

MANCHESTER  
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The University of Manchester

2021-22

# Teaching Assistant Handbook

## School of Social Sciences



**This document is written on the basis that we are on campus – it contains information that is still useful to colleagues.**

**See Appendix 9 for Covid-19 information.**

**UNIVERSITY OF MANCHESTER  
SCHOOL OF SOCIAL SCIENCES  
ARTHUR LEWIS, HUMANITIES BRIDGEFORD STREET BUILDING, WILLIAMSON  
BUILDING AND WATERLOO PLACE**

**2021-22 Edition**

This Handbook aims to give new and existing TAs information on how the School is managed and how things work here at Manchester, and particularly in the School of Social Sciences (SoSS). It is designed as a general guide but please remember that there may be Department differences to take into account and some Departments have their own handbook for TAs with specific guidance. If in doubt, consult your Department TA Coordinator.

This Handbook provides web links to various supporting documents, for which you may require your University of Manchester (UoM) IT services *username* and *password*.

The content of this document can always be improved and it will be updated as changes are introduced. If there is anything that you think should be included or amended, please feel free to email me: [michelle.kelly@manchester.ac.uk](mailto:michelle.kelly@manchester.ac.uk).

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## THE FACULTY OF HUMANITIES

### **What is the Faculty and how is it run?**

Universities all over the world traditionally divide their academic activities into faculties which consist of academic units based on a particular discipline, or on a grouping of disciplines employing similar methodologies. This is the approach that is followed at The University of Manchester, and these sub-faculty disciplinary units are known as Schools. The Faculty plays an important role within the University, since it is the Faculty which is responsible, on behalf of Senate, for the regulation of the degree programmes offered, and it is through the Faculty that academic qualifications are awarded. The designation Humanities distinguishes this Faculty from the other two faculties – Science and Engineering and Biology, Medicine and Health.

The Faculty of Humanities encompasses academic areas as diverse as Arts, Education, Geography, Law, Social Sciences and Business & Management and is the largest Faculty in the University. With over 16,000 students and some 1200 academic staff, it is the largest Faculty of the Humanities in the UK and is equivalent to a medium-sized university. All the disciplines in the Faculty recruit students globally and the overwhelming majority of our academics have international reputations for the quality of their research. The University is committed to the ongoing enhancement of the international profile of the Faculty of Humanities.

The Faculty of Humanities has four Schools: Arts, Languages and Cultures; Environment, Education and Development; Social Sciences; and the Alliance Manchester Business School. The organisational culture of these schools provides opportunities for increased collaboration throughout the Faculty and for regional, national and international engagement.

The Faculty is the interface between the discipline-based Schools and the University and is headed by a Dean who is supported by a team of Associate Deans all of whom hold a particular portfolio, and these are listed below:

#### Dean & Vice-President

Professor Keith Brown

#### Vice-Deans

Teaching, Learning & Students  
Research  
Social Responsibility

Professor Fiona Smyth (& Deputy Dean)  
Professor Gerard Hodgkinson  
Professor Andrew Westwood

#### Heads of Schools

School of Social Sciences  
School of Arts, Languages & Cultures  
School of Environment, Education & Development

Professor Brian Heaphy  
Professor Alessandro Schiesaro  
Professor Martin Evans

Alliance Manchester Business School

Professor Fiona Devine

#### Professional Services

Director of Faculty Operations  
Head of Faculty Estates  
Head of Planning, Compliance & Governance  
Deputy Director of HR & Head of Faculty HR  
IT Partner

Hannah Rundle  
Michelle Harper  
Niqui Ellis  
Andrew Mullen  
Chris Sharples

Head of Research Planning & Business Engagement	Jared Ruff
Head of Teaching, Learning & Student Experience	Emma Rose
Head of Faculty Finance	Phillipa Woods
Head of Communications & Marketing	Katie McNamee
Postgraduate Research Support Coordination	Jonathan Starbrook

The work of the Faculty, through its administrative team involves the following:

- preparing and implementing Faculty policies, strategies, procedures and regulations within a university framework;
- planning and resource allocation;
- co-ordinating and developing activities to respond effectively to institutional or external initiatives or activities, encouraging best practice across Schools and facilitating the seamless operation of processes across School, Faculty and University boundaries;
- monitoring and evaluating the performance of Schools;
- quality assurance and enhancement;
- facilitating inter- and multidisciplinary activities;
- delivery of operational services that are best undertaken at Faculty level.

## **ORGANISATION OF THE SCHOOL OF SOCIAL SCIENCES**

### **Background**

The School of Social Sciences (SoSS) was set up in September 2004 within the Faculty of Humanities of the new University of Manchester. At that time it brought together: Economics, Politics, Philosophy, Social Anthropology, Social Statistics and Sociology. From August 2019 two further disciplines joined the School: Criminology and Law who prior to this date constituted the School of Law. SoSS is a large School of over 300 academic and research staff.

The School of Social Science will submit six to seven 'Units of Assessment' in Economics and Econometrics, Law, Politics and International Studies, Law, Sociology, Anthropology and Development Studies, and Philosophy. The Research Excellence Framework (REF2014) confirms Manchester as one of the leading centres for Social Science research in the UK.

The School's international and national reputations in its constituent departments are reflected in the substantial external research income that it generates its involvement in ESRC Centres, ESRC recognition for training PhD students in all its existing Departments, and success in securing ESRC studentships for research postgraduates. The School embraces the full range of quantitative and qualitative research methods.

The School of Social Sciences is committed to research-led teaching. It has an extensive portfolio of undergraduate teaching programmes: single and joint honours programmes in its constituent departments; joint programmes with other Schools in the Faculty of Humanities; and the large interdisciplinary programmes – the BA (Econ) and as well as the BA Social Sciences. We currently have 4500 UG students. At Masters Level there are 800 students following in-house LLM, MA and MSc programmes. There are over 250 research students registered in the School.

Teaching Assistants (TAs) in the School of Social Sciences perform an important and valuable function. Without TAs, it would be very difficult to run the large number of tutorials, seminars, workshops and

other classes that we provide for our Undergraduate students, in order that we might enhance their learning experience.

In recent years, the University has recognised this fact and has made a commitment to provide support, training and development to Teaching Assistants so that they have the confidence to succeed in the classroom.

The training programme in the School of Social Sciences aims to:

- familiarise Teaching Assistants with the wider structure and goals of the School of Social Sciences
- provide Teaching Assistants with training and development within the context of an introduction to an academic career;
- assist Teaching Assistants in familiarisation with approved professional standards of the Higher Education Academy;
- improve standards of teaching on our degree programmes;

### **Structure**

The School's management framework seeks to achieve the following:

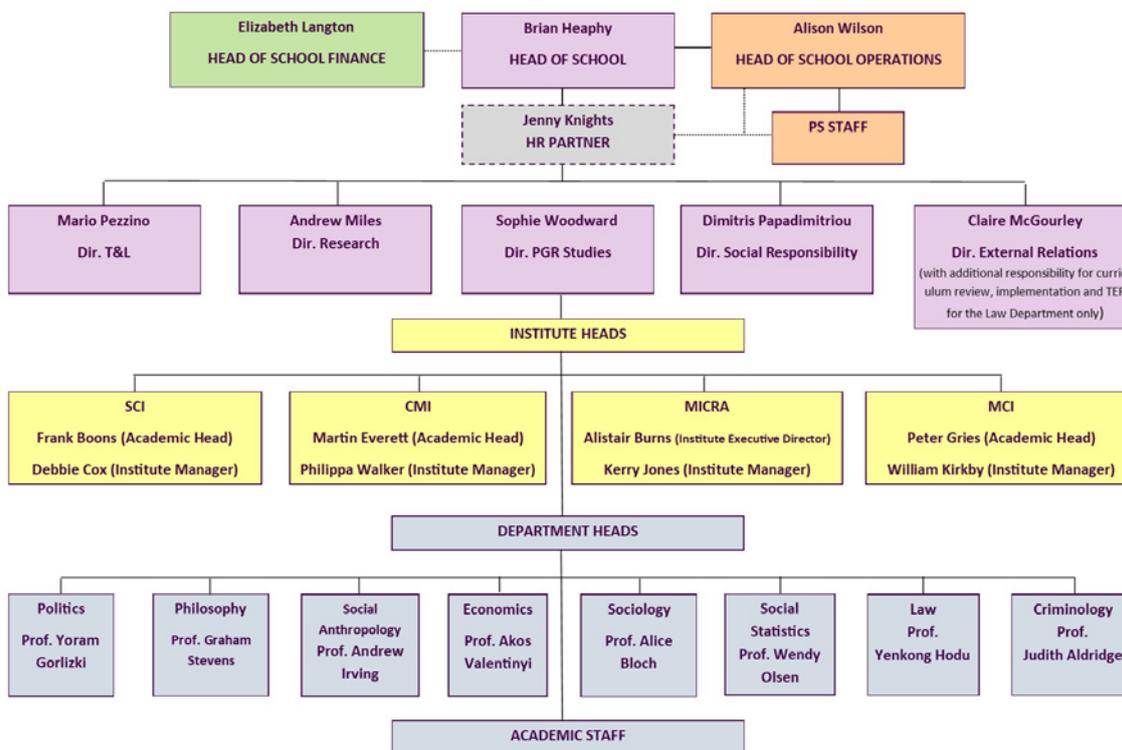
- A lean and efficient structure;
- Clear lines of accountability and responsibility;
- Strong strategic focus on the University's three core goals;
- Clear leadership of the departments;
- Enhanced and consistent staff support and development;
- Promotion of collegiality.

The School structure provides a strategic focus on our core goals, providing a secure foundation for delivering our ambitious five-year strategic plan which seeks to transform the School's performance across all areas of activity. Leadership of the School is provided by the Head of School supported by the Directors and Head of School Operations. There are Directors for each of the University's three core goals: Research, Teaching, Learning and Student Experience and Social Responsibility, in addition there is a Director of PGR and a director of External Relations. All five Directors are directly accountable to the Head of School and indirectly to their respective Faculty Vice-Deans. They are responsible for strategy and policy in their respective areas. There are also leads for Business Engagement, Internationalisation and Environmental and Sustainability, which sit under Social Responsibility. The Leadership team are:

Head of School	Brian Heaphy
Director of Research	Andrew Miles
Director of Teaching and Learning	Mario Pezzino
Director of PGR	Sophie Woodward
Director of Social Responsibility	Dimitris Papadimitriou
Director of External Relations	Claire McGourley
Business Engagement Lead	Ruby Hammer
International Lead	Jasem Tarawneh

Employability Lead	TBC
Head of School Operations	Alison Wilson
Head of School Finance	Elizabeth Langton
HR Partner	Jenny Knights

The Heads of Department (HoDs) take responsibility for their department - and all acade



mic staff in the School (Teaching & Research, Teaching and also Research staff) have a nominal home Department. This includes line management of academic staff, recruitment of academic staff, P&DRs including PREP

and management of teaching and research within the Department. Tasks relating to the management of the Department will be delegated by the HoD – for example, research staff (Associates and Fellows) will often be line-managed by Principle Investigators (PIs) on grants, and the Departments senior staff (the Professoriate) are expected to provide additional leadership within the Department and School. The departments are largely autonomous in terms of how they organise and manage their area. Contributing to the effective functioning of the School is a responsibility of all academic staff. The current HoDs are:

Economics	Akos Valentinyi
Philosophy	Graham Stevens
Politics	Yoram Gorlizki
Social Anthropology	Andrew Irving
Social Statistics	Wendy Olsen

Sociology	Alice Bloch
Law	Yenkong Hodu
Criminology	Judith Aldridge

Strategic Management Roles - Head of School, Director of Teaching and Learning, Director of Research, Director of PGR and Director of Social Responsibility and HoDs receive additional (non-pensionable and time limited) remuneration, and are the only roles to do so, as well as credits in the Work Allocation Model. These roles are advertised when vacant and a formal selection procedure has to take place. Job descriptions for these roles are available on the intranet.

See appendices for organograms - appendix 7 Management Structure and appendix 8 School Governance.

### **School Governance**

The School is managed through the following committees detailed below to ensure that: resources are deployed appropriately; the School is developed strategically and has operational priorities against which performance can be measured; due attention is paid to Health and Safety so staff and students are safe; there is a forum for all-staff discussions and promotions and probationary review are carried out at School level with recommendations for promotion sent to the Faculty who then after review make a recommendation to the University regarding the cases.

<b>Committee</b>	<b>Remit</b>
<b>School Policy and Resources Committee (SPRC)</b>	The School's executive decision-making body, responsible for matters concerning, policy, resources and staffing.
<b>School Leadership Team (SLT)</b>	Responsible for the strategic development of the School: School Strategic Plan; annual operational priorities and budget; annual performance monitoring.
<b>Health and Safety Committee</b>	To review health and safety arrangements for staff and students within the School to ensure compliance.
<b>School Board</b>	The remit of School Board is defined by the University Ordinances: Ordinance XII. School Board will be the forum for all-staff discussions, for the purpose of advising the Head of School. It meets four times a year, with each meeting having an explicit central focus.
<b>School Promotions Committee (SPC) Reports to the Faculty</b>	Is responsible for considering: Academic staff promotions (e.g. L to SL and Grade 6 to Grade 7 );

Change of status from SL to Reader;  
Promotion to chair;  
Probationary review;  
Reward and recognition of exceptional performance.

### **Teaching Governance**

The Director of Teaching & Learning is responsible for strategy and policy in respect of achieving an outstanding learning and student experience, directly accountable to the Head of School and indirectly to the Faculty Associate Dean for Teaching & Learning via membership of the Faculty TLC. They chair the School's TLC which will be responsible for strategic planning and decision-making, as well as policy development.

The day to day management of teaching and learning takes place within the departments. There is a streamlined operational chain of accountability. Module leaders will be responsible for managing their courses and for resolving low-level issues or problems, including student complaints. Those problems/complaints which cannot be resolved at that level will be referred up to Programme Directors. If still not resolved, the problem/ complaint will be referred to the Head of Department. In the last instance the Head of School will be required to provide final resolution. Where the issue or complaint concerns assessment, the Exams Officer for the Department will be consulted for advice.

