

PG Tips



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PGT CRT



- Training for course reps on taught postgraduate courses.
- Response to sector demand:
 - Meeting distinct needs of PGTs
 - Raising profile of PGT representation
- Emphasises:
 - Advanced skills (and expectations)
 - Professionalism and partnership



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How you might use it



- 1 hour session – replacement for or addition to introductory training.
- Could be adapted for:
 - “Traditional” training environment.
 - Professional discussion in small group.
 - Larger conference format.



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Here come the materials...



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Training for Taught Postgraduate Course Representatives

name of trainer

associate trainer | sparqs



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- **s**tudent **p**artnerships in **q**uality **s**cotland.
- Our role is to ensure that students can make a positive difference to learning and teaching.
- 4330 reps trained in the academic year 2014-15.
- Funded by the Scottish Funding Council since 2003.



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Learning outcomes



- Understand course representation at PGT level and the work involved in being a PGT course rep.
- Be able to describe the importance of partnership between staff and students in shaping the learning experience.
- Discuss the PGT student learning experience and explore how you can use it to assist you in your work as a course rep.
- Reflect on the skills you will use as course rep.



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What we'll be covering



- Communication with students
- Communication with staff
- The PGT student learning experience
- Meetings

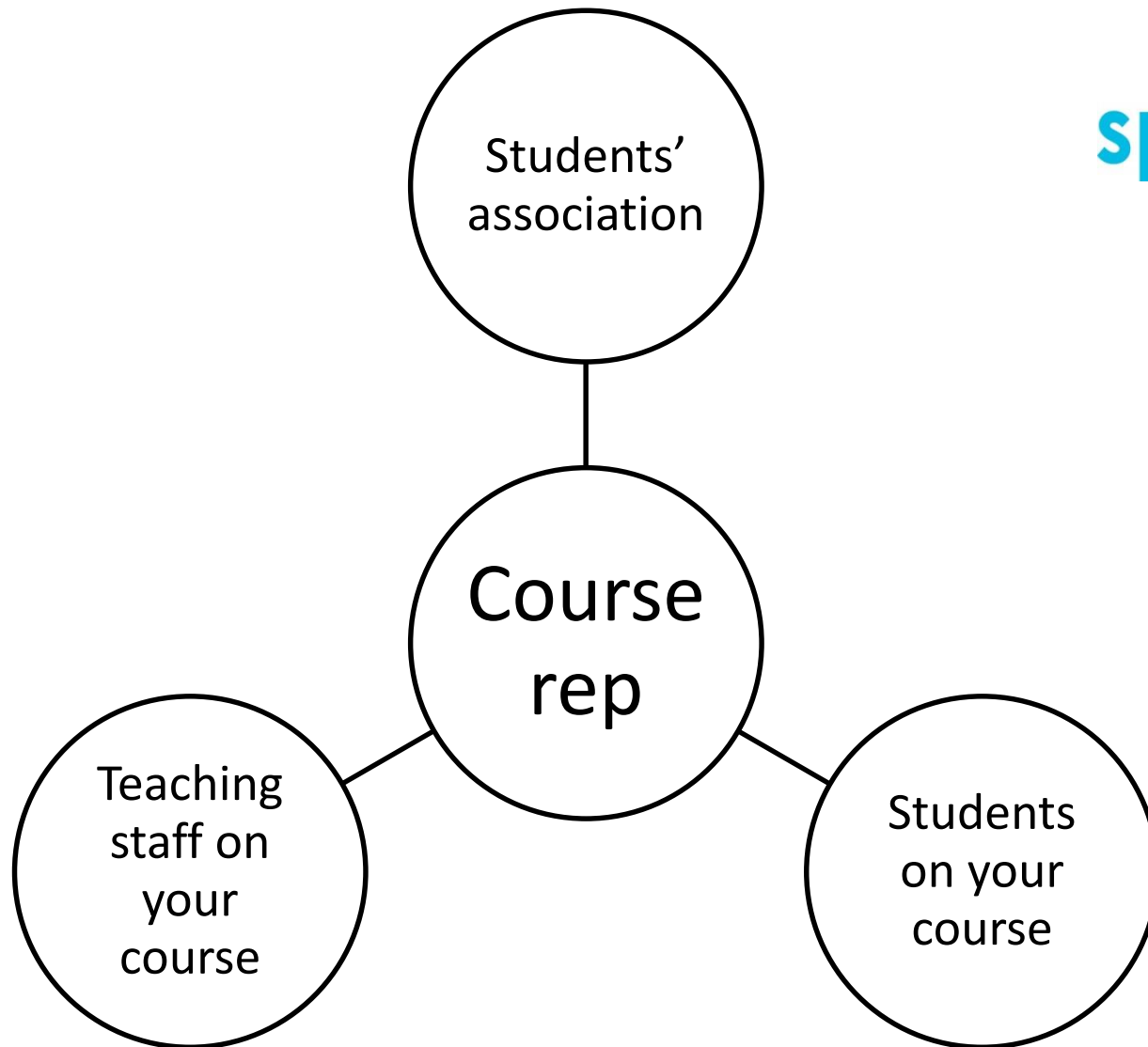


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Communication with students



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Communication with staff



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Studying as a PGT

- Generally one year of study (if full-time).
- High levels of part-time study.
- Independent study, major research project.
- Small cohorts.
- Closer working relationship with staff.
- Students often regarded more as part of an “academic community”.



Top tips

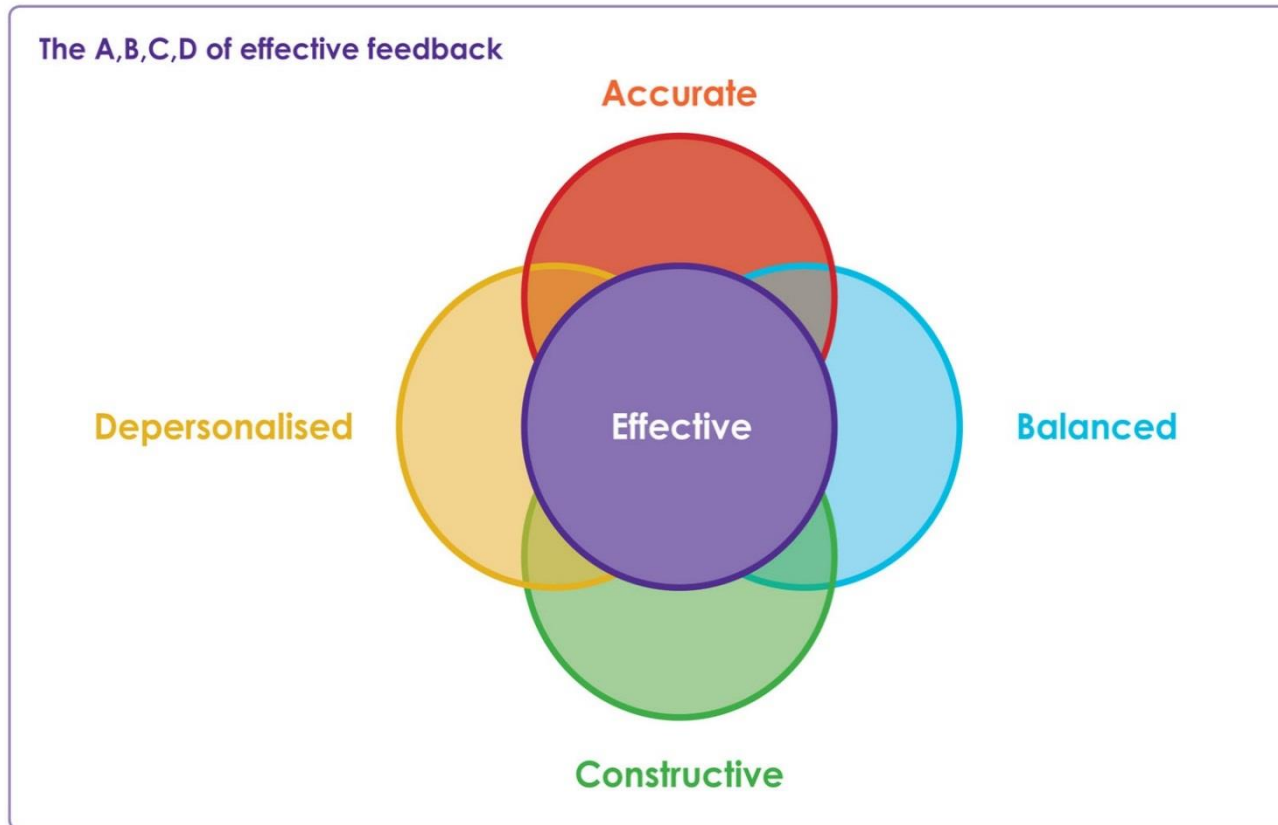


1. See being both a student and being a member of an academic community as an opportunity, not a contradiction.
2. Stay focussed on the learning, not the teaching.
3. Remember the ABCD of Effective Feedback...



