1. Deployment of Teaching Assistants (Assistant Lecturers/Demonstrators) and Assistant Lecturers in Co-teaching teams - Guidance 2. Code of Practice for Marking – Guidance			
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1. **Deployment of Teaching Assistants (Assistant Lecturers/Demonstrators) and Assistant Lecturers in Co-teaching teams - Guidance**

1. **Background**

The British University in Egypt delivers programmes providing a British style of higher education consistent with UK quality assurance and academic standards. This aligns with the University's Strategic Plan: 2012-17 that underlines the Vision and Mission of the University which is to provide a British style and ethos of Higher Education, offering quality UK degrees. To achieve this it needs to work with and through academic staff who have an understanding of, and empathy with, British Higher education, the way it is delivered and assessed.

The Strategic Plan: 2012-17 also re-iterates a key characteristic operating principle, that a substantial proportion of staff, both administrative and academic, have recent experience in British higher education, especially undergraduate teaching. In seeking to strengthen its staffing capacity, through the recruitment of appropriately qualified and experienced staff, the University recognises that one element of this strategy will be to draw upon the skills and expertise of locally recruited staff that have British HE experience.

The University's Teaching Assistants (TAs) are integral to this strategy and particularly, but not exclusively, its own graduates who have been exposed to the rigours of British higher education through their own studies. In the UK, junior lecturing positions can be filled with candidates who have yet to achieve doctorate qualifications, usually on a probationary basis. This is not the case in Egypt where all Module Leaders should hold a Doctorate.

These guidelines seek to address the issue of the need to build staff capacity and to ensure appropriate career development and progression for Teaching Assistants by building a staff base, with the necessary skills and experience, from within the BUE through a structured staff development of appropriate Teaching Assistants and supporting career progression pathways.

2. **Job Purpose, Key Duties and Responsibilities of TAs**

Key duties and responsibilities are developed incrementally and set out in the TA Job Description. Please refer to Annex 1 for the TA Job Description.

3. **Teaching Assistant (TA) career pathway**

To provide an appropriate career progression pathway and structured staff development, the TA career path has three stages:

Stage 1 – Newly graduated TAs
   a. This stage seeks to enable TAs *to acquire* their skills through an integrated package of experiential learning, training, staff development, and mentoring.

    b. Minimum requirements:

        1.   A relevant undergraduate degree.

Stage 2 – Early stage TAs

    a. This stage seeks to enable TAs *to develop* their skills through an integrated package of experiential learning, training, staff development, and mentoring.

    b. Minimum requirements:

        1. Evidence of successful experience as a TA.

        2. A Masters degree.

Stage 3 – Experienced TAs (Assistant Lecturer in Co-teaching Teams)

    a. This stage seeks to enable TAs *to enhance* their skills through an integrated package of experiential learning, training, staff development, and mentoring.

    b. Minimum requirements:

        1. Evidence of successful experience as a TA.

        2. A Masters degree in a relevant subject area.

        3. Registered on a part-time Doctorate.

        4. A demonstrated commitment to a full time academic career.

4. Guidelines to support good practice in the development of newly graduated and early stage TAs

To support TAs to be successful in Stage 1 and 2 of their developmental career progression, and to ensure they *acquire and develop* their skills appropriately, the following integrated package of experiential learning, training, staff development, and mentoring is recommended:

Departments are responsible to:

    a. Ensure TAs do not take overall responsibility for a module. Every module must have a member of academic staff identified as the Module Leader solely responsible for the overall content, co-ordination, setting and conduct of assessment.

    b. Provide clear information to TAs on teaching arrangements and responsibilities within the department. This should include:

        1. The module(s) that the TA is assigned to.

        2. The specific module or administrative requirements.

        3. The form of teaching and learning support required, e.g. lectures, seminars, tutorials, workshops, demonstrations, field trips/fieldwork, 1:1 student support sessions etc.