## Lines of Responsibility



Committee	Remit
<b>School Teaching and Learning Committee (STLC)</b>	Responsible for: teaching and learning strategy, policy and implementation; curriculum and periodic reviews; continual monitoring; approving new degrees, programme specifications and modules. Oversight of all taught degrees; arrangements for assessment; examination boards; student support and employability.
Sub-committees/ groups	Remit
<b>Ethics Committee</b>	This committee meets one per semester to share best practice, discuss issues and have oversight of module blanket approval applications.
<b>Regulations Committees</b>	This committee (one for UG and one for PGT) will meet once a year to review changes to degree regulations and module outlines.
<b>Employability Committee</b>	Enhance the employability of all SoSS students (UG, PGT and PGR), working closely with the Professions and University Careers and Employability Division.
<b>Strategic Recruitment, Admissions and Portfolio Review Group (SRAP)</b>	To monitor ongoing recruitment and admissions activities and the further development of these activities in line with University/Faculty/School strategies and to regularly review the School's portfolio of degree programmes.

### Research Governance

The Director of Research has overall responsibility for the School's research strategy and policy development. They chair the Research Committee which will consist of the departments, centres and institute leads, the PGR Director and early-career researcher reps. He/she will work closely with the PGR Director to ensure an integrated and joined-up approach.

Centres and Institutes are governed by the School's policy. This sets out a framework for governing the different forms of collaborative research in the School, as well as specific processes and criteria for the establishment, monitoring and 'winding down' of centres. The Departments, centres and

institutes will help to deliver our strategic research priorities.

### **Departments, Centres and Institutes: purpose and activities**

Their purpose is to provide a focus for research activity, facilitating intellectual exchange and staff development.

They will:

- Facilitate discussion and collaboration;
- Encourage a culture of research grant acquisition, internal peer-review of publications, grant applications, book proposals etc.;
- Mentor and support early-career researchers;
- Provide a supportive environment for PGR students and research staff;
- Organise regular research seminars;
- Participating in the RRE process, providing feedback to members;
- Attending Research Committee;
- Meeting annually with the Director of Research to report on activity;
- Producing annual research reports for consideration by the Director of Research;
- Hold a minimum of four meetings per year.

Interdisciplinarity and collaboration are encouraged: colleagues are free to contribute to research activity in more than one area. Additionally, sub groupings may develop.

NB – Some Departments have Research Directors.

<b>Committee</b>	<b>Remit</b>
<b>Research Committee (SRC)</b>	<p>Plays a strategic role in planning and developing the research activity in the School; Stimulates and monitors research activity and research profile of the School; Encourages a culture of interdisciplinarity and collaboration within and beyond the School; Management of Academic Leave; Manage the School funds for research related activity e.g. Impact; Review the intellectual quality of SOSS applications for Simon and Hallsworth and External Fellowship and major grant applications.</p> <p><b>Research Excellence Framework (REF):</b> Manage preparations for REF;</p> <p>Oversee the School's overall Research Environment.</p>

**Postgraduate Research Programmes  
Committee (SPRPC)**

This committee is concerned with all matters pertaining to postgraduate research study within the School: To ensure that the University and Faculty quality assurance and enhancement requirements are met in relation to research degree programmes with regard to External Examiners' reports, Annual, Periodic Review and other reviews; To devise and implement the School's PGR strategy in line with University and Faculty recommendations; To approve the appointment of examiners and award of research degrees; To monitor the progress of research students and be responsible for their welfare and student experience including employability.

**Social Responsibility Governance (SR)**

As SR cuts across teaching and research, the Director of SR will work closely with the other four Directors and their committees to ensure that the SR agenda and priorities are embedded within core activities. The Faculty five key priorities are as follows:

- Research with Impact
- Socially Responsible Graduates
- Engaging our Communities
- Responsible Processes
- Environmental Sustainability

In line with the Faculty structure environment and sustainability come under the remit of SSRC, although there are obvious links to both research and teaching and learning. There is also an Equality and Diversity Committee and an Environmental Sustainability Committee that sits under and reports to SSRC.

Committee	Remit
<b>Social Responsibility Committee (SSRC)</b>	Champion School's commitment to Social Responsibility both internally and externally; Support and encourage social responsibility activities in Departments, Research Institutes / Centres so they contribute to the overall University strategic aims; Promote, and where appropriate participate with, the signature programmes outlined under the five key priorities; Work with the School leadership team to develop strategic plans and operational priorities for social responsibility, reviewing progress towards the goals.

Sub-committees/ groups	Remit
<b>Equality and Diversity Committee</b>	Promote equality and diversity within the School of Social Sciences, advancing equality of opportunity for all and embedding a culture of equality; Scrutinise and keep under review School policies and procedures to ensure due consideration is given to eliminating discrimination and promoting equality including policies and procedures that impact the student population; Make strategic recommendations for equality and diversity policy development and implementation;
<b>Engagement &amp; External Relations Committee</b>	Support the work of Business Engagement and external relations where required ; engagement with alumni in contributing to the different priorities of the School; supporting the School's Internationalisation agenda where appropriate; develop strong partnership working (teaching, research, placements, training,) within Greater Manchester and the North West, to underpin distinctive practices of Knowledge Exchange and Business Engagement; enhance the employability and professionalism of our students at all levels via an expanded programme of Work Placements (UG, PGT, PGR) and volunteering opportunities; support public events and outreach; support dissemination of research outputs/ stories via the website;

## **Environmental Sustainability Committee**

Promote environmental sustainability in education, research and operations in the School of Social Sciences, oversees applications to the Green Impact Award, reviews and makes recommendations on the environmental sustainability of School procedures, engage with other parts of the University to facilitate good practice. For more details about social responsibility in SoSS and the Green Impact award please see [here](#).

Please see the link below for more details of committees and membership:  
<http://staffnet.manchester.ac.uk/social-sciences/meetings-committees/>

## **ROLES & RESPONSIBILITIES**

### **Teaching Assistants**

#### **General**

Teaching Assistants (TAs) are responsible for delivering quality face-to-face education to undergraduate students in timetabled small group sessions (see department norms below), for a duration of 50 minutes per tutorial (or seminar). Tutorials (or seminars) are intended to facilitate student learning through discussion normally based on questions set in advance (by the Course Convener). Some TAs are also asked to mark formative and summative assessments and provide feedback.

#### **Economics**

Classes – 35-50

Tutorials – 20-30

Workshops – 40-50

#### **Politics**

Tutorials – 12-16 (minimum of 8)

#### **Sociology**

Tutorials – 12-15 (minimum of 8)

#### **Social Anthropology**

Tutorials – 10-12

#### **Philosophy**

Tutorials – 12-15 (minimum of 8)

## **Law and Criminology**

Seminars – 12-15

### **Summary of duties**

- TAs will work in co-operation with the Course Convenor and relevant PS Staff, including maintaining good communications and liaising with staff on matters relating to preparation, teaching, administration and assessment.
- TAs will answer students' queries electronically (e.g. by email and/or discussion boards) and in person, in relation to the teaching and associated arrangements. TAs should discuss good practice with their Course Convenors, for example, sending a weekly email to their student list, but beware of inundating students with emails to the point where they may miss crucial messages.
- TAs will arrive promptly for all teaching duties. TAs should refer regularly to their weekly My Manchester teaching schedule so that they are aware of any timetable changes, including room changes.
- TAs will be required to undertake these duties in accordance with the University's Equality and Diversity policy and positively to promote equality and diversity.
- TAs will be required to undertake these duties in accordance with the requirements of the University's Health and Safety Policy and the University's financial regulations.
- TAs will be required to undertake the relevant Faculty, School and Department level induction.
- TAs will be required to work at any location within the University Estate, as required.

### **Preparation**

- TAs should be well-prepared to carry out the stated aims and objectives of the tutorial they are delivering. TAs will need to ensure that students are aware of the questions/tasks required for the next seminar.
- Course Convenors will provide TAs with the relevant reading and tutorial material, including, where applicable solutions to tutorial questions, and assessment criteria and mark schemes for any formal assessments.

### **Teaching**

- The tutorial timetable will have already been organised for the 2019/20 academic session before we are in a position to confirm appointments to this role. There will not be any flexibility with regards to the tutorial times and availability.

- TAs will lead tutorials or where applicable other teaching, at specific times as timetabled by the School of Social Sciences, in order to meet the aims and objectives of the tutorial.
- They will maintain an atmosphere and environment conducive for students' learning.
- TAs should raise any issues with the course convenor as soon as practical and pass on any student feedback (positive or negative) to the course convenor.

### **Administration and Student Support**

- TAs will keep records of student attendance in accordance with SoSS procedures. (see work and attendance under teaching)
- TAs should be available to see the students whom they teach outside of the strict teaching hours, but ensure that students know that you are not on-call 24/7). The individual TA should make arrangements for a room to be booked for 'office hours' (see TA Principles for discipline norms for office hours) through the Department Administrator/ Receptionist.
- TAs will provide students with constructive feedback for both formative and summative assessment. Feedback should always be respectful and given in inclusive and non-discriminatory language.

With regard to TAs being asked to answer email questions about exams over the Christmas holidays (on exams they are marking), it is up to the course convenor to discuss the matter with the TAs at the meetings. But, as a rule of thumb within the department, TAs can be reasonably assumed to have used up their admin time by the time teaching has finished. It is important, however, that TAs continue to refer the students to the course convenor (and not just ignore them), so the students don't feel abandoned during the revision period.

### **Professional conduct**

The University expects and will enforce high standards of performance and conduct from its employees, any breach of this may be dealt with by reference to the University's disciplinary procedures.

### **Assessment**

- As part of their contracted hours, TAs may be asked to undertake the marking of students' assessed work. TAs will need to return the assessed work to students with feedback in line with the deadline(s) prescribed by the Course Convenor.
- On occasion, TAs may also be invited to undertake work that is additional to their contracted hours. Any such work will need to be arranged with the Department's TA Co-ordinator and relevant staff in advance of the work being undertaken by the TA to ensure accurate and prompt payment.

- Marking is typically paid in accordance with the Department's contract principles (please see Appendix 5).

### **Cover**

In the event of some emergency/sickness leading to a TA not being able to deliver a scheduled class, the TA should contact the Course Convenor and the relevant programme administrator (please see appendix 2) as soon as possible. The Course Convenor may be able to see whether it is feasible to cover the affected tutorial(s) with another TA who is teaching on the course. Where this is not feasible, the Course Convenor and TA should attempt to re-arrange the missed tutorial so that the contractual hours of work can still be fulfilled. Any tutorials which *have* to be rearranged should be re-scheduled with the Timetabling Coordinator. The Department's TA Co-ordinator should also be updated about any new teaching arrangements. Please note, TAs will not be paid for any cancelled tutorials.

### **Sickness Pay**

If you are absent from work due to sickness or injury, no payment will be made unless you qualify for statutory sick pay. The payment of sick pay is subject to your compliance with the University's procedures for the notification and verification of sickness absence, which are set out in the [Sickness Policy](#).

To qualify for Statutory Sick Pay (SSP) you must:

- be classed as an employee and have done some work for your employer
- have been ill for at least 4 days in a row (including non-working days)
- earn an average of at least £116 per week

### **Reference Requests from Students**

TAs are not expected or required to provide letters of reference for students and should direct students to their academic advisor and/or the course convenor.

### **Suggestions for topics for First Meeting with Course Convenor (one hour duration)**

- Course Unit Outline - Timing of tutorials, marking, mid-term exam if applicable and availability during Christmas and Summer breaks.
- Discussion of hours' breakdown.
- What is the recommended reading (Course Convenor to ensure that TAs have access to the core reading).
- How tutorials / classes should be organised, including the use of group work.
- If and how should students get solutions and feedback.
- Any marking expectations (tutorial work, coursework, mid-term and final) and agree on a date and time for marking training with the Course Convenor for this specific module. Plus, the time-budgets allowed for marking as well as deadlines.

- Arrangements for TAs to observe good practice (by attending lectures and/or other classes) if the unit is new, TAs are encouraged to familiarise themselves with the material by attending lectures or listening to podcasts (this should be included in the prep time).

### **Course Convenor**

1. Arrange a briefing meeting before the start of the relevant semester to allow the Teaching Assistant (TA) adequate preparation time. If there is a team of TAs covering a large course, meetings should be held as a group.
2. Meetings should include:
  - A review of each tutorial: subject matter, learning outcomes, discussion points, etc.
  - Clear guidance on the course unit timetable, teaching methods, course unit resources and expectations
  - Guidelines on how to deal with late-comers, non-attendance and unprepared students
  - How to deal with student enquiries.
3. Ensure TAs have Blackboard access (via UG Office) and include their contact details, office hours on course Blackboard.
4. Introduce the TA(s) to the student group, ideally during the first lecture, to send a message that they are part of the teaching team, specialists in their field and have received training.
5. Ensure TAs have access to all essential reading and lecture material and where applicable provide tutorial questions and solutions in good time and be realistic in amount of preparation TAs have to do in the amount of time designated for preparation.
6. Ensure that TAs know their responsibilities and what tasks the contracted hours should be spent on.
7. Provide sufficient course unit specific training for any marking and feedback to be done by TAs.
8. Be available in case TAs have questions and answer emails promptly (in particular be proactive in providing support to TAs).
9. Be responsible for any marking and feedback that is undertaken by a TA and evaluate their contribution to this task. If a TA is given authority to provide feedback on Blackboard, then this must be moderated to ensure that all feedback is of the same quality.
10. Arrange dates for peer review of teaching, the earlier the better with potential follow up if needed.
11. If conducting peer review provide constructive feedback on teaching through the peer review of teaching process, including the completion of a Peer Review of Teaching form which should be shared with the TA early in the semester. If not personally conducting the review ensure that you have access to the peer review form to identify if further support is required.

12. TAs should be named within the unit survey to ensure that the students have the opportunity to feedback on the teaching of the TA.
13. Where appropriate direct the TA to opportunities for further development and advise the Department's and School's TA Co-ordinators of any additional training needs.
14. Should the relationship with the TA not be productive and communication channels fail, the situation should be reported to the Department's and School TA Co-ordinator who will try and resolve issues informally.
15. If marking of end-of-year assessment is allocated to a TA, ensure they are aware of marking deadlines, schemes and standards.

### **Teaching Assistant Coordinator for SoSS**

In line with Faculty guidance:

<http://www.staffnet.manchester.ac.uk/humanities/teaching-support/ta-hub/>

The School TA Co-ordinator is responsible for delivering **School level** training, for TA's (and other temporary staff employed to deliver undergraduate teaching) within the School of Social Sciences, drawing on existing best practice and assuring the quality of the student experience by promoting and enhancing high quality undergraduate teaching, in accordance with the Humanities Training Template.

The template identifies training provision by the Faculty, **School** and Department and the training counts towards LEAP accreditation.