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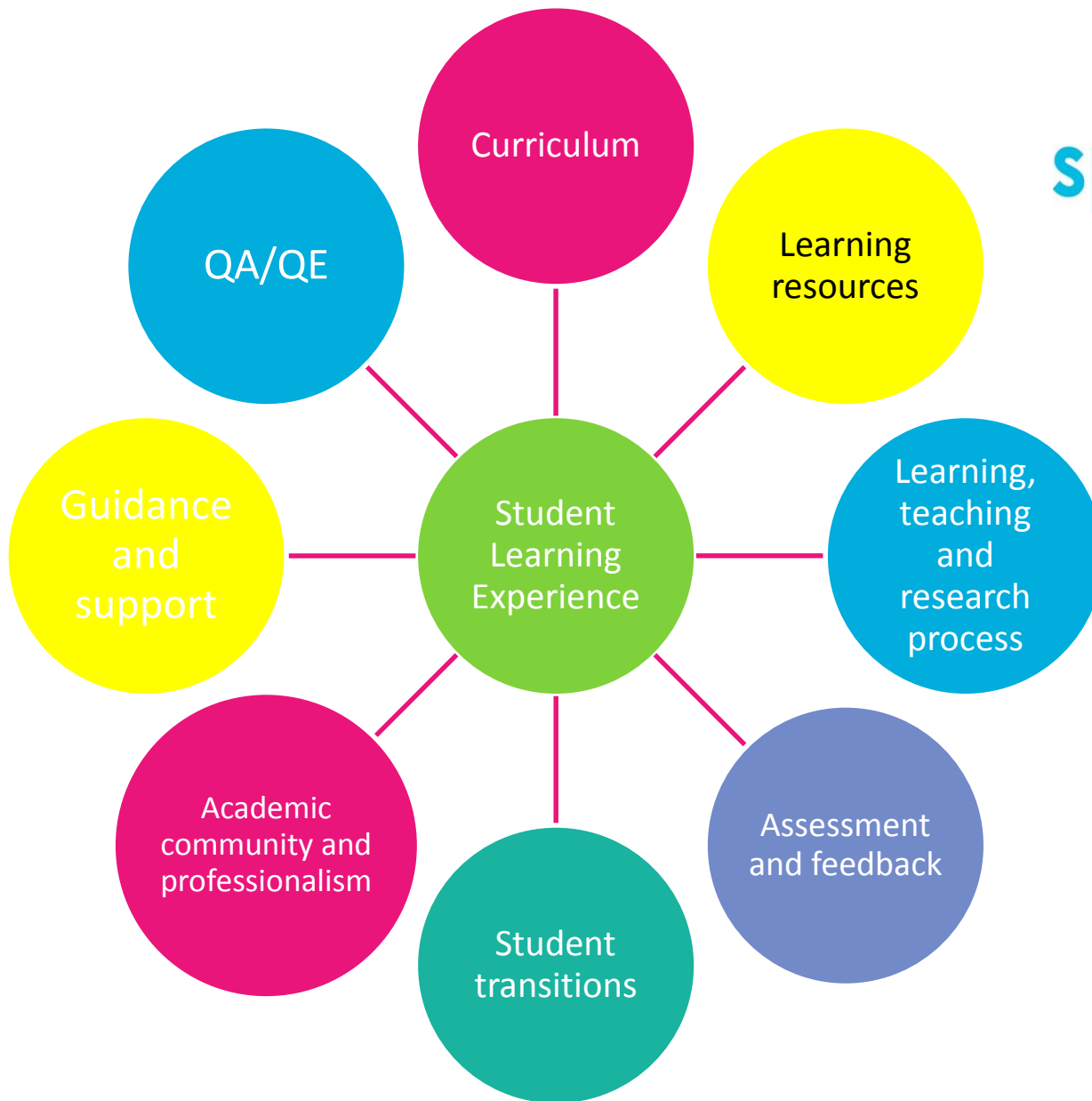
The ABCD of Effective Feedback



The Taught Postgraduate Student Learning Experience



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Meetings



Before, during, after



Before:

- Understand remit and composition.
- Research views, identify ideas and suggestions.
- Liaise with other reps.

During:

- Engage in a professional manner. Use the ABCD again!
- Support other reps.
- Agree outcomes and actions.

After:

- Feed back to fellow students and the SA.
- Follow up on action points.



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Next steps



Next steps

- Action points.
- Further support available:
 - Students' association
 - Teaching staff
 - Each other!
- Reflect on skills within broader professional development.



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Over to you!



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