

TED routes and roadblocks: Developing the Teaching Excellence of our PGR community in the Academy

Supporting Background

—

University of Leeds

Contents

1. Teaching Excellence at University of Leeds (UoL)	2
2. Scholarship of Teaching and Learning; Formal training	3
3. University of Leeds (UoL) Infrastructure	5
4. University of Leeds (UoL) – PGR Community (2018-19)	6
5. PGR Experience at UoL	6
6. LUBS PGR Community (2018-19)	7
7. LUBS PGR Experience	8
8. Accounting Finance – Academic community	12
9. Accounting Finance (AF) – PGR Experience	12

1. Teaching excellence at University of Leeds

The University of Leeds (UoL) has a hybrid institutional structure of support for Postgraduate researchers (PGRs). Specifically, it has a combination of 'The Leeds Doctoral College' Faculty Graduate Schools.

The Leeds Doctoral College was set up in September 2017 and operates as an over-arching umbrella of PGR support from initial enquiry to graduation, with the intention of providing a consistent PGR experience which will in turn define, build and strengthen the PGR community (PGR handbook 2017-18, p.8)

Each Faculty has a Graduate School headed by a Director of Postgraduate Research Studies. The precise arrangements in each Graduate School may vary to take account of the requirements of the different disciplines, but the Graduate School structure is intended to strengthen research degree arrangements and provide a consistent experience for all postgraduate researchers. The Graduate Schools provide opportunities to interact academically and socially through the organisation of conferences, seminars and social events (PGR handbook 2017-18, p 8)

UoL is also part of the Economic and Social Research Council (ESRC) accredited White Rose Doctoral Training Partnership, in collaboration with the universities of Sheffield and York. The White Rose Doctoral Training Partnership is one of the largest consortia in the country and offers a wealth of supervisory expertise across the social sciences for postgraduate research students. It brings together a vibrant community of doctoral researchers and provides numerous training opportunities.

UoL has the highest number of National Teaching Fellows awarded by Advance HE, at any University. There is a professorial route for academic staff researching student education to Chair in Teaching and Scholarship.

UoL was awarded Teaching Excellence Framework (TEF) gold in the last teaching excellence framework round in TEF Year 4 round, the results of which were published on 19 June 2019. The UoL TEF award Gold is valid until 2021.

UoL is also ranked #93 in Top 100 Universities of the world (QS World University Rankings, 2020).

UoL has an ever growing and emerging number of communities of practice, such as Teaching, innovation and practice in Student Education (TIPS), Digital education, Share, Adopt, Adapt (SAAW), Flipped Learning Network, Talk About Teaching groups and many, many more. Scholarship of teaching and learning is actively shared and developed within these numerous communities of practice.

A more formal and well-established and structured community of research, innovation and scholarship is the Leeds Institute of Teaching Excellence (LITE). LITE promotes and supports innovation and excellence in teaching and disseminates outcomes for impact on student learning, and continues to enhance the reputation of LITE at the University of Leeds and beyond.

PGRs are invited to submit papers and posters for the Annual Student Education conference and invited to LITE events and workshops.

2. Scholarship of Teaching and Learning; formal training

LUBS has operated its formal 'Learning to Teach' programme for PGRs since 2010. This programme makes it clear the conditions under which PGRs may teach, and the training, induction and supervision that they are required to undertake before they may do so, in line with the [Code of Practice for Postgraduate Research Students Engaged in Teaching](#).

The Learning to Teach programme consists of four elements that must be completed in full for a PGR to be on the Student Teaching Register and eligible to teach in LUBS. This programme consists of:

Training workshops: consists of four workshops on the topics of:

- + Effective Learning and Teaching in Small Groups in LUBS
- + Assessing Student Work in LUBS
- + Using Technology to Support Learning and Teaching
- + Presentation Practice Feedback.

Shadowing: PGRs must complete 8-10 hours shadowing experienced academics in their academic division. The training programme is planned to run twice a year. October starters will normally take the Learning to Teach training in semester 2 (April-June) February starters in semester 1 (October-December), but PGRs may take the programme in the other semester if the supervisor and PGR agree as part of the individual PGR's training plan.