### **Duties and Responsibilities**

The principal responsibilities are:

- To design and deliver the prescribed (minimum) 2 hours of HEA accredited School training for TAs employed by the School of Social Sciences.
- To undertake the LEAP accreditor training (half-day)
- To assess the TA's LEAP Application.
- Providing academic leadership for Department TA coordinators.

To inform the above, the SoSS TA Co-ordinator will endeavour to facilitate the dissemination of best practice within the School. This should include:

- Liaising with the UG Office and the Departments in monitoring and reviewing TA performance;
- Ensuring that TAs attend appropriate training for their position;
- Contributing, by invitation, to meetings of the School Teaching and Learning Committee;
- Respond to issues relating to the quality of teaching delivered by TAs, via HoDs;
- Working with Department TA Coordinators to pro-actively monitor TAs and resolve any issues ensuring that the Heads of Department are kept fully apprised;
- Being an independent point of contact for TAs when necessary;

- Mentoring of TAs to advise on their personal development and career planning in terms of teaching.
- Hosting meetings as appropriate with Departmental TA Coordinators and School Reps;
- Representing the School at Faculty TA Committee meetings.

**Be responsible to the:**

Director of Teaching and Learning

**Work with:**

Faculty staff and Department level TA co-ordinators to deliver a coherent/whole HEA accredited training programme which respects discipline variations.

The following are ***department responsibilities*** and ***not*** those of the School TA Coordinator:

- Assigning a Department TA Coordinator.
- Department level HEA accredited training.
- Instructing course convenors on their training and development responsibilities to TAs employed on their courses/modules.
- Individual health and safety issues (to be raised with Departmental line manager)

**Department TA Coordinator**

- Selection and allocation of TAs including negotiating, agreeing and communicating allocations to TAs, prior to contracts being issued by HR.
- Providing information to the Management Information Officer on hours of work for TAs within their Department on the spreadsheet pro-forma.
- Induction of TAs
- Providing information to the Management Information Officer on any adjustments to hours required Oct/ Nov/ Dec Jan/Feb/ March on the spreadsheet pro-forma
- Coordination of peer review of TAs' teaching and receiving peer review reports to review and determine whether any further action is required.
- Providing DA level training in September and January. This includes four hours of mandatory training for new TAs and voluntary on-going training and professional development opportunities for TAs returning to departments.
- Liaising with TAs as required providing indicative information to the Course Convenors and TAs regarding the TAs' approximate hourly breakdown for their course module in accordance with the department's principles.
- Ensuring that TA Reps are elected (if election is required) at the start of the year, two reps per department apart from Social Statistics where it should be one.
- Liaising with Departmental Reps and bringing matters to the attention of relevant meetings with School and Departmental Coordinators

**Be Responsible to:**

Head of Department (or delegated nominee)

### **School Resources Officer**

- To manage the recruitment, appointment and remuneration of Teaching Assistants.
- To manage inputting of information into the HR System.
- To work closely with HR Services on appointment and remuneration of Teaching Assistants.
- To work closely with Department TA Coordinators and School TA Coordinator to ensure any issues are resolved promptly.
- To organise and attend relevant meetings with TA Coordinator, Department TA coordinators and School Reps.
- Attend two meetings a year at Faculty TA Policy Review Group;

#### **Be responsible to:**

Resources Manager who will take responsibility for consulting and responding to issues raised by Faculty relating to the TA function, through the Faculty TA Policy Review Group;

### **Management Information Officer**

- Design of spreadsheets for collecting information;
- Work with HoDs on the Department WAM to understand requirements for TAs;
- Working with the Department TA Coordinators to identify requirement for TAs and allocation of teaching hours;
- Ensure that TA hours for all Departments are correctly calculated;
- Provide a summary of total hours for all TAs to the School Resources Officer who will be responsible for ensuring hours are input into the HR system which will generate letters of appointment and contracts;
- Provide a summary of adjustments to hours and pay to the School Resources Manager for inputting into the HR system.

#### **Be responsible to:**

School Resources Manager

### **TA Reps**

Two Reps per department, apart from Social Statistics where there is one and two School wide reps.

- School reps should attend the SoSS TA Coordinator and Department TA coordinators meetings as required.
- Communicate any issues to the SoSS and Department Coordinators, as appropriate, in advance of SoSS TA Co-coordinator, Department TA Co-coordinator, and School Reps meetings.
- School wide reps should attend the Faculty TA Policy Review Group – up to two meetings per year.
- Departmental TA Reps should consult with their Department's TAs as appropriate and represent views and issues identified at appropriate meetings with the Departmental Coordinator, and, if necessary, raise relevant (School-wide) issues with Departmental Coordinator and/or School Reps.

## YOUR EMPLOYMENT

### Remuneration

- All new TAs will be employed on Point 1 of Grade 5. TAs who were employed in the previous year get annual increments. University pay scales can be viewed at <https://www.staffnet.manchester.ac.uk/human-resources/current-staff/pay-conditions/pay-scales/>
- Annual leave is accrued at the rate of 1 hour for every **5.35 contracted hours** worked and will be incorporated into the monthly payment. Please refer to **point 5** of the Statement of Terms and Conditions for further information.
- Hours contracted are calculated to **include** time for preparation, administration, teaching, office hours, marking and provision of feedback (see Principles for each department and worked examples in appendix 5).
- Initially, you will be issued with a 'recommend to appoint' letter. This letter along with supporting documents will be emailed to you via HR Services. Please note that HR arrangements are on a semester to semester basis. You will therefore possibly not receive formal written communication about your Semester 2 teaching until the New Year.
- If, after initial contracts have been signed, your hours are then changed you should **contact your Department's TA Co-ordinator**, who will contact Michelle Kelly ([michelle.kelly@manchester.ac.uk](mailto:michelle.kelly@manchester.ac.uk)), who will contact HR.
- Adjustments will be made monthly, unless it is a decrease in hours, and then it may be amended sooner.
- HR Services can be found on the second floor of the Simon Building or contacted at [hrservices@manchester.ac.uk](mailto:hrservices@manchester.ac.uk).

### Training

TAs will be paid for all compulsory training. As a new TA, this will include any compulsory University, Faculty or School level training that you need to undertake prior to teaching.

For returning TAs, you will have the option to retake any training as refreshers, however this is voluntary and will not be paid.

*University & Faculty-level training will include:*

- **4 hours Faculty online training (including Health and Safety, GDPR, Diversity Training, Preparing for Teaching and Assessment & Feedback (with a focus on Faculty policy and tools)**
- **2 hours School level training**
- **4 hours Departmental training**
- **1 hour Turnitin training**

Payment will be made at Point 1 of Grade 5. The University pay scale can be found at <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=4291> (this is usually updated each September).

## **SoSS Training**

SoSS's program of TA training has been designed bearing in mind the [UK Professional Standards Framework \(UK PSF\)](#) for Teaching and Supporting Learning. The UK PSF has produced a flexible framework which uses a descriptor-based approach to set professional standards. The claimed aims of the standards framework are:

- an enabling mechanism to support the professional development of staff engaged in supporting learning
- a means by which professional approaches to supporting student learning can be fostered through creativity, innovation and continuous development
- a means of demonstrating to students and other stakeholders the professionalism that staff bring to the support of the student learning experience
- a means to support consistency and quality of the student learning experience.

School Training, amongst other things, introduces TAs to this framework. TAs have the opportunity to further develop and demonstrate their attainment of these standards through the Leadership in Education programme (LEAP).

## **Departmental Training**

All departments are required to offer four hours of mandatory training to new TAs, which will be remunerated in line with School policy. A wide degree of discretion is given by the School to Departmental TA training, reflecting the fact that Departments have different teaching needs, which cannot suitably be trained at a unified, School level.

Departmental training content changes year upon year. For further information, please contact your Departmental TA Coordinator.

## **Supplementary Training (unpaid)**

Participation in additional training and professional development opportunities is highly encouraged.

It is recognised that many TAs are hoping to pursue an academic career, and thus it is expected that TAs will take the initiative, themselves, to undertake training opportunities which will help them in the performance of their role as a TA, and beyond.

TAs should also note that, whilst the Faculty, School and Departmental Training programmes endeavour to assist them as much as possible, it is the nature of the role that not everything can be imparted via a training programme, and thus, TAs should constantly be reflecting on their role, and what they are learning, themselves, through experience in the role.

## **Online Teaching Delivery**

You can choose from a wide variety of training available from the Faculty [Elearning](#) team or the [Staff Learning and Development](#) team. You can browse the [training catalogue](#) or sign up (using your @manchester email address) to [Linked In Learning](#) to access a wealth of content. Also currently on the training catalogue are the following from Hums e-Learning:

[Teaching Online with Collaborate Ultra](#)  
[VoiceThread Online](#)  
[Getting Started with Adobe Spark Page](#)

Extensive advice on online teaching is also available on the [Institute of Teaching and Learning](#) website.

### **Equality & Diversity**

As an extension to the ED&I training already provided by the Faculty, the University also offers training in [Unconscious Bias](#) .

### **Student Support**

Whilst student welfare itself is not a part of the TA role, TAs may find it useful to be able to access the [online counselling course](#) as a part of their own professional development or familiarise themselves with the University's [Student Support](#) microsite ([www.studentsupport.manchester.ac.uk](http://www.studentsupport.manchester.ac.uk)).

***It is important to note though, that all students are allocated an Academic Advisor who is a full-time member of academic staff and who should be their first port of call if they should need additional support. Responsibility for student welfare is not a part of the TA remit. For further information, see below, under "Student Support".***

### **Counselling service workshops (for staff)**

In addition to the online counselling course (above), TAs may be interested in the wide variety of online workshops offered by the University counselling service. These cover a wide range of matters, from mindfulness, to anxiety and stress relief:

<https://www.counsellingservice.manchester.ac.uk/workshops/>

### **HEA Accreditation**

In an increasingly competitive job market, applicants for lecturing positions are often now required to demonstrate some experience and expertise in teaching as well as in research. One common way to do this is by gaining accreditation as a Fellow or Associate Fellow of the Higher Education via attending the Leadership in Education Awards Programme (LEAP) as detailed below.

### **Leadership in Education Awards Programme (LEAP)**

The Leadership in Education Awards Programme (LEAP) supports you in documenting and evidencing your teaching excellence, and is an opportunity for you to receive a formal, national qualification for your teaching.

The programme is accredited by the Higher Education Academy (HEA) and can award Associate, Fellowship, Senior and Principal HEA Fellowships.

## **Wellbeing**

The University is committed to providing a healthy working environment and improving the quality of working lives for all staff.

Wellbeing is a combination of the physical, psychological and the social features of a person. The Chartered Institute of Personnel and Development (CIPD) define wellbeing as:

*Creating an environment to promote a state of contentment which allows an employee to flourish and achieve their full potential for the benefit of themselves and their organisation.*

For employees a good working environment can positively impact on these aspects and more workplaces, including the University, are trying to positively influence wellbeing.

The University aims to promote and enhance wellbeing for all staff through the development of a proactive and enabling culture. This will require effective leadership, management support to encourage staff to feel supported in focussing on their wellbeing, the integration of wellbeing in all work activities and practices and individual staff taking responsibility for their health and wellbeing.

See Staffnet [wellbeing pages](#)

## **Disability Advisory and Support Service**

The Disability Advisory and Support Service (sometimes called the DASS) supports a variety of different people, whether students, staff or supporters and the University is proud to offer an accessible and inclusive service. DASS provides equality of services to everyone, regardless of people's age, disability, gender, gender identity, race, religion or belief or sexual orientation.

Use the [DASS website](#) to find out more about their services, who is eligible for support, and how to access support.

## **Dignity at Work and Study**

The term 'Dignity at Work and Study' emphasises that everyone has the right to be treated with respect during their time at The University of Manchester.

It is vital that we strive for an environment within the University in which discrimination, bullying, harassment or victimisation is simply not tolerated. Such unacceptable behaviour must be identified early and managed effectively. We must also support any member of staff or student who is subjected to such behaviour and encourage them to report this as early as possible.

There are two key ways in which we ensure that the environment we wish to create becomes a reality. The first is by charging managers and advisors with the responsibility for ensuring that staff and students are neither harassed nor discriminated against. The second is to foster an environment in which there is no tolerance of discriminatory, bullying or harassing behaviour from any member of staff or any student.

See [policy](#) and [Report and Support](#)

## STUDENTS & TEACHING

### **Blackboard VLE**

Blackboard @ University of Manchester (Kickstart)  
The University employs Blackboard Learning system as its Virtual Learning Environment (VLE).

#### [Access Blackboard](#)

Contact details for the E-learning Team and support for academics in SoSS can be found [here](#).

The School's E-Learning Academic Lead is Professor Dan Rigby (Economics DA).

Support for Blackboard and exemplars can be found [here](#).

The University runs Blackboard Kickstart courses throughout the year and provides support on meeting the minimum requirements. Support is available from the School's Learning Technologist who is available in the School.

### **Campus Solutions**

The University of Manchester Student System is campus solutions. A full training guide is available here:

<http://documents.manchester.ac.uk/protected/display.aspx?DocID=11213>  
(you will need to log in to view this document).

NB: If you find that Campus Solutions is running slowly in Internet Explorer, please try via Firefox.

### **Work and Attendance**

It is important to keep good records of the attendance of students in classes. The University is periodically subject to an audit by the UKVI who will wish to satisfy themselves of the robustness of our processes as they relate to overseas students. Failure to comply could compromise the University's license to recruit overseas students. Colleagues should also respond promptly to instructions circulated from within the School early in the academic year detailing arrangements for checking that students registered for courses are actually taking those courses. Students can otherwise get 'lost'. The same applies to requests for information from other degree programmes and for end-of-module reports on the attendance and performance of students, which can be important for assessment purposes and for the writing of references.

To do this, go to 'My Services' on My Manchester ([my.manchester.ac.uk](http://my.manchester.ac.uk)). Under 'Faculty Centre' on the front page of the portal click on 'My Schedule' which will lead you to a list of your tutorial groups. From here, click the icon under 'Attendance Roster' for each tutorial group. Then on the Attendance Roster menu, click 'View' next to the appropriate week. (You may need to click 'View All' at the top of the table to see some weeks.) On the roster for that week, make sure only students who were present are marked as such. (You can ignore the 'Tardy' and 'Left Early' options.) Then, using the drop-down menus under 'Reason', make sure any absentees are marked as either 'Authorized' (if the student has contacted you in advance, or provided a doctor's note for an illness) or 'Unauthorized'. (NB: Do not use other options on this menu, as the School system which

automatically sends out reminder letters to students who have missed a number of tutorials only recognises these two options.)

