

Guidance on the employment of Graduate Teachers

Introduction

Graduate Teachers play a valuable role in supporting the University's delivery of teaching. It is important that the right guidance, support, and development opportunities are provided to ensure that individuals get the most from the role whilst also helping the University to deliver teaching excellence. Equally, GTAs and GLAs must engage in their professional development, play a wider role in their Department, and seek out support where they need it.

Recruitment and selection

1. All posts must have a [job description](#) setting out hours, the duties to be undertaken and the skills and experience required. Posts will be salaried, with the specified hours representing a reasonable allocation of the time needed to carry out all the required duties.
2. Graduate teachers (GTAs and GLAs) will be placed on a fixed term overarching employment contract until they complete or withdraw from postgraduate studies or enter further completion or an extension to completion period. Although the contract will be in place for the duration of postgraduate studies, GTAs and GLAs will need to apply for individual posts and will have no entitlement to future engagements beyond their initial post. Each job description will form part of and will activate the employment contract.
3. Departments must ensure that full consideration is given to what is required from the postholder before it is advertised.
4. Vacancies should be advertised on a University wide basis.
5. Postgraduate research students are eligible to apply for GTA/GLA posts except when they are in further completion or an extension to completion period. It may not always be appropriate for first year students who are settling in to their research to work as a graduate teacher. Research supervisors need to agree that progress is good and that students can apply or continue to apply for GTA roles and agree the number of hours to be worked.
6. Any restrictions on hours set out in the University's [Principal Regulations for Research Degrees](#), RCUK training grant or any other scholarship will apply.
7. There are additional restrictions on sponsored students under a Tier 4 visa and the University has a responsibility to ensure, as far as possible, that students are not employed under terms that breach their visa conditions. Students are required to inform their home department if they are undertaking other work in the University; HR is also required to do so. Departments are advised to seek advice if they wish to employ a sponsored student as a GTA/GLA.

8. All short-listed candidates should be interviewed by the module supervisor and one other member of staff engaged in teaching. They should be assessed against the person specification, in particular the ability to communicate academic and teaching material clearly.
9. One member of the interviewing panel should have completed recruitment and selection training.
10. Feedback should be provided on candidates' interview performance and suitability for the role once the selection process is complete. Candidates who are not selected on the grounds of communication skills should be advised on the support available to them to prepare for future applications.

Teaching and demonstrating

1. Graduate Teachers should be provided with support and guidance from the module supervisor to enable them to carry out their teaching duties. This will include guidance on the teaching materials to be used and the preparation expected.
2. Teaching should normally be undergraduate class teaching/seminars or demonstrating, using existing teaching materials. Lecturing duties, and any delivery of teaching at Masters level, would not usually be undertaken by GTAs/GLAs and must be associated with a student's research interest, and require prior approval from the Deputy Dean (Education) of the relevant Faculty in which the teaching will be conducted. Lecturing duties should be as directed by and under the supervision of the module supervisor.
3. Module supervisors must conduct assessment of performance and provide feedback, in particular during the initial probation period. An assessment must be made at the end of the probation period as to whether it is appropriate to confirm the appointment. Assessment should include teaching observation and moderation of marking, with consultation of the student's supervisor to ensure that there is no negative impact on research.
4. Any marking duties should be in line with the [Marking Policy](#). A graduate research student should be employed to mark examinations only when the individual has taught the whole or a significant part of the module. Graduate teachers should be paid for marking on the basis of a realistic assessment of hours. Permission must be sought in advance from the relevant Dean, on the basis of a case made by the Head of Department.
5. Departments should make every effort to ensure the integration of GTAs/GLAs into course/module teaching teams for example: including them in Departmental information and communication networks, consulting them where appropriate on module development and review, involvement in awaydays etc.

6. Graduate Teachers should also ensure they seek guidance where necessary and make a contribution to the work of the Department as part of the teaching team to the extent that time allows.

Induction and professional development

1. Graduate Teachers must engage in professional development activity relating to teaching, learning and assessment responsibilities. All GTAs are expected to achieve Associate Fellowship of the HEA at the first possible opportunity and by the end of their first year of teaching (or they will not normally be able to continue teaching as a GTA). All mandatory training time will be paid. GLAs (subject to role and responsibilities) should be given the opportunity to apply for AFHEA (with the time for training paid for).
2. Module supervisors have a duty to ensure that they regularly discuss learning and development needs and activity with the Graduate Teachers they are supervising. They must also ensure that individuals have time to undertake training.
3. Departments must ensure they provide effective induction, guidance and networking opportunities, including:
 - Early in each academic year, a briefing meeting for new Graduate Teachers providing formal induction on the role, departmental teaching and assessment practices, student progress procedures, and guidance on academic content.
 - Written guidance e.g. a handbook on teaching arrangements, responsibilities and expectations. Where marking is to be undertaken, a marking schedule and guidance should be provided or developed in conjunction with GTAs/GLAs.
 - At the end of the autumn term and at the end of each academic year, a Departmental seminar/workshop, aimed at sharing good practice and providing a preliminary induction for potential new Graduate Teachers.
4. Departments should maintain systems for monitoring the quality of teaching, which should include documented observation of teaching, the dates of observations and names of observers to be held on departmental records. Each GTA/GLA should be allocated a mentor, normally the relevant course/module supervisor.

Summary of responsibilities

GTA/GLA	<ul style="list-style-type: none"> - Engaging with the guidance provided by the module supervisor on the duties of the role including use of teaching materials and preparation. - Engaging in professional development activity relating to teaching, learning and assessment responsibilities. - Undertaking training necessary for the role, including
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	induction, completion of the certificate of attendance in the first term, and training to achieve Associate Fellowship of the HEA.
Module supervisor	<ul style="list-style-type: none"> - Developing the job description, interviewing, and providing feedback. - Guidance on duties of the role, including teaching materials and preparation. - Discussing professional development needs and activity undertaken by the GTA/GLA. - Supporting the students' delivery of material and development and moderating of criteria for assessment and feedback.
Head of Department	<ul style="list-style-type: none"> - Approving all job descriptions before release and ensuring affordability. - Ensuring that selection is undertaken appropriately, including the development of a full job description. - Integration of GTAs/GLAs into the teaching team and department. - Provision of effective induction, guidance and networking opportunities. - Ensuring that teaching quality is monitored. - Informing HR of any emerging training needs. - Seeking approval from the Deputy Dean (Education) for any lecturing or marking duties to be undertaken.
Faculty Deputy Dean (Education)	<ul style="list-style-type: none"> - Approving the suitability of GTAs/GLAs to undertake lecturing or marking duties.

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