Shadowing would ideally involve the following aspects: shadowing of seminar preparation, delivery and achieving learning outcomes. The hours counted would ideally include at least 7 hours of delivery time.

Complete the confirmation of registration form: to add the PGR to the teaching pool so that they can apply for positions.

Pass Transfer: PGRs are not normally able to teach until they have passed Transfer, to allow them to concentrate on their research at this crucial stage

All PGRs must complete the above before they are eligible to undertake teaching in the Faculty.

There is approximately eight hours of study in total.

On successful completion of "Learning to Teach" course, participants will be able to:

- + recognise principles for effective teaching at the University of Leeds
- + describe a range of techniques to plan and design teaching sessions
- + consider how to adapt your teaching for online learning
- + identify effective approaches to providing feedback to students

- + reflect on how to support your students and your peers
- + deliver an inclusive learning experience.

The course content covers:

- + Student Education at UoL
- + Planning teaching and learning
- + Digital Education
- + Assessment and Feedback
- + A Supportive Teaching Environment
- + Inclusive Teaching.

“Learning to Teach,” is mapped to The UK Professional Standards Framework (UKPSF), Descriptor 1.

Participants can review a breakdown of how it maps to the UKPSF in the ‘What next?’ section of the course.

Importantly, UoL PGRs engaged in teaching would be most likely to apply for Associate Fellowship of the HEA, through an internal accreditation scheme called Professional Recognition in Student Education (PRiSE).

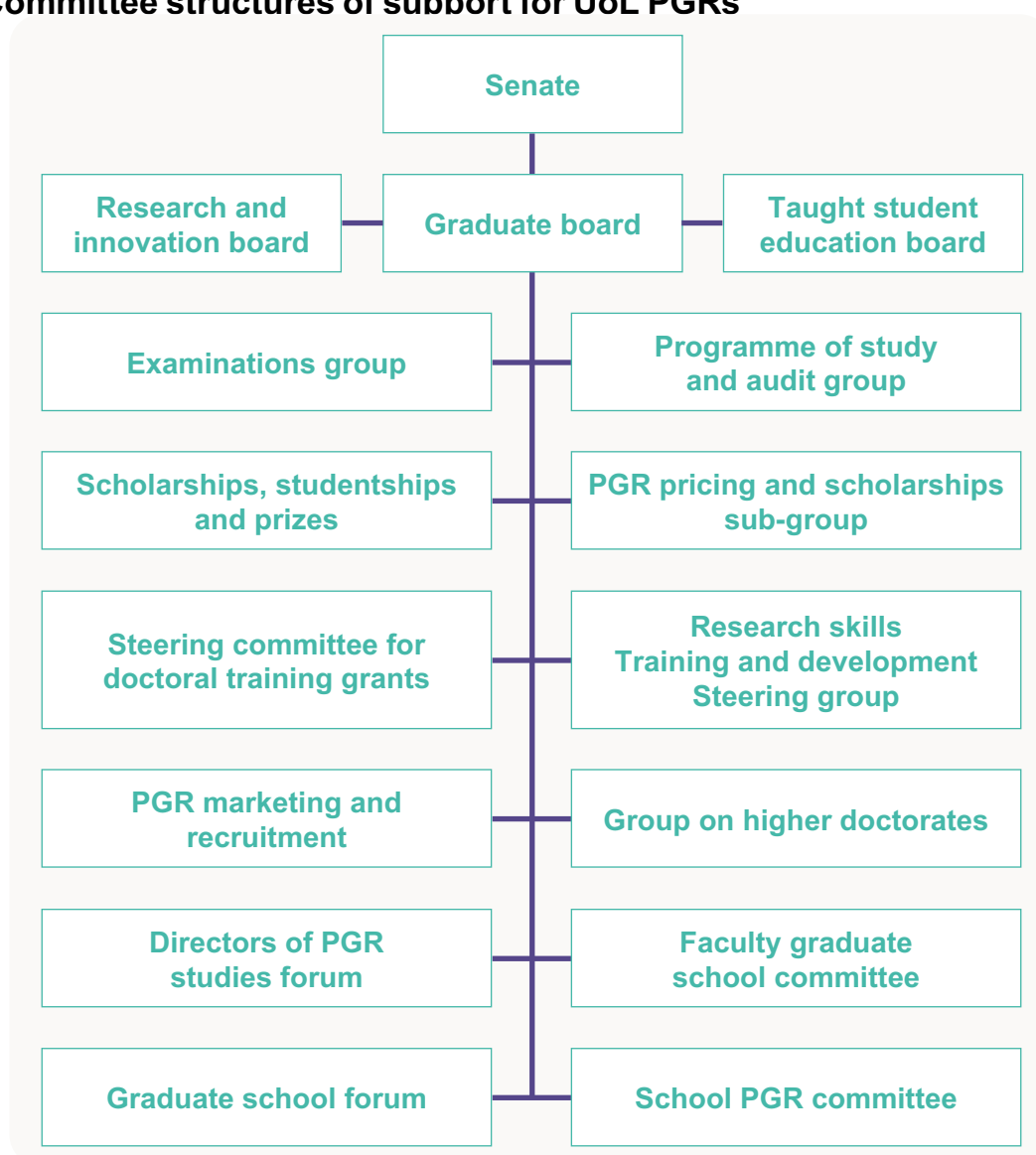
- + PRiSE is a recognition scheme, whereby applicants reflect on their experience of teaching and supporting student education. Applicants for Associate Fellowship must have a minimum of one academic year’s experience of teaching/supporting learning.
- + Nevertheless, PGRs being simply aware of the requirements of PRiSE will help them to reflect on their practice and consider the types of evidence that they may wish to record through the course of their teaching.

