

LTC15D169

Title: Policy on Co-Teaching of Undergraduates and Taught Postgraduates
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Issue

The Policy on Co-Teaching of Undergraduates and Taught Postgraduates was last considered by LTC in 2010 (approved by the Learning & Teaching Committee of Senate 21 April 2010) and it is therefore timely to review the Policy in the light of recent changes to other regulations.

The ADTP circulated a link to the existing policy prior to the June meeting of TPPG to Caroline Sauverin and the four Associate Deans for Learning & Teaching. Feedback from these colleagues was presented to TPPG along with the proposed revisions to the Policy. The revised Policy was strongly endorsed by TPPG members.

Recommendation

University LTC is asked to consider for approval the attached revised policy. If approved, it will be applied to students on all taught programmes from 2016/17 academic year.

Resource Implications

No significant resource implications are associated with the policy.

Risk Implications

No significant risk implications are associated with the revised policy.

Equality and Diversity

The revised policy is extremely unlikely to have any negative consequences for students with protected characteristics.

Timing of decisions

Approval by LTC will ensure that the policy comes into force in 2016/17.

Background

The review of the Policy on Co-Teaching forms part of the LTC 5-yearly Cycle of Reviews of key regulations and policies.

Discussion.

Changes proposed separately in the revised Regulations pertaining to Post-graduate Taught Programmes (Common Master's Framework) mean that certain elements of the existing Policy should be deleted to avoid unnecessary repetition. In particular it was felt that there is little value in retaining Section 2, 3 and 4, which are therefore deleted in the revised Policy presented herein.

It was also noted that an IM student and an MSc student studying a Master's level module is NOT co-teaching – they are studying at the same level and have the same assessment at the level of the module. (How the attainment on the module feeds through to their respective degrees will differ, as

these are regulated at the level of the degree regulation, not the module regulation). It was felt that a note of clarification to this effect should be added to the Policy. This has been addressed in the final section of the revised Policy (Section 8).

SSF

Policy on Co-Teaching of Undergraduates and Taught Postgraduates

This document sets out the University's expectations in respect of level specific content where undergraduate (Honours and Integrated Master's undertaking Master's-level modules) and taught postgraduate students share teaching events.

1. The University permits undergraduate and taught postgraduates to attend the same teaching events (for example lectures), where Schools have determined that it is efficient and effective to co-teach students, for example in the delivery of core information or development of key skills, provided that:

- o Undergraduate and taught postgraduate students are assessed separately and with reference to learning outcomes, and therefore assessment criteria, at the appropriate level¹;
- o Undergraduate and taught postgraduate students also receive level specific teaching.

~~2. The Regulations governing undergraduate awards do not permit undergraduate students to enrol on Master's level modules (with the exception of Integrated Master's students).~~

~~3. Similarly, the Regulations governing Master's level awards do not permit taught postgraduates to enrol on undergraduate modules. (Taught postgraduates on Graduate Diplomas, which are considered to be postgraduate in time but undergraduate in level, enrol on undergraduate modules and are taught alongside undergraduates.)~~

~~4. Taught postgraduate students may, however, enrol on Master's level versions of modules that they may have taken as undergraduates (i.e. modules with similar titles and subject content) on the basis that the level of learning and the assessment criteria of the Master's level module will be different from those on the equivalent undergraduate module.~~

2. There is no single model for providing level-specific content that will fit all subjects and modules. An obvious way in which level specific teaching could be delivered would be through separate seminars or workshops, specifically aimed at the intended learning outcomes appropriate to the level of study. Another model might be for students to undertake independent learning, perhaps in preparation for an assessment task, which provided the level-specific content of a module.

3. The level-specific teaching and / or learning should be provided throughout the module. It is not appropriate for additional level-specific seminars to be added at the end of a module, for example.

4. Where students are being co-taught, module outlines should make this clear and should indicate how level-specific teaching and / or learning occurs.

5. Where students are being co-taught, those delivering the teaching should be reminded that two or more groups of students are present and should approach the class accordingly (for example in circulating registers or in commenting on related assessment tasks or deadlines) so as to avoid confusion and encourage inclusion and engagement.

6. Students studying at different levels must be separately assessed, with the assessment task designed to assess learning outcomes appropriate to their level of study and assessed against separate criteria appropriate to their level of study.

7. Where undergraduate and taught postgraduate students are enrolled on modules which have been co-taught and which include an assessment by examination or exam-style course test there

must be different examination / course test papers. There must also be sufficient difference between the papers to ensure security of the assessment process unless the examinations are co-timetabled. Particular care is necessary where undergraduate and taught postgraduate examinations are held in different examination series (e.g. Easter and May/June). Consideration should also be given to the scheduling of examinations / course tests and the contents of examination / course test papers where Integrated Master's and MSc students are taking the same or similar modules.

8. Where an Integrated Masters (IM) student and an MSc student are studying on a Master's level (level 7) module, this does not constitute co-teaching since they are both studying at the same level and have the same assessment at the level of the module.

Approved by Taught Programmes Policy Group 26 November 2008

Endorsed by Learning & Teaching Committee of Senate 10 December 2008

Amended version approved by the Learning & Teaching Committee of Senate 21 April 2010