

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:

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

2. 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.

3. 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.

4. 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.

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

6. 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.

7. 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.

8. 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.

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