) 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.

(xiii) Notice Periods

The notice period for STP Tutors is one month.

(xiv) Mutual Termination

Early termination of contract may happen by mutual consent between STP Tutor and the contracting department.

(b) 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 STP 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
(c) **Social Sciences and Arts Standard Teaching Model**  
*(May be used by all departments for teaching with similar requirements)*

(i) **Advice and Feedback**

All departments in the Arts and Social Sciences will develop and communicate clear guidelines what type of feedback is requested from STP 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 STP Tutor. Seminar groups are assumed to comprise no more than 25 students each. If a group is larger than 25, 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 STP 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 an STP 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 STP 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 non-credit 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 STP Tutor, two hours are given for preparation, in addition to the contact time. Where an STP Tutor 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.
Team-Teaching (more than one tutor teaching the same class)

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

(d) 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), STP Tutors will be able to claim for preparation and administration up to the length of a single laboratory class. If a department requires an STP 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 STP 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, STP 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 STP Tutor should report the additional hours to the STP Coordinator at the earliest possible opportunity.

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

(e) 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 STP 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.