3. University of Leeds Infrastructure

LUBS PGRs are supported by the Leeds Doctoral College that brings together the support and enhancement opportunities available to you as a PGR, Faculty Graduate Schools, training and development, library, language Centre, student support, IT and Students' union. (UoL website, 2020)

LUBS PGRs in Accounting and Finance (AF), Work and Employment Relations (WERD), Management, Economics, International Business and Marketing all receive institutional support from LUBS Faculty Graduate School and Leeds Doctoral College.

Figure 1. Committee structures of support for UoL PGRs



The University requires that all postgraduates with teaching responsibilities receive training and guidance. It is the responsibility of the relevant Faculties/Schools to ensure that training is provided. Some Faculties/Schools provide appropriate training and the Organisational Development and Professional Learning (ODPL) department also runs central training for postgraduates who teach.

UoL suggests strongly recommends training for teaching for all postgraduates across all divisions.

LUBS operates its 'Learning to Teach' programme for all its PGRs.

4. University of Leeds – PGR Community (2018-19)

Analysis of PRES shows that in 2018-19, there were 2,455 PGRs at UoL.

195 PGRs are known to have a disability, representing 8% of the PGR community. This is slightly under the Russell Group average across all institutions for 2018-19 of just over 9%.

In 2018-19, 1,210 (49%) UoL PGRs are female and 1,240 (51%) of UoL PGRs are male. 65% of the PGR cohort are under the age of 30, which is just below the Russell group average of 68%

5. PGR Experience at UoL

The PRES surveys (2016-17, 2017-18 and 2018-19) were analysed to determine from the 10 (Leeds) questions asked in the survey, which variables were shown to have a statistically significant association, with the different aspects of PGR experienced as measured by PRES.

These different aspects are; (1) supervision, (2) resources, (3), research community, (4) progress and assessment, (5) skills and professional development and (6) wellbeing.

The relationship between all ten questions and the final "recommend the University of Leeds" question were also tested but questions 2 and 8 were the only ones to produce any significant results.

The most significant results were for:

- (1) Question 2 (support and advice) and Wellbeing
Question 2 shows an association of 3.30 ($p = 0.001$), $R^2 = 0.66$ with wellbeing. This essentially demonstrates that providing appropriate support for postgraduate researchers plays an important role towards contribution to their wellbeing.
- (2) Question 2 (support and advice) and Question 8 (access to employability and careers advice)
Question 2 and Question 8 shows an association of 25.08 ($p=0.000$), $R^2 = 0.56$.

