University-wide principles

The University adopts the following general principles in relation to Teaching Affiliates (TAs):

- TAs should not be requested to do activities for which they will not be paid.

- The activities allocated to TAs are consistent with the grade profiles against which they have been appointed.

- Rates of pay will be calculated with reference to the relevant grade profile and associated pay point(s).

Heads of School/Engineering Heads of Department responsibilities

1. To ensure TAs receive letters of engagement, detailing their terms of engagement, before any work commences. Exceptionally, if this is not possible, a TA must receive an email stating the terms of engagement and pay offered before any work commences.

2. To review the engagement type if the engagement is likely to continue on a long-term basis in the same role (see: https://www.nottingham.ac.uk/hr/guidesandsupport/recruitmentandinduction/engagement-types/index.aspx).

3. To ensure that those responsible for establishing and overseeing TA engagements are properly briefed and supported in ensuring that these Principles are adhered to.

4. To ensure TAs are given a named contact, who must be a member of academic staff, to provide guidance, advice and support to aid integration and contribute to their professional development.

5. TAs shall receive constructive feedback on their teaching for development purposes (including strengths and weaknesses) by the named contact or another member of academic staff, proportionate to their involvement in teaching.

6. Discussions may be informed by Student Evaluation of Teaching (SET) where appropriate.

7. The named contact shall consider development opportunities, including peer observation as development opportunities for TAs.

Role of Module Convenors who are assisted by TAs

8. Convenors must take steps to remove any ambiguities over what a TA is required to do.

9. Convenors must set preparation work for TAs that corresponds to the amount of preparation time for which they are paid. Convenors should be aware of and work within the allocation principles set out in their Faculty's published Teaching Norms document, which are aligned to Faculty workload principles. This includes providing additional preparation time for early career academics and for new module development. The time provided should be discussed with the TA and set out in the terms of engagement.

10. Convenors should guide and moderate assessment undertaken by TAs.

11. Convenors should ensure they or other members of staff do not ask the TA to undertake work for which they are not paid under the terms of their casual engagement. This depends on the terms agreed for each engagement but examples may include:

   - Contributing to module development
   - Developing reading lists
   - Pastoral work
   - Completing mark-sheets
   - Work on Moodle sites
   - Dealing with correspondence with students they do not personally teach
   - Formative assessments not specified in module specs

12. If a TA is required by their convenor or School to attend training and development activities or lectures directly related to their teaching activity, the time for this will be paid. For example, if a module consists of lectures and seminars and a TA teaches on the latter, then it would be expected that the TA attends the lecture and will be paid accordingly.

13. If it becomes essential that a TA carry out additional work that is not part of their initial terms of engagement, this requires prior approval from the Faculty or School/Engineering department and there should be no expectation that the TA carry out the work until approval is received and payment agreed.

14. Convenors should ensure that any changes to the terms of casual engagements are approved through appropriate school/department channels, and followed up with revised written terms of engagement to the TA.

15. Staff should be aware of relevant terms and conditions of the casual engagement of each TA and ensure that discussions with TAs avoid making reference to the possibility of future paid work, or to leaving the amount of time spent on an activity to the TA's own judgement.

16. TAs should be provided with the means to access the information and facilities they need to carry out tasks required for their role.

Next steps in case of difficulties

17. TAs must be made aware of steps they can take if they have queries or concerns regarding the work they are asked to do, the time allocated, the payment rate, CPD and any other aspects of their work for the University. This will include ensuring that TAs are clear to whom they raise such queries and that they can seek support from a trade union and/or work colleague.

Definitions

Teaching Affiliate – Any postgraduate student or other person engaged on a casual worker basis to deliver aspects of module delivery under supervision, other than Demonstrator or Visiting/Guest Lecturer roles. Teaching Affiliates manage their own activity, reflect on practice and development of teaching skills and are required to have an understanding and knowledge of their subject/discipline gained through a degree or equivalent qualification. Duties may include teaching, preparation, assessment, office hours and other administration tasks if set out in the terms of their engagement.

Demonstrators – A role that provides supervised assistance and support in a laboratory, practical session or fieldwork activity and may include limited involvement in preparation and teaching support. The majority of time is spent in direct contact with students.

Visiting/Guest Speakers - An individual who provides a one-off talk, short series of talks, or other direct teaching activity on a subject about which he or she has specialist knowledge, and which is not part of the core curriculum.

Early Career Academic – An individual in the first three years of their first teaching role (in any institution). Most postgraduate students are likely to meet this definition.