

Academic Policy Statement APS 23:

Preparing Research Students for Effective Teaching

1. Background

Middlesex University recognises the value that doctoral research students can bring to the learning experience of students studying taught undergraduate and postgraduate programmes. It is also recognised that for those research students anticipating an academic career, it can be a very valuable experience to assist in the teaching of such programmes.

In recognition of the fact that many of our doctoral students undertake teaching during their doctoral studentship the Centre for Academic Practice Enhancement (CAPE) has developed and facilitates a short course that covers basic principles of learning, teaching and assessment practice. This is designed to support and address the challenges often faced by those for whom teaching is new and to ensure that the teaching experienced by our students is of high quality, designed to meet student need and aligns with the University's approach to learning, teaching and assessment.

The course is a requirement for doctoral students who wish to engage in teaching from academic year 2014/15. Doctoral students who have taught previously will be required to undertake the course during 2014/15 if they have not already done so during academic year 2013/14 regardless of the amount of teaching experience they may have. The exception is those doctoral students that already hold a Postgraduate Certificate in Higher Education who are not required to attend this short course but may elect to do so should they wish to.

2. The course

The short course takes one-and-a-half days and is run a number of times a year. It is supported by online resources within the My Learning space. Participants are required to attend all sessions in order to complete the course. Should they wish to receive a certification of completion of the course (non-accredited) participants submit reflections of their learning including and observation of two colleagues in learning and teaching setting. There are five interactive workshops included the course.

Introduction to Learning & Teaching Approaches

Identifies effective practice to support student learning taking account of contemporary learning theories, styles and approaches to learning.

Techniques for Learning

Explores different techniques and methods – both face-to-face and online that make up a teacher's toolkit.

Assessment of Learning

Considers assessment literacies and the forms assessment can take, along with effective feedback practices. This workshop considers the importance of aligning assessment to learning outcomes and clear criteria.

Evaluating Learning

Examines the importance of evaluation (as distinct from feedback) and discusses the use of different methods and identifying different forms and purposes of evaluation.

Planning Learning & Teaching

Considers the essential elements required to develop a successful learning event and techniques to encourage and measure student engagement.

3. Recording attendance

A record of attendance is taken by CAPE and this information is relayed to the Research and Knowledge Transfer Office, who can be contacted by Schools to verify that students wishing to undertake teaching have attended the course.

4. Teaching Loads

Those engaging doctoral students to undertake teaching should be aware that there are limitations as to how many hours teaching doctoral students can do. This differs depending on their mode of study (i.e. full time/part time) and funding methodology (i.e. research studentship where it may be a requirement/ funding bodies which may have restrictions/self-funding). In making arrangements with doctoral students to teach any requirements/restrictions should be checked the students and verification sought from the Research and Knowledge Transfer Office as necessary.

Revision history	<p>This policy was first approved by the Teaching & Learning Committee, and subsequently noted at Academic Board on 18 November 2009.</p> <p>The policy was amended September 2014 and discussed at Assurance Committee on 7th October 2014 where amendments were requested. Chairs Actions was taken and the amendments made agreed by the DVC Academic. The policy was forwarded to Academic Board for ratification in November 2014.</p> <p>This policy is to be reviewed in November 2020.</p>
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