These results are consistent with HEPI's Report (July, 2020) by Bethan Cornell, "PhD Students and Their Careers", which states that PhD students are more likely to do their own research or consult their supervisor rather than speak a specialist who can provide them with advice on careers.

The results from the PRES surveys have shown that support, wellbeing and careers advice are important to the overall PGR experience

6. LUBS PGR Community (2018-19)

Demographic profile (2018-19)

There were 930 Accounting and Finance PGRs in the sector, just under 37% (female), 63% (male).

There are 300 Accounting and Finance PGRs in the Russell Group. 125 female PGRs (41%) and 175 male PGRs (59%) in Accounting and Finance in the Russell Group.

There were 15 AF PGRs at UoL in 2018-19.

10% (5885) of PGRs in the academy are known to have a disability. The Russell group average is slightly lower, at 8% of PGRs known to have a disability. There are 2% of Accounting and Finance PGRs known to have a disability, in both the academy and the Russell group.

92% of the PGR Accounting and Finance PGR community are under the age of 30, compared with 67% of PGRs within Russell Group Accounting and Finance.

There are 12% (110) of Accounting and Finance PGRs in 2018-19 that identify as Black, Asian and/or mixed, which is slightly higher than UoL PGRs (8%), but significantly higher than the Russell group average for Accounting and Finance at 5%.

Just under 10% (90) of Accounting and Finance PGRs identify as white, compared with just under 45% (1,110) at UoL (slightly above the Russell Group average of 43%). 79% (725) of Accounting and Finance PGR's ethnicity is unknown which compares with 47% (1160) for UoL and a Russell group average of 51%.

This analysis shows that whilst UoL is broadly consistent with the Russell group averages in terms of demographic profiles of PGRs. There is a strong male bias within Accounting and Finance PGRs across the academy. However, representation of non-white Accounting and Finance PGRs is lower in the Russell group than the sector average.

The Russell group Accounting and Finance PGRs are on average an older cohort than the sector PGRs and a lower proportion have a known disability, compared with PGRs outside of the Russell group.

7. LUBS PGR Experience

The significant themes of support, wellbeing and careers advice, have been taken forward into the TED project questionnaire that was sent to PGRs in LUBS, to explore how these significant aspects of PGR experience translated into routes and roadblocks to teaching excellence.

The TED project questionnaire was sent via e-mail to LUBS PGRs.

The TED project questionnaire was open for one week (due to time constraints), was sent to PGRs within LUBS. There were 63 responses (19 responses were incomplete, with one PGR noting that the framing of gender in the questionnaire was (regretfully) offensive and they would therefore not finish completing the questionnaire).

As such there were n=44 complete responses that have been reported on below.

The small sample size is only 1.8% representative of the whole LUBS PGR community (2,455) which obviously means that these results are very contextual and not generalizable.

