



UNIVERSITY OF BIRMINGHAM

**GUIDANCE ON TEACHING AND ACADEMIC SUPPORT PROVIDED BY REGISTERED
STUDENTS**



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1. Preamble

- 1.1 This Guidance should be read in conjunction with the [Code of Practice on Teaching and Academic Support Provided by Registered Students](#).
- 1.2 Further guidance on working restrictions can be found in the [Guidance for Students on Paid Employment](#).
- 1.3 International students must contact the [International Student Team \(IST\)](#) if they have any queries about their visa requirements.

Types of Teaching and Academic Support

1.4 Teaching

The following is a non-exhaustive list of examples of teaching:

- (a) Undertaking occasional lectures.
- (b) Holding seminars and tutorials.
- (c) Facilitating workshops.
- (d) Assisting with the supervision of undergraduate research projects or dissertations; and
- (e) All activities included under 'academic support' (this will frequently involve substantial preparation, which, for these purposes, is considered to be where the time spent on preparation is equal to, or more than, the time spent on delivery of the activity).

1.5 Academic Support

The following is a non-exhaustive list of examples of academic support:

- (a) Laboratory demonstrating and helping students in classes with practical work including laboratory based work.
- (b) Study skills workshops.
- (c) Assisting with fieldwork activities.
- (d) Mentoring.
- (e) Managing e-learning discussion boards.
- (f) Peer assisted support.
- (g) Language laboratory support.

None of the above activities should require substantial preparation.

1.6 Specific Teaching Activities (not covered above)

Some activities may fit into more than one of the categories above, for example fieldwork may involve leading activities including devising the schedule for the work (more likely to be considered 'teaching') or may involve supporting academic staff by providing additional support as a source of advice (more likely to be considered as 'academic support'). In such cases the academic member of staff responsible for the module should use their judgment, consulting with the Head of School if necessary.

- 1.7 The Educational Development Team provides resources for all stages of academic development.



2. Postgraduate Students involved in teaching or academic support

As set out in the Code of Practice.

3. Undergraduate Students involved in teaching or academic support

As set out in the Code of Practice.

4. General Provisions

As set out in the Code of Practice.

5. Responsibilities of the PAU or Professional Service in relation to Training

5.1 Training

a) University provision

- (i) Introduction to Teaching and Learning in HE (ILT001) (Online)

With the exception of students outlined in 5.1 (a)(ii), ILT001 must be completed **before** a student can commence teaching. To be appointed in post, students must complete (as a minimum) ILT001.

- (ii) PGTA Lab Demonstrator Training (CTL) (Online)

This is for students providing teaching and academic support in the Collaborative Teaching Laboratory (CTL). This course needs to be completed **before** students begin teaching and is recognised as equivalent to ILT001. Any students involved in lab teaching, who work in laboratories other than the CTL, must instead complete ILT001 (and can complete ILT002: Small Group Teaching (Labs) following this).

- (iii) Other optional ILTs can be completed while the student is already engaged in teaching.

It is strongly recommended that a student takes either ILT003: Small Group Teaching, ILT004: Principles of Assessment and Feedback, ILT006: Inclusive Teaching and/or ILT007: Large Group Teaching as these provide greater depth in topics explored during ILT001.

b) School provision

It is the Head of School's responsibility to ensure that all students providing teaching and academic support are adequately trained.

- (i) For students providing teaching and academic support in the CTL, the Head of School is responsible for ensuring they successfully complete the PGTA Lab Demonstrator Training (CTL) course before commencing teaching. This is in lieu of completing ILT001 (see 5.1 (a)(i)).



- (ii) Schools must ensure that students receive discipline-specific and module specific training. Where a student has relevant documented experience (for example, have undertaken a similar role previously) they may be exempt from this training.
- (iii) Where students contribute to teaching or academic support on a module or programme, the relevant Module or Programme Lead should also ensure that they are provided with appropriate support, guidance, and access to relevant teaching resources in their practice, including details of any reasonable adjustments required by students as appropriate to their teaching duties. For Professional Services, this responsibility rests with the Head of the Professional Service unit. This expectation complements the formal training and mentoring arrangements described above and helps to ensure that students are well prepared to contribute effectively within the specific teaching context.

5.2 PGTA Co-ordinator

- (a) Each School should have an identified member of academic staff responsible for the co-ordination, monitoring and quality assurance (the “PGTA Co-ordinator”). Whilst the PGTA Co-ordinator is responsible for the above, each task can be delegated to other academic members of staff.
- (b) The PGTA Co-ordinator is responsible for ensuring:
 - (i) Each PGTA is observed teaching at least once in each academic session.
 - (ii) Regular review meetings are held, with opportunities for PGTAs to discuss techniques and issues.
 - (iii) Each PGTA is assigned a mentor.

5.3 Mentors

- (a) Each student undertaking teaching and academic support should have a mentor.
- (b) Mentors are not responsible for the student’s delivery of support, which remains the responsibility of the Module Lead. This is a supportive role that aims to provide the student with additional support and general development.
- (c) The following is a non-exhaustive list of the type of support a mentor can offer:
 - (i) Inform their mentee of their availability to ensure regular catch-ups are possible (if required).
 - (ii) Anticipate the types of issues that may arise for the mentee and offer support where necessary.
 - (iii) Arrange to observe one of the mentee’s teaching and / or academic support sessions and provide feedback.
 - (iv) Arrange for the mentee to view one of their (or a colleague’s) teaching and/or academic support sessions.
- (d) Mentors should be experienced members of staff (in some cases it may be that the student’s supervisor for the PGR activity acts as the mentor, due to staffing resource,



etc). Mentors should be separate from the PGTA Co-ordinators to allow an additional point of support for the students.

6. Responsibilities of the PAU in relation to Supervision and Monitoring

As set out in the Code of Practice.

7. Responsibilities of the College, Professional Service Unit and the University

As set out in the Code of Practice.

8. Further Advice

Students needing further advice should contact their PGTA Co-ordinator or Mentor in the first instance.

Advice is also available from [Guild Advice at the Guild of Students](#).