        4. Preparation and marking time.

        5. Office hours.

        6. Membership of relevant committees.

    c. Organise a briefing meeting for new TAs at the start of each academic year/semester, providing formal induction on:

        1. The role of the TA and of the Module Leader.

2. Programme management.

3. Interpersonal relations.

4. Departmental teaching and assessment practices.

5. Guidance on teaching, learning and assessment:

   a. Planning for instruction.

   b. eLearning.

   c. Facilitating different types of sessions.

   d. Creating a supportive classroom environment.

   e. Establishing appropriate boundaries with students.

   f. Leading class discussions.

   g. Academic Honesty.

   h. Marking criteria, coursework marking and feedback.

6. Student progression procedures.

At this meeting or separately departments should provide appropriate training on health and safety.

d. Require all Module Leaders to attend a training workshop on the role and responsibilities of Module Leaders to TAs including the nature and role of effective mentoring and development.

e. Ensure that TAs receive training in the use of any special equipment required for demonstrating or other techniques specific to the Faculty/Department.

f. Ensure that where possible, new TAs are assigned to modules shadowing more experienced TAs.

g. Allocate a mentor to each TA, normally the relevant Module Leader.

h. Hold, at the end of Semester 1 and at the end of each academic year, a seminar/workshop for TAs, aimed at sharing good practice.

i. Maintain systems for monitoring the quality of teaching by TAs, including documented outcomes from mentoring meetings, observation of teaching, the dates of observations and names of observers, to be held on departmental records.

j. Advise TAs of appropriate training opportunities and keep the Faculty Staff Development Coordinator informed of any emerging training needs of TAs.

k. Encourage TAs to meet together in the Faculty/Department to share ideas, resources and concerns. Appropriate issues arising should be considered by the Faculty Teaching and Learning Committee.

Module Leaders are responsible to:

a. Determine how collaboration with the TA over module delivery will work and also give guidance and advice to the TA throughout the process of preparation, teaching and assessment and feedback, as necessary and appropriate.

b. Ensure that TAs receive all information for the module(s) on which they are teaching including:

   1. the Module Specification

2. the weekly plan
3. assessment criteria
4. coursework briefs
5. handouts, etc.

c. Ensure that they meet regularly with TAs as part of a module team, to discuss and provide feedback on their specific teaching duties and responsibilities, the modules within which their teaching takes place and marking conventions within the Faculty/Department.

d. To provide effective mentoring to TAs via scheduled mentoring meetings to review their progress and areas for development. To provide the HoD with written feedback.

TAs are responsible to:

a. Operate in accordance with relevant University policies and procedures.

b. Actively participate in the delivery and development of the Module, and in the Department, as set out in the Job Description.

5. **Guidelines to support good practice in the development of Experienced TAs (Assistant Lecturer in Co-teaching Teams)**

To support TAs to be successful in Stage 3 of their developmental career progression, and to ensure that they *enhance* their skills appropriately, the following integrated package of experiential learning, training, staff development, and mentoring is recommended:

a. The co-taught modules will have one or more TAs who will work with the Module Leader (ML) and Assistant Lecturer (AL).

b. Before the assigned teaching week, the AL will submit his/her teaching material to the ML for review and meet with him/her to discuss it and its delivery.

c. The ML will sit in on the lectures giving feedback on the AL's performance (i.e. peer review).

d. The AL will discuss the tutorials with the TA and will monitor and guide the TA and give feedback to the ML.

e. The AL will attend tutorials with the TA based on the recommendations of the ML.

f. At the end of the semester, the ML and AL will review the experience, including the feedback from students. The review will identify all learning opportunities for both parties and any necessary action. A written record of the review will be retained by the ML and AL and, as necessary, will be used to inform AL staff development needs.

g. The report is to be submitted to the Programme Director and the Head of Department (HoD), who will share it with the Vice Dean (Teaching and Learning) and Dean.

h. The AL will have a bespoke Staff Development Programme which will be monitored closely by the Staff Development Officer.

i. Continuation of the AL as a co-teacher will be based on a written recommendation by the HoD and submitted to the VD (T&L) and Dean.