TED Project Questionnaire – LUBS PGR respondents by division

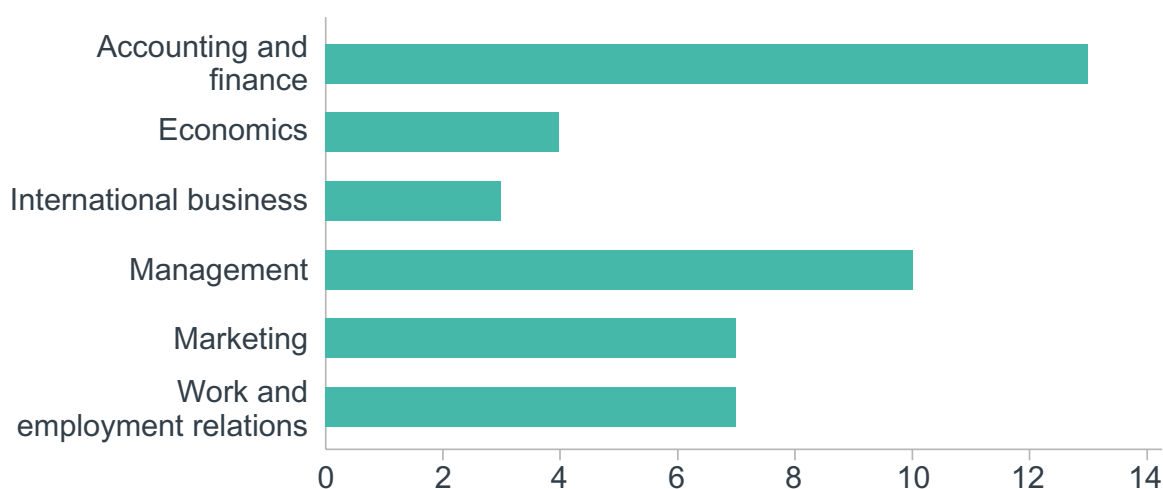


Figure 2. LUBS PGR respondents – TED Project questionnaire

#	Answer	%	Count
1	Accounting and finance	29.55%	13
2	Economics	9.09%	4
3	International business	6.82%	3
4	Management	22.73%	10
5	Marketing	15.91%	7
6	Work and employment relations	15.91%	7
	Total	100%	44

The ethnicity profile of LUBS PGR respondents;

#	Answer	%	Count
1	English/Welsh/Scottish/Northern Irish/British	15.91%	7
2	White other	20.45%	9
3	Black African/Caribbean	6.82%	3
4	Black British	0.00%	0
5	Asian	40.91%	18
6	Asian British	0.00%	0
7	Mixed	0.00%	0
8	Other	15.91%	7
	Total	100%	44

It can be noted that the PGR sample of respondents more ethnically diverse, than the population of PGRs in the academy; 41% of the PGRs in the sample are of Asian ethnicity and are 7% Black PGRs.

Additionally, nearly one third (30%) of the PGR respondents in the sample are from AF division.

Results – TED project questionnaire (LUBS)

The results from the LUBS PGR TED project survey showed 100% of the PGRs who responded to the survey, had completed postgraduate taught studies before commencing their doctoral studies.

0% of PGR respondents reported that they selected UoL to do their doctoral studies because of the Gold TEF award.

92% of respondents feel that they were well supported by their academic community and only 16% were unconfident at the beginning of their doctoral studies that they would not enter academia on completion. 64% of respondents suggest that their doctoral course provided opportunities to develop their teaching excellence. 61% of PGRs had the opportunity to teach, but only 38% of PGRs were allocated a mentor. 100% of those who had a mentor agreed that their mentor supported them to effectively develop their teaching excellence. The majority (61%) of PGRs teach 5 hours or less a week, however, 4% of respondents did teach more than 10 hours a week. 80% of respondents feel extremely/moderately confident that they will 'fit' into academia. Only 3% suggest that they have not been sufficiently prepared for their chosen career.

PGRs were asked to rank their greatest motivation for undertaking their doctoral studies. The highest ranked motivation is 'an interest in the subject/discipline'. However, salary prospects are one of the lowest motivators, as was the motivation to gain entry/progression in academia or industry.

It is important to note that it was reported by the Black PGR respondents that they were highly motivated by salary prospects, which was in contrast to the overall results by respondents.

However, analysis of Graduate Outcomes Data 2017-18 shows that there is an earnings premium gained at L8 (PhD) level for Black PGRs. It is also the case that a higher proportion of Black students go on to do postgraduate study (PGT).

One reported reason for this is that Black under/post graduates feel they need that higher- level qualification to access the same graduate work and pay opportunities as white undergraduates. This is reflected in the labour market data, which demonstrates of young people leaving university in 2017-18, just over half (53%) of the UK-domiciled Black graduates secured full-time employment, compared with 62% of white graduates. The Financial Times reported in December 2018 that Black male graduates in the UK earn almost £4 an hour less on average than their white peers. Figures published by the Higher Education Statistics Agency (HESA) show that 5 per cent of Black graduates were unemployed 15 months after leaving university, compared with just 3 per cent of white graduates.