See Appendix 4 for a screen shot guide on how to record attendance.

### **Questionnaires (Teaching Assessment)**

It is University policy that the teaching of course units be regularly assessed by means of student questionnaires – Student Evaluation Surveys which are on-line. Each semester, students will be asked to complete a Unit Survey for each course unit they have completed. Students complete the questionnaires in the final weeks of the semester, and access them via a link on Blackboard. Please encourage your students to complete the questionnaire, and remind them that there is space for them to add comments on the course unit and its delivery. TAs receive individual scores which can be discussed with the course convenor. The completed Student Evaluation Surveys for courses that you have taught can be found on Blackboard. It is important to download and carefully store your UESs for future use in the job market.

### **Reading Week**

It is usual School policy that there is a reading week (6<sup>th</sup> week of semester 1) on undergraduate courses. This may not happen every year, however, depending on the wider context.

### **Semester Dates**

[Current year key dates.](#)

### **Teaching**

The first tutorial is an important time for introductions, both personal and to the structure of the course.

Make sure you plan some time to introduce yourself and have the students introduce themselves to each other. In the long run, the connections made and the atmosphere established in an ice-breaker activity this first week can prove crucial – even one as simple as asking students to name the last book they read, or say what they expect to get out of the course. (This is also a great chance to start putting names to faces.) Some informal group discussion of the syllabus, pointing out key issues and assessment deadlines, will also be very useful to students.

With first-year, first-time university students, it will also be important to spend a few minutes explaining how the lecture, tutorial and their individual study are meant to work together, as this structure will likely be new to them. For any course, a review of library and online resources, especially the Blackboard components of the course, will be very useful to students as well.

### **Tutorial/ Seminar Preparation**

Preparation for a tutorial/ seminar will usually involve carefully reading (or re-reading)/working through the course material for that week, taking note of how assigned material relates to the

expected topic of that week's lecture, and to the course as a whole. It will also be important to note potential questions which students might have, or which you can plan to address in the tutorial.

Your teaching plans should be considered very different from a presentation, however. Generally speaking, tutorials are not intended for delivery of additional new material, but rather to provide students with a framework within which to discuss material they have read or prepared in relation to the lecture. In this regard, it is important not to 'over-prepare', so that you have too many or too rigid a list of points you wish to make. The most productive tutorials are often those in which the discussion gathers its own momentum and encourages debate among the students themselves.

On courses which involve a number of TAs, while preparing tutorials, you might also find it helpful or reassuring to consult with others teaching, especially those who have taught the course before (ask your Course Convenor for names).

In addition to putting together your own rough outline of a few clear main points for tutorial discussion, you may find it helpful to prepare a slide show and/or a hand-out for students (Please check with your Course Convenor first as there are differences between departments, e.g. Philosophy actively discourage thesis). This will often include an abbreviated version of your outline, along with some discussion questions and, where appropriate, key quotations (either from the primary text or critical sources) and references. You should also ask your Course Convenor which questions you should prioritise for students' learning during the tutorial.

You are able to photocopy such handouts via the printers on the third and fourth floors in ALB or in the PGR/GTA offices on the 4<sup>th</sup> floor of the Williamson Building.

The School encourages all teaching staff to make teaching materials available to students via Blackboard. Core readings should certainly be made accessible to students via Blackboard or via the Library, either digitally or for loan. It is important that, when instructing students to read course materials on Blackboard, you do not require them to print them off (though of course they may wish to do so themselves), as it is University policy that students on taught programmes must be able to complete their studies without incurring any significant additional study costs, over and above the tuition fee.

Especially when working closely with specific texts or on specific exercises, working in smaller groups (often in order to present ideas to the whole group later) can be a very productive framework for part of a tutorial (maybe 10-20 minutes). Many students find discussion in smaller groups quite rewarding, and it can be a great way to involve students with the tasks who speak less often in the whole group.

### **Tips for Delivering a Tutorial**

- Learn names: Learning and referring to students by name is very important for encouraging discussion. Aside from ice-breaker activities in the first week, one trick for learning names is use the option to include photos of students in the roster on the Student System (Campus Solutions). Go to 'Faculty Centre' – Select 'Class Roster' - Select 'Include photos in list' – Once the photo of the first student appears, click 'View All' in the blue bar. . This will show all names along with their ID photos.
- Emphasise the group aspect of tutorials and the importance of every student's contribution from

the start. Make it clear that it is not only for your sake or the sake of their marks that they attend every lecture and tutorial, do the reading/ preparation and make an effort to participate in discussion, the usefulness of the tutorial for the whole group depends on it.

- Ask open-ended questions: It may seem obvious, but as suggested above, you will want to avoid a situation where the students are expecting you to provide them with information, as in a lecture. Rather than respond directly to a point or question put forward by a student, re-direct questions to the group whenever possible. In this way, you can encourage and moderate lively discussion, but without giving the impression of only looking for 'correct' answers or interpretations.
- Divide and conquer: breaking them up into small groups (split the tutorial group in half or thirds or whatever) and getting them to discuss the issues in those groups before reporting back to the rest of the group takes the pressure off them and can really improve participation levels.
- The beginning of each tutorial is a good time for dealing with important course issues, such as upcoming assignments or reading material/preparation which might require extra time.

## STUDENT SUPPORT

As TAs are not full time members of academic staff, they do not have a formal role in student support. However, it is recognised that, as students have a lot of contact with TAs, students may turn to TAs for wider support. Pastoral and wider academic support is **not** part of a TA's role. It is important for TAs to be aware of the boundaries of their role. Nevertheless, it may be of interest for TAs to have a general awareness of wider support services and mechanisms within the University.

### Mitigating Circumstances

During the course of their degree programme some students will encounter issues (e.g. health problems, bereavement) that can have a serious negative impact on their studies. You should refer the student to their Academic Advisor and/ or Programme Administrator in the first instance, who may then refer to Student Support Services.

If a student alerts you to what they consider a legitimate circumstance for late submission or non-submission of an assignment, or for an examination being affected or missed, it is not your responsibility to handle these requests directly. You should advise them to contact their Programme Administrator and to submit an online mitigating circumstances form.

Information about Mitigating Circumstances can be found at:

<http://www.studentsupport.manchester.ac.uk/study-support/mitigating-circumstances/>

### Academic Advisers

All undergraduate students with the School of Social Sciences are assigned an Academic Adviser. You should be aware of the function of the Academic Adviser as you may, after discussion with

your Course Convener, need to suggest to one of your tutorial students that s/he discusses certain aspects of her/his programme with her/his Academic Adviser.

Points relating to the Academic advising role:

- The academic advising role is best thought of as a *coaching* or *mentoring* role, where the aim is to support the advisee's development and progress throughout their time at university.
- Academic advisors work with students to build a relationship based on a discussion of how students should best pursue their academic development and progress.
- Academic advisors give advice on generic academic matters, typically including: the transition to independent learning in higher education, basic principles of choice of course units, plagiarism and academic malpractice, understanding feedback, undertaking course work, preparation for exams, employability, and time management. Depending on the aptitudes of the academic advisor (and the profile of their advisees), this list may differ slightly from case to case.
- Write work, study, or placement references on request.
- Refer students to other sources of help, and develop a working knowledge of what these sources are and what they can offer.
- Respond to advisee emails within the usual recommended timeframe, i.e. three working days.
- Make regular contact with students using an appropriate combination of face-to-face meetings, e-mail, on-line communications, etc., in order to address all of the above on a regular and developing basis;
- Ensuring insofar as is possible that any student facing academic and/or personal difficulties does not lose contact with academic teachers or tutors or become isolated from student support staff and facilities.

**Academic advisors are not expected to be specialists in areas outside their own field. It is completely acceptable to prompt students to action without evaluating the outcome, or asking questions without providing the answers.**

See [here](#) for more information on SoSS Academic Advising.

The University's Academic Advisement Policy can be found at:  
<http://www.tlso.manchester.ac.uk/advising-information/>

#### **Other general sources of student support**

- (as referred to above), the student support microsite, which has links to counselling, disability and other services: **www.student support.manchester.ac.uk**
- A new **24 hour** confidential **Mental health and wellbeing** app for students:

<https://www.studentsupport.manchester.ac.uk/taking-care/mental-health-helpline/>

- **Library assessment** support particularly over the **revision period** (including drop-in sessions, workshops, and other resources):

<https://www.library.manchester.ac.uk/using-the-library/students/assessment-support>

## ASSESSMENT

### Essays and Essay Submission

When an assignment is due, students are required to submit online, (never directly to you in tutorials). Student names should not appear on the assignment itself; instead, they will complete an online form which identifies the essay to you only by ID number. In other words, all assignments will be marked anonymously.

### Submission

All summatively assessed coursework that can be submitted online is submitted online. Staff should contact the Faculty e-learning team in advance of using online submission for the first time in order to receive advice and training. For details of Faculty training for Turnitin and Grademark, see:

<http://www.humanities.manchester.ac.uk/tandl/elearning/training>

All information about the use of Turnitin and Grademark is available on the University [Knowledge Base](#). A generic folder entitled 'Submission of Coursework' is by default in place in all courses in Blackboard (via the standard course structure) under the 'Assessment' area. For consistency purposes, all inboxes are set up by administrative staff. This folder also contains links to the Knowledge Base guidance documents for students; these links ensure that students are directed to the most up-to-date documents.

Online submission deadlines must be set to 2.00pm, Monday to Thursday, to facilitate the correction of any technical problems that might occur. See 'eAssessment: Guidance for service interruption or downtime' from:

<https://www.staffnet.manchester.ac.uk/humanities/teaching-support/policy-and-guidance/documentslist/>

Announcements can be placed on Blackboard and communicated via email, informing students and staff of any changes to assignment submission dates. It is each student's responsibility to keep a copy of the digital receipt containing their unique ID number. Students must be informed that they must retain an electronic copy of their work.

Late submissions to Turnitin must always be permitted. The submission date and time are always recorded and therefore appropriate penalties for late submission can be applied during the marking process. It is the responsibility of PS staff (normally Programme Administrators) to apply the penalty; academic staff should not apply the penalty themselves.

Since the default position is that students should access their feedback and grades online, students should be advised that they must download their marked assignment and feedback from Blackboard. Course tutors can deliver feedback face to face (e.g. by setting selective release conditions in Blackboard and asking students to collect their feedback during office hours). Access to the assignment / feedback is only available for the duration of the Blackboard course unit (i.e.

the current academic session). Feedback must be returned to students in accordance with the timescales specified in the University's Feedback Policy.

(<http://documents.manchester.ac.uk/display.aspx?DocID=6518>).

### **Anonymous Marking**

*It is important that all pieces of summatively assessed work (i.e., work that counts towards the overall mark for the course unit) are marked anonymously. This helps to assure students that marking is done fairly.*

All marking should be done privately (i.e. not on the bus or in the library café).

The University of Manchester Policy on Marking can be found at:

<http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectionb-thepracticeofassessment/policyonmarking>

### **Marking Criteria**

The following documents highlight the marking criteria used in the School and specific subject areas. Please read them carefully and discuss any issues with the course convenor. The criteria will have to be applied when marking and providing feedback to students.

- [School Grade Descriptors](#)
- [Economics specific undergraduate marking criteria](#)
- [Level 1 'QLD' Marking Criteria \(Law\)](#)
- [Level 2 'QLD Marking Criteria \(Law\)](#)

### **Feedback**

One important aspect of the student experience is receiving feedback. Students receive feedback in a number of ways throughout their degree programme. One way of receiving feedback is through comments provided on assignments. A good rule of thumb is to trust your judgment about what sort of comments would be most helpful to a particular student. For example, you don't want to put so much focus on sentence construction that it detracts from more important flaws in their response to the assigned question. At the same time, however, calling some attention to repeated typos will encourage a student to spend more time proofreading.

You should bear in mind the following:

- Feedback should be positive and encouraging. This does not mean that you should ignore any weaknesses or errors in pieces of work, for example, but it does mean that you should provide positive information for the student which will enable improvement in subsequent essays.
- Assignment feedback should provide enough information to enable a student to understand and act on areas which need to be improved. This is the case even where you are marking a strong or outstanding assignment. Ensure that the student is aware of elements that are particularly successful and why. It is never enough to provide one-word comments such as 'Excellent' or 'Poor'. This is not helpful to the student.

### **Formative/ Summative Feedback**

Formative feedback is feedback which can be used in order to help improve performance in future assignments. Feedback that is purely formative does not carry a mark that counts towards the final course unit mark.

Summative feedback is feedback given for summative work (work that contributes to the overall unit grade).

Feedback can be both formative and summative. This means that the mark given for the piece of work submitted counts towards the final course unit mark (summative) and that the comments given can help you to improve performance in future assignments across a number of course units (formative).

What if a student wants more feedback?

If, having received written feedback from a piece of assessed work a student would like to discuss their work further s/he is entitled to ask for more information. As a TA, you should facilitate this discussion, via your office hours and provide constructive information which will help the student in future assignments.

For all formative assessments and assessed coursework, feedback will normally be provided **within 15 working days** after the final submission deadline or exceptionally, and subject to prior approval by the faculty, within 20 working days after the final submission deadline. Your course convener will let you know if an extension to 20 days has been granted.

For more information on the University's current commitments please refer to the [University Feedback Policy](#).

### **Moderation**

It is important to bear in mind that a representative selection of all pieces of work marked for an assignment will be moderated by the Course Convenor. Your Convenor should explain the process of TA moderation beforehand, and notify you of any special procedures required on your part. In most cases, TA moderation will look at a selection of each component marked by each TA to ensure consistency of marking. When all the assessments have been completed course unit moderation happens where all fails and a representative sample from each 10% band is selected to send to an internal moderator then on to the External Examiner. Course Unit Moderation does not require TA involvement.

As noted above, if you do have any questions regarding a particular script (e.g., an assignment done on the wrong text, or a potential case of plagiarism, etc.), it is best to discuss this with your Course Convenor before submitting the marks to the office.

It is also helpful to speak with students about the process of moderation generally, in order to explain the submission and return procedures, and to explain why the marks they receive initially are provisional until moderated.

### **Late Assignments**

Your Programme Administrator will notify you of any late assignments to be marked. These should be evaluated, commented on, and marked as normal. The office will complete the adjustment of marks based on lateness where required.