2. Code of Practice for Marking – Guidance

1. TA Code of Practice for Marking

A *TA Code of Practice for Marking* seeks to ensure consistent practice across all programmes. Elements include:

The Head of Department is responsible to ensure:

a. The effective implementation and monitoring of this Code of Practice reporting to the Vice Dean (T&L) and Dean

Departments and faculties are responsible to ensure:

b. That TAs receive training in assessment issues, in the appropriate use of marking criteria as well as in issues related to Academic Honesty and Integrity.

c. That assessment and marking issues related to the role of TAs are identified and discussed in the appropriate forum including at the Faculty Teaching and Learning Committee.

Module Leader are responsible to ensure:

a. The overall management and delivery of the module's assessment strategy according to University Regulations and Policies.

b. Module Leaders must ensure that all assessments and examination papers:
    1. are appropriately written and presented in the appropriate format;
    2. have agreed marking criteria, customised from BUE's generic marking scales and criteria
    3. have appropriate model answers;
    4. are appropriately marked and with second marking as appropriate;
    5. have borderline scripts reviewed;
    6. have systems in place to review all marks;
    7. record all marks accurately;
    8. In addition, where appropriate, Module Leaders should select scripts (usually top, middle and bottom, plus any borderline or problem cases) for review by the External Examiner;
    9. Module Leaders are responsible for ensuring that appropriate records are kept in the Module File or archive including:
        - mark and feedback sheets.
        - a copy of all scripts that were second marked (usually top, middle and bottom, plus any borderline or problem cases).
        - all examination scripts.

c. That TAs receive all information for the module(s) on which they are teaching including:
    1. the Module Specification.
    2. the weekly plan.
    3. assessment criteria.
    4. coursework briefs.

5. handouts, etc.

d. That all TAs involved in the marking of any assessment are properly trained to do so before marking takes place and that this is monitored and reviewed.

<u>TA responsibilities include:</u>

a. The requirement to maintain confidentiality of the assessment process at all times.

b. To work under the management of a Module Leader who has the sole responsibility for ensuring appropriate and proper marking of all assessments and examinations that contribute to a student's final mark in a module.

c. To mark and grade assignments (but not projects, dissertations or presentations) predominantly in the Preparatory and Degree Year 1 under the supervision of the Module Leader. This should be with reference to a model answer and grading criteria. All marking by TAs will be of assessment items that are mechanical in nature.

d. Stage 1 – Newly graduated TAs must not complete marking.

e. Stage 2 – An early stage TA will mark no more than 10% of the module's overall final mark on the scripts that he/she is given to review (NB A number of such TAs may be responsible simultaneously for marking on any one module).

f. Stage 3 – Experienced TAs (Assistant Lecturer in Co-teaching Teams) may mark up to 20% of a module's overall final mark in higher study years on the scripts that he/she is given to review. This should be under the supervision of the Module Leaders with detailed model answers and grading criteria. (NB A number of such TAs may be responsible simultaneously for marking on any one module).

3. Annex 1 – TA Job Description

JOB DESCRIPTION

TEACHING ASSISTANTS

(ASSISTANT LECTURER/DEMONSTRATOR)

Department: Department Head's Office

Classification: Last Updated: 22 September, 2016

Reports to: Head of Department   No. of Direct Reports:

JOB PURPOSE

The positions of Assistant Lecturer and Demonstrator usually fall under the common description of "Teaching Assistants". They provide support to module leaders in the delivery and assessment of their modules and assist with laboratories (where appropriate) and administration. They are also expected to pursue their graduate studies leading to the Ph.D. degree which enables them to embark on an academic, teaching and research career.

These positions are, by nature, temporary positions and do not constitute a career track unless the TA earns the Ph.D. and embarks on a University or equivalent teaching/research career.

TAs are recognised as an integral part of faculty/departmental teams and are exposed to the full management processes in existence. This includes line-management, staff development, Performance and Development Review and conformity with the University's rules and regulations.