Additionally, of the 20,000 funded PhD studentships awarded to PGRs by The UK research councils between 2016-18, only 240 (1.2%) were awarded to Black PGRs (UTHE UK, 2019). It is clear that there are prevalent inequalities faced by Black undergraduates/post graduates in the academy.

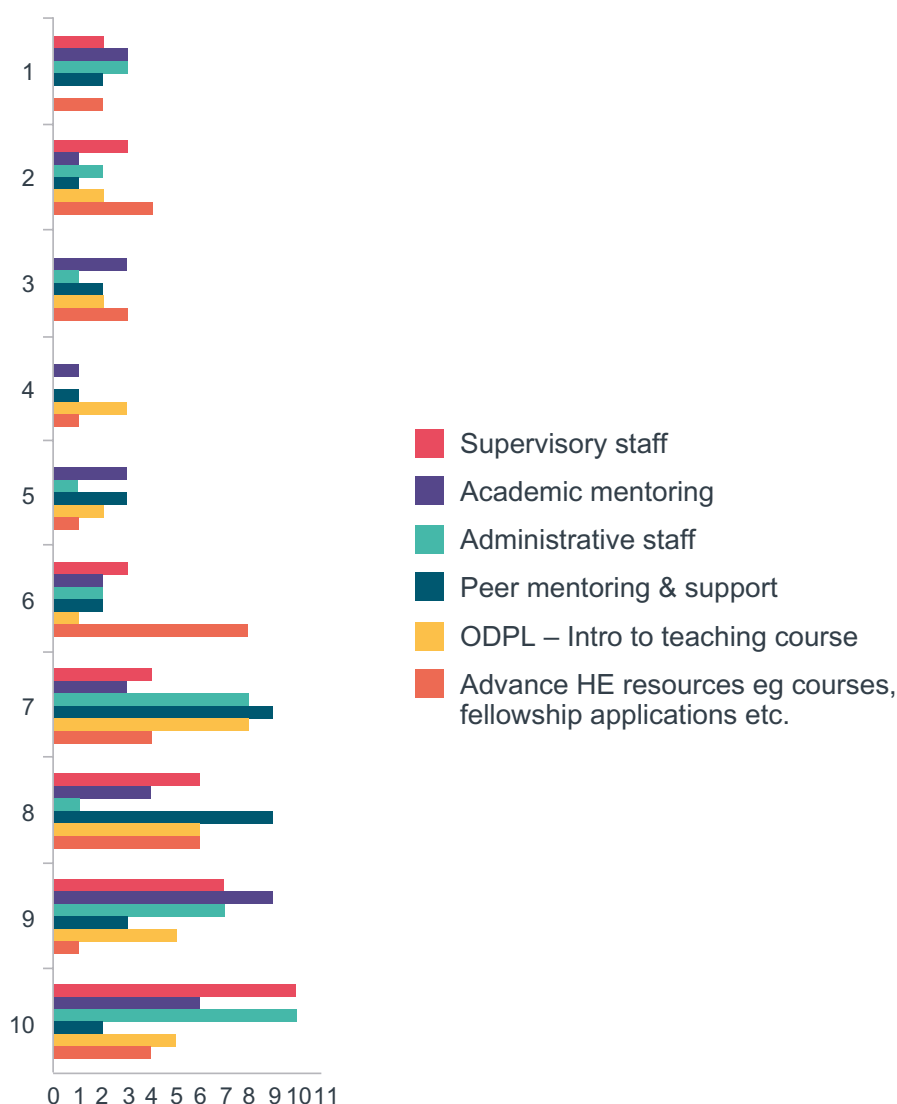
If a Black PGR goes all the way through the levels of study, that Black PGR will experience a disproportionate increase in their salary compared with their peers at Level 8 (L8). This disparity is due to the gaps that prevail during the whole student lifecycle up to L7 and right through to exit into the graduate labour market. According to graduate outcomes data for 2018-19, 44% of Black PGRs, earn > £39,000 compared with 31% of white PGRs. However, the numbers of Black PGRs is still very low, reportedly 2.2% (HESA, 2020) of PGRs in 2018-19. Interestingly, this earnings premium at L8, is the same for students with disabilities, who are more likely to earn +£39,000 as a PGR with a disability than not.