### **Examinations**

Part of your duties as a TA may involve marking examination scripts. When to expect marking should be discussed with your Course Convenor. You should be given guidance and support by your Course Convenor regarding the marking criteria, the material to be assessed and how to mark effectively within the given time frames. Summative assessment is typically marked within 15 working days. But, during the January/June Exam period this deadline may be shorter. All pieces of marked work should be provided with comments to indicate how marks have been assigned – there must be a clear indication of why marks have been awarded or withheld. You should also discuss with your Course Convenor how students' assessment work will be submitted. For example, does this need to be submitted online, checked for originality, with marks and feedback provided online.

### **Plagiarism and Academic Malpractice**

Students should already be aware of what constitutes plagiarism and academic malpractice, and about the serious consequences for any student found guilty of plagiarism or academic malpractice. This can be about future behaviour to a mark of zero for the essay or course unit and, in the most serious cases, to exclusion from the University.

General guidance for students about plagiarism and malpractice is available at: <http://www.regulations.manchester.ac.uk/guidance-to-students-on-plagiarism-and-other-forms-of-academic-malpractice>

If you suspect that an assignment, or part of an assignment, that a student has submitted has been plagiarised you should check against the below to clarify whether the case is malpractice (which need to be handled at School or Faculty level) or poor academic practice (which are better handled at discipline/programme level).

(a) Instances of poor academic practice include:

- inadequate referencing, e.g. failure to repeat footnote references each time a text is drawn on
- an incomplete bibliography, which as a result of carelessness fails to include sources mentioned in the main text and references, or gives inadequate or inaccurate information about them.
- isolated examples of the omission of quotation marks from quotes (i.e. cases where it is clear that sloppiness or a misunderstanding of academic conventions is to blame)
- close paraphrasing of a phrase or sentence of someone else's material without direct and immediate acknowledgement (again, brief and isolated examples, where the source is referenced properly elsewhere in the work)
- failure to give a complete record of the sources drawn on (e.g. omitting reference to the secondary source when using secondary quotations)

(b) Instances of malpractice (plagiarism) include:

- referencing whose inadequacy vitiates the integrity of the work
- a bibliography that omits texts drawn on in the main body of the work (compounding the failure to cite them in the main text and/or references)

- more than isolated examples of the omission of quotation marks from quotes
- close paraphrasing of phrases or sentences of someone else's material without direct and immediate acknowledgement (anything more than isolated examples where the source is reference properly elsewhere)
- extensive misuse of secondary quotations
- copying the work of another student, or submitting material from 'essay banks'

### **Poor Practice**

*Instances of poor academic practice normally stem from a misunderstanding of academic conventions, inadequate preparation, or sloppiness in presentation. These kinds of cases should be referred to the Course Convener. Generally, in such cases, students should be informed by their marker why they fall below the standards required, and urged to discuss the piece of work with the Course Convener of the unit in which the practice has been identified. In these cases, the work should be penalized through the normal assessment criteria (which explicitly mention the need for the use of quotation marks, adequate referencing, and the provision of a complete bibliography).*

### **Malpractice**

Instances of malpractice should be referred to the Course Convener.

## AN A TO Z OF PRACTICAL MATTERS

### **Arthur Lewis Building**

SOSS and SEED (School of Environment, Education, and Development) share the Arthur Lewis Building (and also Humanities Bridgeford Street) see [Appendix 2](#) of this Handbook for guide to Departments, Administration and Research Centre locations.

### **Building Access & Security**

Access to Arthur Lewis and Humanities Bridgeford Street is via a swipe card system (University ID card) and the building is open to staff 24 hours a day, 7 days a week. The Williamson building is open 8.30 am-5.30 pm Monday-Friday. Out of hours access can be organised for staff and PhD students through the Staff Resources Office. If you witness any suspicious activity please report this immediately to the University Security Service on 69966. (This number is on the back of your ID card.). Please be vigilant when working out of office hours, if someone tailgates you into the building please ask to see staff/student card, if they refuse please call Security at the earliest possible opportunity 0161 306 9966.

Although a rare event, if you suffer a theft, please report this to the University Security Service on the number above. More information about security can be found [here](#).

For the School policy on Lone Working please see:

<http://staffnet.manchester.ac.uk/social-sciences/policies-guidance/healthsafety/>

### **Catering, Drinks & Snacks**

There is café provision in the Arthur Lewis Building (9.00 – 3.30).

### **Children at Work**

Please be aware that it is not possible to bring children to work with you. The University's Safeguarding Children policy prohibits this. If, under exceptional circumstances, children are brought in, they must be closely accompanied and supervised at all times. Brief visits from staff and their children are accepted, but again on the proviso that the child/children are closely supervised at all times.

### **Computer Support**

This is organised through the University IT Support. All problems can be logged online using the ARS system, follow link ([www.manchester.ac.uk/itservices](http://www.manchester.ac.uk/itservices) or tel: **65544** email: [it-servicedesk@manchester.ac.uk](mailto:it-servicedesk@manchester.ac.uk))

Administration rights on University desktop PC's is not routinely allocated. The University operates a managed desktop system which helps maintain the integrity of the UoM IT infrastructure. If admin rights are required [see](#) (username and password are required).

### **Copyright**

A guide to copyright and digitisation can be found [here](#). This is critical if supplying external teaching and learning materials to students.

### **General Data Protection Regulation**

Many staff regularly handle personal data of staff, students, research participants and others. For example, it's common practice to create files of all relevant data relating to an individual student or

member of staff, as a record of that person's time studying or working at the University. The University must process personal data according to the principles set out in the General Data Protection Regulations. The requirement to comply with this Act, in protecting the rights and privacy of individuals, imposes certain responsibilities which staff must fully understand. Failures or weaknesses in our processing of personal data can result in significant harm and distress to individuals who may be affected and may also cause significant reputational damage to the University.

New 'Information Security & Data Protection' online training is now available, replacing the Data Protection course (TBF26) on Blackboard (the old course closed on 30 June 2020).

The new course is mandatory for all staff and from 1 July 2020 the IGO will prioritise contacting the staff that the final report shows last completed the course more than two years ago, asking them to complete the new training.

Staff will receive an email from the InfoGov-Training mailbox explaining that new training needs to be completed and providing a link to the IGO StaffNet pages with details of how to log in: <https://www.staffnet.manchester.ac.uk/igo/training-and-support/>

The new course is hosted by a company called Metacompliance and is made up of a series of short animated videos. The training introduces some new information security content, refreshes people's understanding of data protection law and provides a reminder about Freedom of Information legislation. The course takes approximately 40 minutes to complete including questions.

All staff, regardless of when they last did data protection training, will need to complete the new broader course by 31 December 2020.

### **Email**

Email is the modal channel of communication in the School. Most important information is circulated by this means. Your email account will be set up automatically once you have signed your contract letter and returned it to Human Resources. The School Feedback Policy requires that staff respond promptly to emails from students and normally within three working days.

The School encourages very limited, or no, operational, administrative and/or policy related emails at weekends, or before 8am and after 5pm on Monday-Friday.

The School and departments has various email distribution lists. Please let your department administrator know when your email account is live so you can be added to the department list.

The main School email distribution lists are as follows:

[socialsciences-staff@listserv.manchester.ac.uk](mailto:socialsciences-staff@listserv.manchester.ac.uk) – all staff in the School of Social Sciences including TAs  
[SOSS-PSS-STAFF@listserv.manchester.ac.uk](mailto:SOSS-PSS-STAFF@listserv.manchester.ac.uk) – Professional Support Staff only

### Departmental level email addresses are as follows:-

Criminology	<a href="mailto:soos-crim-staff@listserv.manchester.ac.uk">soos-crim-staff@listserv.manchester.ac.uk</a>
Economics	<a href="mailto:econ-wide@listserv.manchester.ac.uk">econ-wide@listserv.manchester.ac.uk</a>
Law	<a href="mailto:law-staff-academics@listserv.manchester.ac.uk">law-staff-academics@listserv.manchester.ac.uk</a>
Philosophy	<a href="mailto:SOSS-PHILOSOPHY-STAFF@listserv.manchester.ac.uk">SOSS-PHILOSOPHY-STAFF@listserv.manchester.ac.uk</a>
Politics	<a href="mailto:POLITICS@LISTSERV.MANCHESTER.AC.UK">POLITICS@LISTSERV.MANCHESTER.AC.UK</a>
Social Anthropology	<a href="mailto:HUM-SA-TEACHINGSTAFF@LISTSERV.MANCHESTER.AC.UK">HUM-SA-TEACHINGSTAFF@LISTSERV.MANCHESTER.AC.UK</a>
Sociology	<a href="mailto:SOCIOLOGY-STAFF@listserv.manchester.ac.uk">SOCIOLOGY-STAFF@listserv.manchester.ac.uk</a>
Social Statistics	<a href="mailto:SOCSTATS-STAFF@LISTSERV.MANCHESTER.AC.UK">SOCSTATS-STAFF@LISTSERV.MANCHESTER.AC.UK</a>
Sociology (PGR)	<a href="mailto:pgr-sociology@listserv.manchester.ac.uk">pgr-sociology@listserv.manchester.ac.uk</a>

### **Equipment**

The School has a small collection of laptop computers and data projectors in both ALB and the Williamson Building that can be borrowed for lectures and seminars.

Please contact the Resources Office at [soosresources@manchester.ac.uk](mailto:soosresources@manchester.ac.uk) for bookings.

### **Fax Machine**

In the rare event nowadays that you need a FAX, check with your Department Administrator for the number and location.

### **Fire Alarms**

Fire alarms are tested on a weekly basis (Monday 8:20am (Williamson Building), Monday 1:30p.m.(Arthur Lewis), Friday 11:00a.m. Humanities Bridgeford Street)). Instructions for escape in the event of a fire or other emergency should be posted by all emergency call buttons throughout the buildings. The current Assembly Point for the Arthur Lewis Building, Humanities Bridgeford Street, and Waterloo Place is next to the Martin Harris Centre entrance off Bridgeford Street. The current Assembly Point for the Williamson building is Brunswick Park. On hearing the alarm, please leave the building in a calm and orderly fashion via the closest and safest exit. Do not re-enter the building until you have been advised to by a member of the Security Team.

All persons must familiarise themselves with the location of their **nearest** emergency exit. You are responsible for your visitors and contractors, and must advise them of emergency action. If you are in charge classes you must take responsibility for the orderly evacuation of your class without undue delay.

Disabled members of staff are required to develop a Personal Emergency Evacuation Plan. PEEP's should be returned to the School Safety Advisor for reference, and kept by the individual and Line Manager.

In the event of a demonstration (student or otherwise), invasion, or any other emergency in the Arthur Lewis Building, Humanities Bridgeford Building, Williamson building and Waterloo Place, building occupants should vacate by the nearest fire exit, as in the case of a fire.

### **First Aid, Accidents and Emergencies**

A first aid kit is available at the Porter's lodge in each building and also in all kitchen areas; otherwise please ring the Main University Security Office (**52728**).

For emergency services (Fire, Police, Ambulance), call **9999**.

For the Main University Security office, call **52728**.

An up to date list of First Aiders in your areas can be found [here](#)

The training needs of the first aiders are co-ordinated centrally on behalf of the School. Please note that all Security staff are also trained first aiders.

All accidents/near misses, whether involving injury or not, must be reported to the University.

Accident and incident/near miss report forms can be found at:

[www.manchester.ac.uk/healthandsafety](http://www.manchester.ac.uk/healthandsafety)

When completed, the forms should be returned to **School Safety Advisors: Carla Liburd, G.044b, ALB or Heather Richards, 3.51a Williamson Building**. All accidents must be reported to the School Safety Advisor (SSA: Carla Liburd) who, together with the supervisor of the work area/activity involved in the accident, must investigate the circumstances and, in all but the most minor cases, prepare a written report for the respective Head of School advising remedial measures. Responsibility for implementing these remedial measures will lie in the first instance with the supervisor of the area/activity.

The Head of School will ensure that all accidents, as outlined on the University Accident Form are reported immediately to the Health and Safety Services (64003/54977). In their turn, Health and Safety Services have the responsibility to notify the Health and Safety Executive (and Local Authority) of such incidents.

### **Intranet**

A large amount of information is available on the University, Faculty and School Intranets. The University Intranet acts as a gateway to a vast amount of information from reporting building faults to seeking research funding: see

[www.staffnet.manchester.ac.uk/](http://www.staffnet.manchester.ac.uk/)

The Faculty of Humanities, the School of Social Sciences and all Department public web pages and intranets can be accessed from [www.manchester.ac.uk/discover/structure/faculties-schools/](http://www.manchester.ac.uk/discover/structure/faculties-schools/)

### **IT Services**

The University IT Team provide induction sessions to help you find your way around the Manchester systems and during term time they provide many short courses that you can sign up for. More details at [ict.humanities.manchester.ac.uk/](http://ict.humanities.manchester.ac.uk/)

Further, on-line, University support can be found at:

[www.itservices.manchester.ac.uk/](http://www.itservices.manchester.ac.uk/)

In particular, how to set-up your various mobile devices to work with the various University systems. See also: **WIRELESS**.

**(University of) Manchester Library**

[www.manchester.ac.uk/library](http://www.manchester.ac.uk/library)

## Meeting Rooms

### **Arthur Lewis Building**

There are currently five rooms that are bookable through the School in the Arthur Lewis Building and Humanities Bridgeford Street by contacting: [sossresources@manchester.ac.uk](mailto:sossresources@manchester.ac.uk). As a response to Staff and Student Surveys, certain rooms, on specified days, are for the specific use of Departments and also by TA's for their weekly office hours please contact the DA Administrator to book these rooms.

### **Arthur Lewis Meeting Rooms and Capacity:**

G.19 (max capacity 24)

G.20 (max capacity 24 - only available to book Mon, Thurs, Fri)

2.016 /2.017 Boardroom (max capacity 60)

### **Humanities Bridgeford Street Room and Capacity:**

2.53 (max capacity 20)

### **Williamson Building Room and Capacity:**

3.53 max capacity 12

## Glass rooms in Arthur Lewis

These are managed within the department. Please contact your local administrative support to arrange a booking:

For 3rd floor: [jacqueline.Ocallaghan@manchester.ac.uk](mailto:jacqueline.Ocallaghan@manchester.ac.uk)

For 2nd and 4th floors: [Val.lenferna@manchester.ac.uk](mailto:Val.lenferna@manchester.ac.uk)

2.066 (max capacity 12)

2.066 is booked for the Social Anthropology between 8 am - 8 pm every Monday, Wednesday & Thursday (Fridays for Social Anthropology TAs).