RESPONSIBILITIES

1. Administration
   a. To report to assigned line manager/module leader.
   b. To attend regularly and punctually.
   c. To aid module leaders in module management.
   d. To order or obtain materials needed for classes.
   e. To monitor student attendance as required.
   f. To assist in collecting assignments and other assessment submissions.
   g. To assist with conferences as deemed appropriate.
   h. To contribute to the marketing, recruitment and development of the University.
   i. To carry out other duties as deemed appropriate by the Head of Department (HoD).

2. Teaching and Learning
   a. To prepare, under supervision, teaching materials, e.g. for practical sessions (lab manuals, power-point presentations) and different types of academic materials (Photocopying and distributing).
   b. To use and develop e-learning effectively to support learning and teaching.
   c. To attend lectures given by the module leader whom they are assisting.
   d. To teach and supervise students on a regularly monitored basis during tutorials and, where appropriate, practical and laboratory sessions.

3. Assessment
    a. To maintain the confidentiality of the assessment process.
    b. To give feedback to the Module Leader (ML) on the delivery and marking of assignments.
    c. With the exception of new TAs, to mark and grade assignments (but not projects, dissertations or presentations) under the supervision of the Module Leader with reference to a model answer and grading criteria.
    d. To record grades, and return assignments to students, in accordance with established deadlines and university policies.
    e. To check that examiners have marked all questions on unseen examination scripts and totaled the marks correctly.
    f. To invigilate examinations.

4. Student Support
    a. To offer academic help during office hours and answer students' queries.

5. Staff Development
    a. To arrange for supervisors/MLs to conduct teaching observations; meet with supervisors to receive feedback about teaching performance.
    b. To complete their graduate studies within the time limits set by the relevant Laws and Regulations.
    c. To participate in appropriate staff development programmes.

Stage 3 TAs - Experienced TAs (Assistant Lecturers in Co-teaching teams): Purpose, Duties and Responsibilities

Job Purpose

The Assistant Lecturer (AL) will be an active member of the Module Teaching Team in terms of module planning, assessment design and lecture delivery in a minimum of three lectures and tutorials per module over a Semester.

The Module Leader retains *full responsibility and accountability* for all aspects of the module and makes the final decision on all aspects of the module. The Module Leader will also act as personal mentor to the AL.

RESPONSIBILITIES

1. Teaching and Learning

The co-teaching AL will undertake the following in cooperation with the Module Leader:
    a. Design lecture content especially for the topics which will be covered by the AL and agreeing with the ML on how these topics will be incorporated in student assessment instruments.
    b. Agree with the ML on the most appropriate delivery mode for these topics.

2. Assessment
    a. Maintain the confidentiality of the assessment process.
    b. Agree with the ML on question design for these topics and which assessment instrument(s) are the most appropriate for them.
    c. Where the AL questions are used he/she will be the first marker and the ML will moderate.
    d. The AL will moderate specific assessments based on the recommendation of the ML and the approval of the HoD and the PD.

Assessment Instruments include: in-class tests; in-class essays; group projects; research essays; case studies; numerical assessments; presentations and, subject to the agreement of the HoD and the Programme Director (PD), dissertations.

3. Administration
    a. Support the Module Leader and the TA(s) in retaining full responsibility for SRS records, review files and the final module report.

PERSON SPECIFICATION

Aspect	Essential	Desirable
Qualifications	1. A Master's Degree (Assistant Lecturer); a University degree (Demonstrator) in relevant specialisation. 2. At least a standing of "Very Good" in undergraduate degree.	1. Degree from a university in which English is the language of teaching.
Skills and Attributes	1. High English language proficiency. 2. The ability to explain and receive ideas in the English Language. 3. The ability to engage students in tutorial sessions. 4. Excellent interpersonal, communication and presentation skills in a multi-cultural environment. 5. Strong organisational and time management skills. 6. The ability to deal with large volumes of paperwork. 7. Competence in ICT and e-learning skills.	
Other	1. A commitment to developing the BUE along British educational lines.	