These earnings premium enjoyed by Black students and those with disabilities, arguably shines a light on the structural inequalities faced by PGRs with particular protected characteristics during their student lifecycle, in which they only earn a comparable salary (and start to exceed their peers) on achieving Level 8 awards.

Finally, PGR respondents were asked to rank the different ways in which they felt most supported in the development of their teaching excellence. Both supervisory and administrative staff scored the most highly of the options listed – which includes academic mentoring, peer support and teaching resources.

Figure 3. Different aspects of Teaching Excellence development (TED)

Please assign a score to how strongly you feel you were supported (specifically, in the following different ways), during your doctoral studies in the development of your teaching excellence



8. Accounting Finance – Academic community

As noted previously, the academic community that PGRs engage with has a significant impact on their development of teaching excellence.

The AF division at LUBS has a vibrant academic community made up of 28 (65%) male and 15 (35%) female academics. 28% of staff of academic staff have a teaching focused role (Teaching Fellows, Senior Teaching Fellows, Associate Professors (Teaching and Scholarship), Senior Lecturer and Principal Teaching Fellow. Of the teaching focused academic staff in the division, 67% are women.

Teaching and scholarship is highly regarded. The author of this report co-chairs an AF Education group, within the AF division. Both co-chairs of the AF Education group are Leeds Institute of Teaching Excellence (LITE) Fellows.

The undergraduate BSc Accounting/Banking Finance courses are consistently ranked number 1 in national league tables and NSS.

9. Accounting Finance – PGR Experience

Accounting Finance subject level performs poor against other divisions nationally in the PRES 2017-18, but Leeds AF scored overall satisfaction 86%.

There were 15 AF PGRs in 2018-19. There was a slight male bias with 8 male and 7 female PGRs. All AF PGRs, (with the exception of one) studied full-time for their doctoral studies.

PGRs working in AF feel very well supported and in receiving feedback (93%). However, they reportedly feel less part of a community (71%) or part of the research centers (77%) and only 62% feel that employability and careers advice is available to them.

The number of AF PGRs who reported mental health issues has bucked the sector trend and gone down in proportion terms over the three years relating to PRES (2016-17, 2017-18 and 2018-19) analysed. This is perhaps unsurprising given the analysis of HESA Health Data (Chapter 2.6) showed sex and mode of study was shown to be statistically significant in terms of mental health of PGRs.

AF – Cross Divisional Analysis

A comparison of the responses from PGRs across the six divisions of LUBS, shows that most (69%) of AF PGRs are aiming to enter academia. AF PGRs feel the most strongly that they have benefited from opportunities to develop their teaching excellence. Not all PGRs in all divisions, including AF PGRs, actually had a mentor. Pleasingly, 100% of respondents believed that their mentor supported them effectively in developing their teaching excellence.

		Q3: In which division are/were you a PGR?						
		Total	Accounting and finance	Economics	International business	Management	Marketing	Work and employment relations
Q18: Overall, how well do you think your doctoral course provided opportunities to develop your teaching excellence? (Please answer this even if you plan on or are working in industry)	Extremely well	27.0%	54.5%	33.3%	0.0%	10.0%	16.7%	16.7%
	Very well	37.8%	27.3%	66.7%	0.0%	50.0%	16.7%	50.0%
	Moderately well	27.0%	18.2%	0.0%	0.0%	20.0%	66.7%	33.3%
	Slightly well	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Not well at all	8.1%	0.0%	0.0%	100.0%	20.0%	0.0%	0.0%
	Extremely well	22.7%	46.2%	25.0%	0.0%	10.0%	14.3%	14.3%
	Very well	31.8%	23.1%	50.0%	0.0%	50.0%	14.3%	42.9%
	Moderately well	22.7%	15.4%	0.0%	0.0%	20.0%	57.1%	28.6%
	Slightly well	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Not well at all	6.8%	0.0%	0.0%	33.3%	20.0%	0.0%	0.0%
Q23: Did your mentor support you effectively to develop your teaching excellence?	Yes	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%
	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Yes	29.5%	46.2%	25.0%	0.0%	30.0%	0.0%	100.0%
Q22: During your doctoral studies did you have a mentor to support you develop your teaching excellence?	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Yes	37.8%	54.5%	33.3%	0.0%	40.0%	0.0%	50.0%
	No	62.2%	45.5%	66.7%	100.0%	60.0%	100.0%	50.0%
	Yes	31.8%	46.2%	25.0%	0.0%	40.0%	0.0%	42.9%
	No	52.3%	38.5%	50.0%	33.3%	60.0%	85.7%	42.9%