3.008 (max capacity 12) Monday - Friday – Economics

3.040 (max capacity 12) Monday – Friday – Sociology

3.056 (max capacity 12) Monday – Friday – Sociology

3.077 (max capacity 12) Monday - Friday - Economics

4.050 (max capacity 12) Monday - Friday – Politics

The ALB Common Room and Teaching Rooms in Williamson are managed by Teaching & Learning please contact – Stephen Manifold ([Stephen.manifold@manchester.ac.uk](mailto:Stephen.manifold@manchester.ac.uk)) if you would like to book any of the following:

3.10 – Seminar Room, Williamson

4.07 – Seminar Room, Williamson

4.08 – Seminar Room, Williamson

Common Room – Arthur Lewis

### **Personal Teaching Timetable**

Staff can view their timetable in My Manchester. Please use INTERNET EXPLORER rather than any other search engine. You need your staff ID number.

- GO TO <https://my.manchester.ac.uk>
- You will need to enter your username and password at the Login page
- Under your name along the top right is a A-Z (tiny print) – click it
- Select T
- Select Timetable
- Enter your staff IT number and use the arrow keys to move from week 52 2014/15 to 2015/16 (week by week). The buttons to select semester 1, semester 2 or all year still currently show the timetable information for the 15/16 academic year won't change over for 16/17 until Welcome Week unfortunately.

Further guidance is available at:

<http://www.estates.manchester.ac.uk/services/timetabling/timetables/>

### **Photocopying and Printing**

The photocopiers/ printers are located in the Office Service Areas next to the pigeonholes on second, third and fourth floors in ALB. Instructions will be posted on the notice boards in each area. All other sections within Arthur Lewis, Humanities Bridgford Street and Williamson building will have their own machines located within the larger offices; these also will function as network printers. Staff and PGR students can access photocopiers/ printers anywhere on campus with their staff card.

**Recycling Stations** will be located in each of the communal or “Oasis” areas that are located at the end of each of floors 1- 4. An additional recycling station will be located on the ground floor. A picture of a recycling station is shown below.



These are colour coded and marked up so that waste can be separated into different waste streams such as plastic bottles, cans etc, to allow them to be recycled using standard signage as follows.



As well as being encouraged to separate out their waste, staff should continue to use the office paper recycling scheme that has been in place throughout the University for a number of years. This already means that the University recycles around 375 tonnes of waste office paper each year. A paper recycling container (see picture below) will be located in each office and close to photocopiers etc to maximize usage.



For more details about recycling, please see the [SoSS environmental sustainability and green impact pages](#).

There are also recycling points within Williamson as follows:-

Batteries: Staff common room, Williamson 3.07

Printer Toner cartridges: Stationery room, Williamson 3.47

Photocopier Toner cartridges: Stationery room, Williamson 3.47

If any electrical equipment needs disposing of, please liaise with one of the Departmental Administrators so the staff can ensure that the University is compliant with WEEE Regulations.

### **Professional Support**

There is a team of professional support staff within the School whose duties and contact details are listed in Appendix 1 of this booklet.

### **Showers**

In ALB there are six showers located on the Ground Floor which are for use by members of staff. Each shower also has a coin operated locker. Staff will need to bring their own shower gel, shampoo and towels etc.

In Williamson a shower can be found next to the disabled toilet on the third floor central landing area.

### **Smoking on University Premises**

All University academic and administrative buildings have been designated as no smoking areas, including electronic cigarettes. This includes all offices, toilets, entrances and secluded parts of buildings.

### **Wireless**

There are Wireless Access points throughout the building, for you mobile devices and/or visitors. For information about these points and how to access them, see [WIRELESS](#).

For most users, Eduroam will be the norm which (once you have registered at Manchester) will provide with wireless access at all participating academic institutions.

## APPENDIX 1: USEFUL SOURCES OF INFORMATION

### General

- Staff intranet page for Teaching Assistants in the School of Social Sciences:  
<http://www.staffnet.manchester.ac.uk/social-sciences/teaching-support/teaching-assistants/>
- Portal for TAs in the Faculty of Humanities:  
<http://www.humanities.manchester.ac.uk/humnet/our-services/teaching-and-learning/tahub/>
- Teaching Resource for Teaching Assistants in the Faculty of Humanities:  
<http://www.humanities.manchester.ac.uk/humnet/our-services/teaching-and-learning/tahub/humanities-ta-training-toolkit/resources/>
- The Faculty of Humanities publishes a teaching and learning newsletter:  
<http://www.humanities.manchester.ac.uk/humnet/news-events/teaching-and-learning-updates/> . This page will alert you to forthcoming events, current projects and also has a list of hints and tips about teaching and learning.

### Central University Services

#### Student Services Centre

Burlington Street

Tel: 0161 275 5000

Email: [ssc@manchester.ac.uk](mailto:ssc@manchester.ac.uk)

The Student Services Centre is a single point of contact for students where they can complete most of the necessary administrative tasks when interacting with the University's central administration, e.g. registration, payment of tuition fees, official documentation, collecting loans, grants and other awards, examinations, graduation ceremonies and degree certificates.

#### The Atrium

University Place

Email: [atriumadvice@manchester.ac.uk](mailto:atriumadvice@manchester.ac.uk)

The Atrium offers access to key support services in one location. You can find it on the 1<sup>st</sup> floor of University Place and it is home to the Careers Service, the International Programmes Office and the new Information, Advice and Guidance team. A quiet study space area is also provided.

#### Counselling Service

5th Floor, Crawford House

Tel: 0161 275 2864

Email: [counselling.service@manchester.ac.uk](mailto:counselling.service@manchester.ac.uk)

The University of Manchester Counselling Service is a team of professional counsellors and psychotherapists offering confidential help with any personal issues affecting work, self-esteem, relationships, mental health or general well-being.

### **Occupational Health**

182/4 Waterloo place  
Tel: 0161 275 2858

The Occupational Health Service offers advice on issues relating to University life, work and general medical advice. Medical staff based there can assist with emergency cases of sudden illness on campus, vaccinations, medical examinations, health promotion and general nursing procedures.

### **Disability Advisory and Support Office**

University Place  
Tel: 0161 275 7512  
Email: [dass@manchester.ac.uk](mailto:dass@manchester.ac.uk)

The Disability Support Office main aim is to assist students to identify their needs while studying at the University. Staff can offer advice on assisting students with applications to their funding body and external sources of financial support, undertake dyslexia screenings for students who think they may have dyslexia, and operate an equipment loan scheme.

### **University of Manchester Student Union (including Advice Centre)**

Steve Biko Building  
Tel: 0161 275 2930

The UMSU's key objective is to represent its students' academic and welfare interests. There are eight full-time sabbatical officers, including an International Officer, supported by four part-time Faculty Officers.

### **Accommodation Office**

Tel: 0161 275 2888  
Email: [accommodation@manchester.ac.uk](mailto:accommodation@manchester.ac.uk)

The Accommodation Office administers and allocates over 9000 University-owned bedrooms as well as organising the services and facilities therein.

### **University Language Centre**

Samuel Alexander Building  
<http://www.langcent.manchester.ac.uk/aboutus/contact/>

The University Language Centre provides a wide range of courses and services, including credited courses in 18 languages, IELTS examinations, in-session English language support and essay writing tutorials.

### **International Students' Welfare**

Based in the Student Services Centre  
Tel: 0161 275 5000  
Email: [iat@manchester.ac.uk](mailto:iat@manchester.ac.uk)

The University's international students' welfare officers are responsible for co-ordinating the academic, welfare and support arrangements for all overseas students and can provide general advice and help with immigration and visa queries.

### **Nightline**

Tel: 0161 275 3983/4  
Email: [nightmail@manchester.nightline.ac.uk](mailto:nightmail@manchester.nightline.ac.uk)

Nightline is a confidential listening and information service run for students by students. They offer anonymous, non-judgmental and non-directive support for all callers, regardless of the situation. They are open for calls between 8pm and 8am.

**International Society**

Tel: 0161 275 4959

Email: [info@internationalsociety.org.uk](mailto:info@internationalsociety.org.uk)

The International Society is an independent, not-for-profit organisation unique to the City of Manchester. It aims to provide international students with a warm and friendly welcome when they arrive in the city and to make their time in the UK a wonderful experience.

## APPENDIX 2: KEY CONTACTS

**School TA Coordinator** - Responsible for TA School level training, , mentoring and career development support and resolving issues that cannot be resolved by the Department.

**Margaret Cunningham** [margaret.cunningham-2@manchester.ac.uk](mailto:margaret.cunningham-2@manchester.ac.uk)

**Department TA Coordinators** –Responsible for the allocation of teaching to TAs, including negotiating, agreeing and communicating allocations to TAs, prior to contracts being issued by HR, induction of TAs, department level training, peer review of TAs and resolving TA issues within the department.

<b>Philosophy</b>	Ann Whittle	<a href="mailto:ann.whittle@manchester.ac.uk">ann.whittle@manchester.ac.uk</a>
<b>Social Statistics</b>	Tine Hannemann	<a href="mailto:tine.hannemann@manchester.ac.uk">tine.hannemann@manchester.ac.uk</a>
<b>Politics</b>	Greig Charnock	<a href="mailto:greig.chnock@manchester.ac.uk">greig.chnock@manchester.ac.uk</a>
<b>Sociology</b>	Daniel Welch	<a href="mailto:daniel.welch@manchester.ac.uk">daniel.welch@manchester.ac.uk</a>
<b>Economics</b>	Victoria Jotham	<a href="mailto:victoria.jotham@manchester.ac.uk">victoria.jotham@manchester.ac.uk</a>
<b>Social Anthropology</b>	Arran Calvert	<a href="mailto:arran.calvert@manchester.ac.uk">arran.calvert@manchester.ac.uk</a>
<b>Law</b>	Michael Galanis	<a href="mailto:michael.galanis@manchester.ac.uk">michael.galanis@manchester.ac.uk</a>
<b>Criminology</b>	Will Floodgate	<a href="mailto:william.floodgate@manchester.ac.uk">william.floodgate@manchester.ac.uk</a>
<b>BAEcon Core</b>	Ron Chan	<a href="mailto:ron.chan@manchester.ac.uk">ron.chan@manchester.ac.uk</a>

**School Resources Office** - Responsible for collation of data regarding TA allocations, inputting hours into SharePoint Site which HR use to pay TAs, working closely with HR Services on the remuneration of TAs and any adjustments in pay. Michelle Kelly is the primary contact for the appointment and remuneration of TAs.

School Resources Manager - Carla Liburd [carla.liburd@manchester.ac.uk](mailto:carla.liburd@manchester.ac.uk)  
School Resources Officer - Michelle Kelly [michelle.kelly@manchester.ac.uk](mailto:michelle.kelly@manchester.ac.uk)  
School Resources Officer - Heather Richards [heather.richards@manchester.ac.uk](mailto:heather.richards@manchester.ac.uk)

### Undergraduate Administration

**Please see the link below for Undergraduate Administration contacts:**

<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/contact-us/>

This includes the key contacts for each department in case you are unable to teach a class.

**If you cannot get hold of the key contact please contact either:**

**Head of Undergraduate Administration - Amanda Brereton**  
G.001b, Ext: 54745, [amanda.brereton@manchester.ac.uk](mailto:amanda.brereton@manchester.ac.uk)

**Timetabling** If you have to reschedule a class, please email: [sossugtimetabling@manchester.ac.uk](mailto:sossugtimetabling@manchester.ac.uk)

## APPENDIX 3: LOCATION GUIDE

### Address

The building address is – Arthur Lewis Building/ Humanities Bridgeford Street Building/ Waterloo Place, Williamson Building, University of Manchester, Oxford Road, Manchester, M13 9PL

### Locations

ALB: The building is shared by SOSS and SEED and the locations are as follows:

#### Ground Floor

- SOSS Undergraduate Support Office
- Student Welfare Offices
- Shared teaching rooms
- Granada Centre for Visual Anthropology teaching room and technician
- Shared PGT study suites and Resources Centre
- SEED laboratories
- Staff showers
- Arthur's Brew Café

#### First Floor

- SEED - Geography, IDPM and Planning and Landscape academic staff

#### Second Floor

- Faculty of Humanities Research Hub
- SOSS Admissions Office
- SOSS - Social Anthropology
- SOSS - Economics
- SEED Student Information
- SEED Administration

#### Third Floor

- SOSS - Economics
- SOSS - Sociology
- SOSS - Morgan Centre

#### Fourth Floor

- SOSS - Politics
- SOSS - Postgraduate Admissions Office
- SoSS Head of School and Head of School Operations and School Resources Office

**Williamson Building**

- Second Floor - CSEP
- Third Floor - Law
- Third Floor - Postgraduate Hub
- Third Floor - Student Support Services
- Fourth Floor - Law & Criminology

**HUMANITIES BRIDGFORD STREET:** The building is shared by SOSS and SEED and the locations are as follows:

**Basement**

- SEED Workshops

**Ground Floor**

- SOSS - CMI
- Centrally timetabled lecture and computer clusters

**First Floor**

- **SEED**

**Second Floor**

- SOSS - fRaill
- SOSS - CoDE
- SOSS - MICRA
- SOSS - Methods@Manchester
- SOSS - Philosophy

**188 WATERLOO PLACE**

- Justice Hub

**178 WATERLOO PLACE**

- Manchester China Institute (MCI)



## APPENDIX 4: COLLECTIVE EMAILS TO STUDENTS IN YOUR TUTORIALS

a) Select Faculty Centre



b) Click on the Class Roster icon

The screenshot shows a table titled 'My Teaching Schedule > 2006/7 Academic Year > The University of Manchester'. The table has columns: Class, Class Name, Days and Time, Location, Class Dates, and Enrolled. The 'Enrolled' column for the first row shows the number '3' and a small icon representing a class roster. An arrow points from the text 'b) Click on the Class Roster icon' to this icon.

Class	Class Name	Days and Time	Location	Class Dates	Enrolled
<a href="#">ECON 10051-T10A</a> <a href="#">TUT 12102</a>	Introductory Computer Applicat (Tutorial)	TBA	TBA	Sep 18, 2006- Jan 26, 2007	3

c) Click the Notify Enrolled Students button

The screenshot shows a table with student information. Below the table are three buttons: 'NOTIFY SELECTED STUDENTS', 'NOTIFY ENROLLED STUDENTS', and 'PRINTER FRIENDLY VERSION'. An arrow points from the text 'c) Click the Notify Enrolled Students button' to the 'NOTIFY ENROLLED STUDENTS' button.

<input type="checkbox"/>	17	7040004	Younespour, James	Non-Graded	BA(Econ & Soc Studies)(Hons) - /BA(Econ)(Hons) Econ & Politics	First Year
<input type="checkbox"/>	18	7084877	Yuan, Jingqian	Non-Graded	BA(Econ & Soc Studies)(Hons) - /BA(Econ)(Hons) Acc & Finance	First Year

d) Cut and Paste students' addresses into your email programme.

The screenshot shows an email composition window. The 'CC' field contains two email addresses: 'Ben.Austen@student.manchester.ac.uk; Xiaoqi.Bian@student.manchester.ac.u'. An arrow points from the text 'd) Cut and Paste students' addresses into your email programme.' to the CC field.

**CC**

Ben.Austen@student.manchester.ac.uk; Xiaoqi.Bian@student.manchester.ac.u

**BCC**

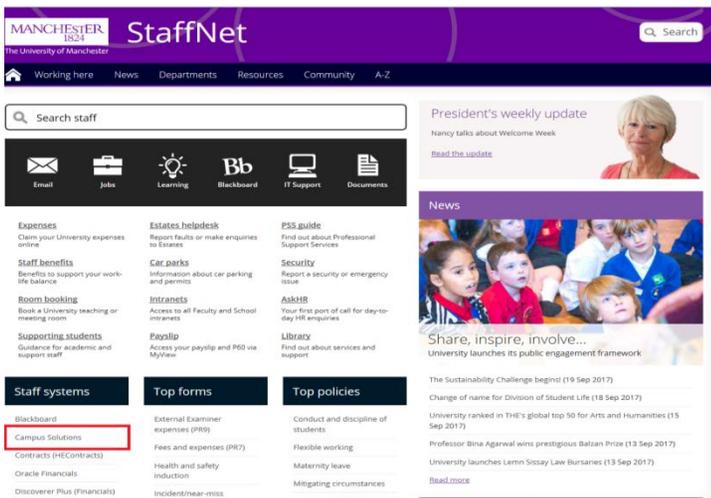
**Subject** <From the desk of Ralf Becker>

## APPENDIX 5: RECORDING ATTENDANCE ON CAMPUS SOLUTIONS

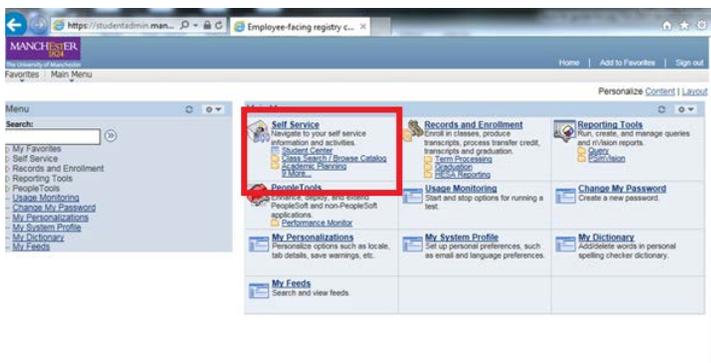
For many course units, a student's attendance is a core requirement for progressing through the course, and as such, insufficient attendance can result in a requirement to retake a course unit, or to fail. In order to ensure that such attendance requirements are met, accurate attendance records are of paramount importance. This accurate record keeping enables the administrative teams to make sure that the students that need to be made aware of their attendance shortfalls are notified promptly and effectively, thus helping them to get back on track with their degree, or to seek help if they are struggling. This accurate record keeping also reduces the likelihood of students being incorrectly notified of missing tutorials that they have indeed attended, consequently preventing unnecessary stress for our students and reputational damage for the School of Social Sciences.

To generate the rosters in excel, access CS through chrome as there are some issues with Internet explorer permissions. However to input attendance data you must access Campus Solutions properly by going through Internet Explorer, like many University of Manchester systems CS has been designed to run through IE, and if it is run through other browsers like Chrome, Safari or Firefox certain aspects the data input will not work correctly and may not save.

(If you do not have access to CS you will need to request access as a priority.)



You can access CS by going to the [StaffNet homepage](#) where you will find CS in the **Staff systems** section. Clicking this link will bring up a university login page where you login using your regular login information and then you are into CS. You can also access CS through the teaching section on your [My Manchester homepage](#).



Once you are in CS you will be presented with a main menu and you will need to go into Self Service

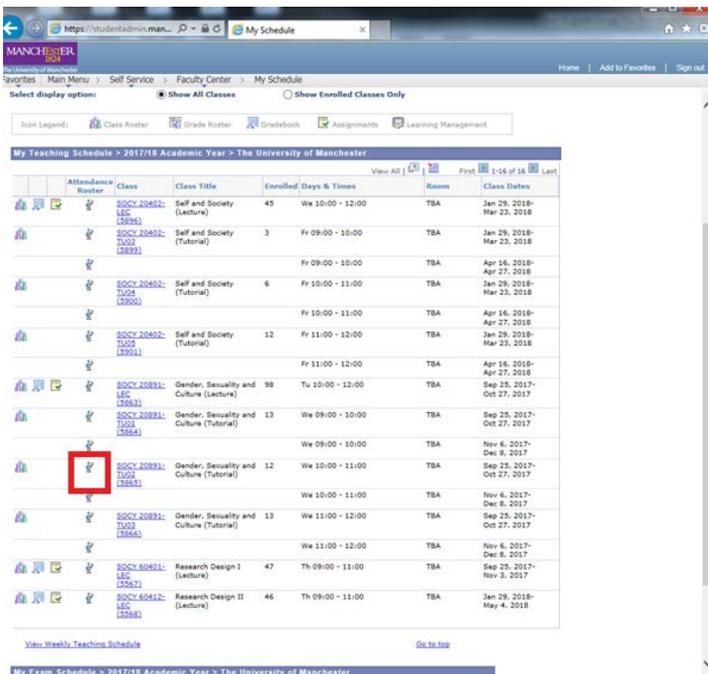


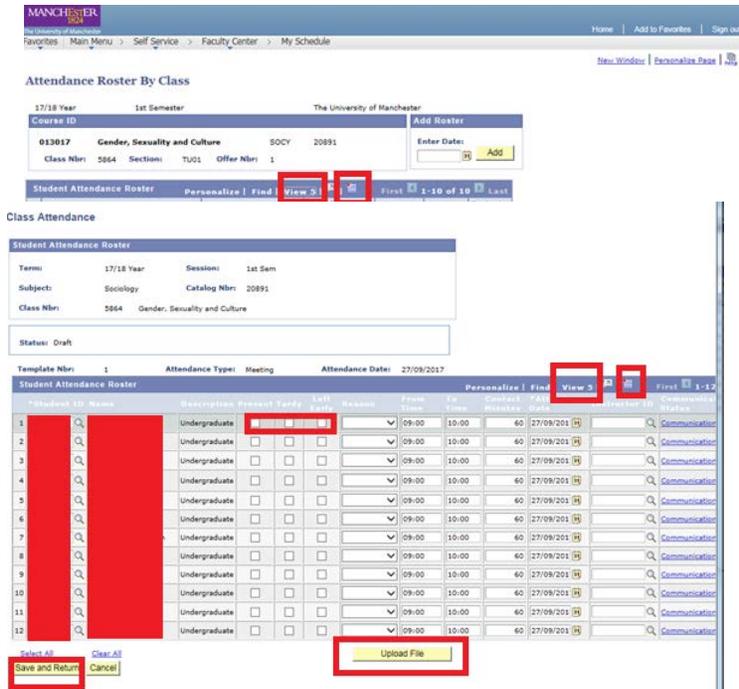
Once you are in **Self Service** you will then select **Faculty Centre**.



Select **My Schedule**

In **My Schedule** you will see a list of course units that you are assigned to you. To access your rosters, click the **waving person icon** next to the relevant course unit.

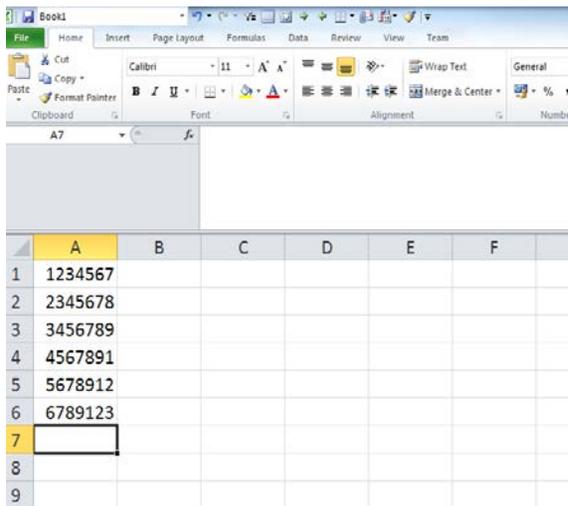




In **View Attendance Roster By Class** as a default you will only see 5 classes, click view all to see all of your classes for that course unit in the current semester.

Here you can export the roster into an excel format to use in class using the little blue window with a red arrow icon. As in the previous page the default view amount is 5 so select **View All** to see all students on the roster. Here you can also log attendance. You can do this either by ticking in the present box for students that were present and selecting the reason for absence if they were not there (if a reason is already logged this should not be touched as this has been added by an administrator to denote submission of mitigating circumstances.) Once you have finished logging attendances select save

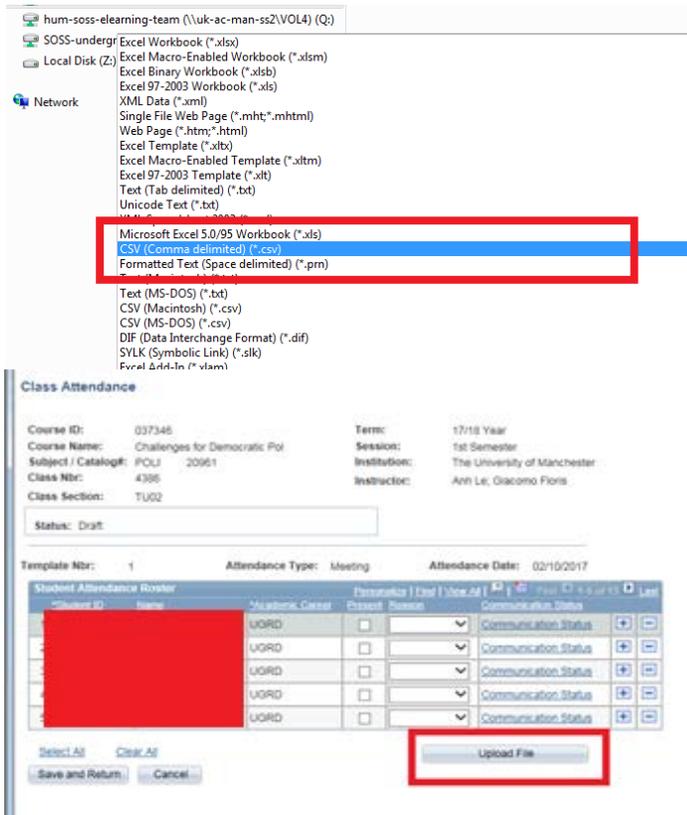
and return. The other way you can populate students who have attended is using **Upload file**



The **Uploading File** option is useful if you already have the attendance data in excel, E.G. if you used the bulk print option for roster generation.

The upload file should only contain the ID's of students who in attendance for the class in question as per the example here (using dummy data).

In terms of compatibility **the file must be saved as a CSV file**. To save the file as a csv file choose Save As then select CSV (Comma delimited) (\*.csv) from the list then click Save.



In the **File Attachment** dialogue box click **Browse**, search for your csv file and click **Upload**. You will notice that all the IDs listed in your csv file are now marked as present. Click **Save and Return**. This will return you to the main Class Attendance page. On entering the class roster again you will see that the roster status has been changed. As a note of caution though, you will still need to enter the reasons for absence for the remaining students.

1.



## APPENDIX 6: DEPARTMENT PRINCIPLES & WORKED EXAMPLES

Tasks	SoSS TA Contract Principles								
	Sociology	Economics	Study skills	Politics	Anthropology	Philosophy	Social Statistics	Law	Criminology
Preparation	4 hours per session (+1 <sup>st</sup> hour of 1 <sup>st</sup> lecture)	3 hours per session	3 hours per session	4 hours per session (+1 <sup>st</sup> hour of 1 <sup>st</sup> lecture)  Assisting lecturer in a workshop/lab = <u>2 hours</u> (Marta's Q-Step course)	3.5 hours per week per course +2 hours for the 1 <sup>st</sup> lecture	4 hours per session (+2 hour 1 <sup>st</sup> lecture)	2 models according to GTA type: 1. Assisting lecturer in a workshop = <u>2 hours</u> Running a conventional tutorial = 3 hours	4 hours per session, 4 seminars a semester per group for year long, 5 for single semester	4 hours per session. 10 sessions per semester.
Tutorial/seminar teaching	1 weekly hour per group	Contact hours – weekly amount varies per group depending on module	?	1 weekly hour per group	1 hour per group	1 weekly hour per group	UG 1 hour week norm PG some are 2 hours	1 weekly hour per group	1 weekly hour per group
Marking	Standard essay 25 mins, shorter assessment (eg essay plan) 15 mins	1 minute per multiple-choice script, 10 minutes per mathematical/short answer script, 20 minutes per essay script	1 minute per multiple-choice script, 10 minutes per mathematical/short answer script, 20 minutes per essay script	20 mins per essay/written work under 2k words  30 mins per essay/written work over 2k words  10 mins per other assignments (learning logs, evaluation of group	Marking of tutorial tasks: 15 min for a maximum 1k word essays or equivalent (average 12 students per tutorial) x number of assessed tutorial tasks. AND/OR 30 min per submitted practice essay	1 <sup>st</sup> year courses: 40 minutes per essay 30 minutes per exam  2 <sup>nd</sup> year courses: 40 minutes per essay (all courses, except <i>Formal Logic</i> ) 30 minutes per exam script (only <i>Formal Logic</i> )	30-40 mins per essay Or less depending on nature of assessment	Not planned in at semester star, is offered out to accepting TAs when marking requirements come around	Not planned in at semester star, is offered out to accepting TAs when marking requirements come around

				presentations) 20 mins per exam script	(1500-2000 words): actual numbers to be worked out and submitted for payment at end of semester).  1 <sup>st</sup> year courses 30 minutes per exam script.				
Administration / Office hours	15 hours	8 hours of office hours per TA per course, plus 2 hours of admin per TA per course	8 hours of office hours per TA per course, plus 2 hours of admin per TA per course	15 hours (includes liaison with course convenors)	15 mins per tutorial group per week + 30 mins per teaching week	10 office hours, + admin on sliding scale by numbers of groups (5 hours for 3+ groups, 3.5 hours for 2 groups, 2 for 1 group)	Up to 15 hours where GTAs need to provide regular office hours (model 2 above) and are supporting assessment AND meeting assumption of 3 group minimum (45 student) Otherwise lower rate according to student numbers total) If just a workshop support role then minimal admin	17 in total. 12 hours for student support to include office hours and answering emails & 5 Admin hours to complete attendance records on campus solutions (this stays the same regardless of no. groups)	17 in total. 12 hours for student support to include office hours and answering emails & 5 Admin hours to complete attendance records on campus solutions (this stays the same regardless of no. groups)

							required e.g. keeping registers (3 hours total)		
Other requirements	2 hours to cover meetings with convenors (for course planning, moderation etc)	(a) 2 hours to cover meetings with convenors (for course planning, moderation etc.)  (b) N Discretionary hours: <10% of total module hours (module and teaching specific considerations)	2 hours to cover meetings with convenors (for course planning, moderation etc.)	Zero	2 hours to cover meetings with convenors (for course planning, moderation etc)  1 <sup>st</sup> year courses: As above + 1 hour to prepare for 1 <sup>st</sup> year marking where allocated.	2 hours to cover meetings with convenors (for course planning, moderation etc)	2 hours to cover meetings	Zero	Zero
Separate payment for compulsory training only Wherever possible, to ensure GTAs take a minimum of 3 tutorial groups per course (to reduce fixed costs) No payment for lecture attendance (to be covered by preparation) – with the exception being specialised GTA support in labs/classes, and Anthropology new GTAs									