75% of AF PGRs are seeking to enter the academy (a higher proportion than Economics or International Business), yet they feel less confident than PGRs in Management or International Business PGRs about working in academia on completion of their doctoral studies.

TED routes and roadblocks: Developing the Teaching Excellence of our PGR community in the Academy – Supporting background

Dr Iwi Ugiagbe-Green

		Q3: In which division are/were you a PGR?						
		Total	Accounting and finance	Economics	International business	Management	Marketing	Work and employment relations
Q14: How confident were you at the beginning of your doctoral studies that you would work in academia on completion?	Extremely confident	23.7%	16.6%	33.3%	0.0%	30.0%	50.0%	0.0%
	Moderately confident	42.1%	50.0%	33.3%	100.0%	60.0%	0.0%	33.3%
	Slightly confident	18.4%	16.7%	0.0%	0.0%	0.0%	33.3%	50.0%
	Slightly unconfident	10.5%	8.3%	0.0%	0.0%	10.0%	16.7%	16.7%
	Moderately unconfident	5.3%	8.3%	33.3%	0.0%	0.0%	0.0%	0.0%
	Extremely unconfident	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Extremely confident	20.5%	15.4%	25.0%	0.0%	30.0%	42.9%	0.0%
	Moderately confident	36.4%	46.2%	25.0%	33.3%	60.0%	0.0%	28.6%
	Slightly confident	15.9%	15.4%	0.0%	0.0%	0.0%	28.6%	42.9%
	Slightly unconfident	9.1%	7.7%	0.0%	0.0%	10.0%	14.3%	14.3%
	Moderately unconfident	4.5%	7.7%	25.0%	0.0%	0.0%	0.0%	0.0%
	Extremely unconfident	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Q12: Did you feel your health and wellbeing were effectively supported by staff during your doctoral studies?	Yes	92.1%	91.7%	100.0%	100.0%	100.0%	83.3%	83.3%
	No	7.9%	8.3%	0.0%	0.0%	0.0%	16.7%	16.7%
	Yes	79.5%	84.6%	75.0%	33.3%	100.0%	71.4%	71.4%
Q15: On completion of your doctoral studies did you want to work in academia or industry?	No	6.8%	7.7%	0.0%	0.0%	0.0%	14.3%	14.3%
	Academia	78.9%	75.0%	66.7%	100.0%	70.0%	100.0%	83.3%
	Industry	18.4%	25.0%	33.3%	0.0%	20.0%	0.0%	16.7%
	Other	2.6%	0.0%	0.0%	0.0%	10.0%	0.0%	0.0%
	Academia	68.2%	69.2%	50.0%	33.3%	70.0%	85.7%	71.4%
	Industry	15.9%	23.1%	25.0%	0.0%	20.0%	0.0%	14.3%
	Other	2.3%	0.0%	0.0%	0.0%	10.0%	0.0%	0.0%

Figure 4. Comparative data relating to TED of PGRs across different divisions in LUBS

Although the number of recorded cases of mental health issues has reduced within AF, it seems as though across all divisions, including AF, not all PGRs feel well supported.

Analysis of the TED project questionnaire, shows that whilst AF division is recognised nationally for its teaching excellence, based on this small sample size, PGRs do not feel overwhelmingly, that their experiences in relation to institutional structures and communities of support is significantly better than other PGRs across LUBS.

Given that the results of the TED project questionnaire, points to good practice with regards to TED as comparable across all six divisions, the good practice case study on which TED factors are based and analysed, will be based on LUBS PGRs (rather than just AF PGRs) experiences.