## WORKED EXAMPLES

Example Hourly Rate	£14.85 per hour
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### Example: SOAN10081 – Pay rate £14.85 per hour

	Hours	Pay	Principles
Admin/ Office hours	15.5	£230.18	0.5 hrs p/w + 0.25 hrs per tutorial group p/w +2 hrs to cover meetings with convenors or 3 hours if a first year module
lectures	2	£29.70	2 hours of first lecture
Tutorials (example: 3 x 10 weeks)	30	£445.50	varies course to course, typically 1 hr per class per week
Tutorial Prep	35	£519.75	3.5 hrs per unit assigned p/w
Assessment Marking (example : 2 x 1k word essays)	18	£267.30	15 min for a maximum 1000-word essays or equivalent (average 12 students per tutorial)
<b>Total</b>	<b>100.5</b>	<b>£1,492.43</b>	
Holiday pay	18.79	£278.96	1 hour of holiday pay for every 5.35 hours contracted
Total including holiday pay		<b>£1,771.38</b>	

**Example: SOCY10471 – Pay rate £14.85 per hour**

	Hours	Pay	Principles
Admin/ Office hours	17	£252.45	15 hours per semester +2 hrs to cover meetings with convenors
lectures	1	£14.85	1 hour of first lecture
Tutorials (Example : 3 x 10 weeks)	30	£445.50	varies course to course, typically 1 hr per class per week
Tutorial Prep	40	£594.00	4 hrs per unit assigned p/w
Assessment Marking (Example :1 x essay & 1 short assessment)	24	£356.40	25 mins per essay script, 15 mins per short assessment, eg essay plan (average 12 students per tutorial)
<b>Total</b>	<b>112</b>	<b>£1,663.20</b>	
Holiday pay	20.93	£310.88	1 hour of holiday pay for every 5.35 hours contracted
<b>Total including holiday pay</b>		<b>£1,974.08</b>	

**Example: POLI20801 – Pay rate £14.8 per hour**

	Hours	Pay	Principles
Admin/ Office hours	15	£222.75	15 hours per semester
lectures	1	£14.85	1 hour of first lecture
Tutorials (Example : 3 x 10 weeks)	30	£445.50	varies course to course, typically 1 hr per class per week
Tutorial Prep	40	£594.00	4 hrs per unit assigned p/w
Assessment Marking (Example :1 x essay >2k words, 1 x essay <2k words & 1 Exam script)	52.5	£779.63	20 mins for essay <2k words, 20 mins for exam script, 30 mins for essay >2k words, 10 mins for other assignments ie learning logs, presentation evaluation etc (average 15 students per tutorial)
<b>Total</b>	<b>138.5</b>	<b>£2,056.73</b>	
Holiday pay	25.89	£384.43	1 hour of holiday pay for every 5.35 hours contracted
Total including holiday pay		<b>£2,441.16</b>	

**Example: PHIL10021 – Pay rate £14.85 per hour**

	Hours	Pay	Principles
Admin/ Office hours	17	£252.45	10 office hours + additional admin hours on sliding scale by numbers of groups (5 hours for 3+ groups, 3.5 hours for 2 groups, 2 for 1 group) + 2 hours for meeting with convenors
lectures	2	£29.70	2 hours of first lecture
Tutorials (Example : 3 x 10 weeks)	30	£445.50	varies course to course, typically 1 hr per class per week
Tutorial Prep	40	£594.00	4 hrs per unit assigned p/w
Assessment Marking (Example :1 x essay script & 1 Exam script)	42	£623.70	40 mins for essay script, 30 mins per exam script (average 12 students per tutorial)
<b>Total</b>	<b>131</b>	<b>£1,945.35</b>	
Holiday pay	24.49	£363.62	1 hour of holiday pay for every 5.35 hours contracted
<b>Total including holiday pay</b>		<b>£2,308.97</b>	

**Example: ECON20031 – Pay rate £14.85 per hour**

	Hours	Pay	Principles
Admin/ Office hours	12	£178.20	8 office hours per unit +2 hours for admin and 2 hours for meeting with convenors + N Discretionary hours: <10% of total module hours (module and teaching specific considerations)
lectures	0	£0.00	
Tutorials (Example : 3 x 5 weeks)	15	£222.75	varies course to course, typically 1 hr per class per week
Tutorial Prep (3 TA's on unit)	5	£74.25	3 hours per session per week shared amongst the TA's
Assessment Marking (Example :1 x essay script & 1 multiple choice script - 15 students per group)	16	£237.60	1 mins per multiple choice script, 10 mins per Mathematic / short answer script, 20 mins per essay script
<b>Total</b>	<b>50</b>	<b>£742.50</b>	Rounded up to nearest 5
Holiday pay	9.35	£138.79	1 hour of holiday pay for every 5.35 hours contracted
<b>Total including holiday pay</b>		<b>£881.29</b>	

**Example: SOST60421 – Pay Rate £14.85 per hour**

(Model 1 - Assisting a lecturer in a workshop)

	Hours	Pay	Principles
Admin/ Office hours	3	£44.55	Minimal admin required e.g. keeping registers (3 hours total)
lectures	0	£0.00	
Tutorials (Example : 1 x 10 weeks)	10	£148.50	varies course to course, typically 1 hr per class per week
Tutorial Prep	20	£297.00	2 hours per unit assigned per week
Assessment Marking (Example :1 x 15 minutes assessment,40 students per group)	10	£148.50	30-40 mins per essay Or less depending on nature of assessment
<b>Total</b>	<b>43</b>	<b>£638.55</b>	
Holiday pay	8.04	£119.36	1 hour of holiday pay for every 5.35 hours contracted
<b>Total including holiday pay</b>		<b>£757.91</b>	

**Example: SOST20041 – Pay rate £14.85 per hour**  
 (Model 2 - Running a tutorial)

	Hours	Pay	Principles
Admin/ Office hours	15	£222.75	Up to 15 hours where GTAs need to provide regular office hours
lectures	0	£0.00	
Tutorials (Example : 5 x 10 weeks)	25	£371.25	varies course to course, typically 1 hr per class per week
Tutorial Prep	15	£222.75	3 hours per unit assigned per week
Assessment Marking (Example :1 x 15 minutes assessment,16 students per group)	20	£297.00	30-40 mins per essay Or less depending on nature of assessment
<b>Total</b>	<b>75</b>	<b>£1,113.75</b>	
Holiday pay	14.02	£208.18	1 hour of holiday pay for every 5.35 hours contracted
Total including holiday pay		<b>£1,321.93</b>	

**Example: Law**

Yearlong units (for one semester); TAs teach 4 seminars in semester 1 and 4 seminars in semester 2 per group. The example shows someone undertaking 6 groups in semester 1:

Preparation based on 4 hours per seminar x4 cycles	16 hours
Number of groups x4 cycles	24 hours
12 hours for student support to include office hours and answering emails (this stays the same regardless of no. groups)	12 hours
Admin hours to complete attendance records on campus solutions (this stays the same regardless of no. groups)	5 hours
Total working hours	57

One semester units; TAs teach 5 seminars per group in a semester. The example shows 6 groups:

Preparation based on 4 hours per seminar x5 cycles	20 hours
Number of groups x5 cycles	30 hours
12 hours for student support to include office hours and answering emails (this stays the same regardless of no. groups)	12 hours
Admin hours to complete attendance records on campus solutions (this stays the same regardless of no. groups)	5 hours
Total working hours	67

**Example: Criminology**

Standard Criminology units; TAs teach 10 seminars per group in a semester (all Criminology units are one semester long). The example below shows 4 groups:

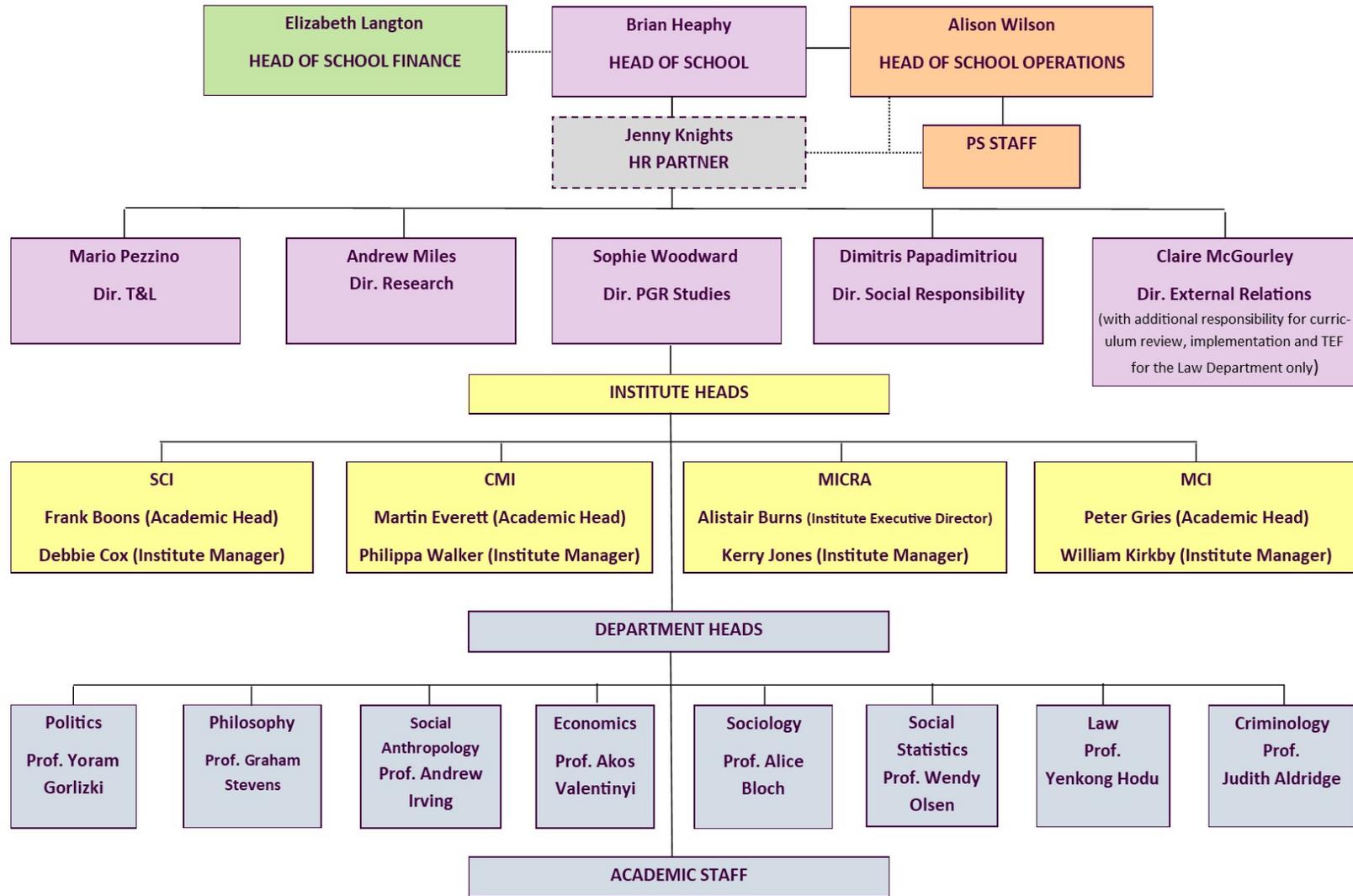
Preparation based on 4 hours per seminar x10 cycles	40 hours
Number of groups x10 cycles	40 hours
12 hours for student support to include office hours and answering emails (this stays the same regardless of no. groups)	12 hours
Admin hours to complete attendance records on campus solutions (this stays the same regardless of no. groups)	5 hours
Total working hours	97

Data units; these take a different format to other TA teaching, TAs assist the students during workshops which take place 10 times over a semester and are 2 hours long. These workshops are the only form of teaching for the data subjects and take place instead of lectures, there are no seminar groups.

Preparation based on 2 hours per workshop x10 cycles	20 hours
10 cycles x 2 (2 hour workshops)	20 hours
12 hours for student support to include office hours and answering emails (this stays the same regardless of no. groups)	12 hours
Admin hours to complete attendance records on campus solutions (this stays the same regardless of no. groups)	5 hours
Total working hours	57

Marking for both Law and Criminology TAs is not part of the contract and is paid in addition to the hours above. Assessments are typically paid at a rate of 3 per hour multiplied by the hourly rate. However this can differ between subjects and can also depend on the length of the assessment.

APPENDIX 7: MANAGEMENT STRUCTURE



## APPENDIX 8: SCHOOL OF SOCIAL SCIENCES GOVERNANCE

