LONDON’S GLOBAL UNIVERSITY

DEPARTMENT OF ENGLISH LANGUAGE

& LITERATURE

**Postgraduate Tutorial Assistants 2024-25**

**Grade:**

Grade 6, spinal point 22\*

**Salary:**

£18.18 per hour (including London Allowance)\*

**Period of appointment:**

Monday, 23 September 2024 – Friday 13 June 2025

Tutorial teaching takes place during the weeks 23 September – 13 December 2024, excluding Reading Week (4 – 8 November), and 13 January – 28 March 2025, excluding Reading Week (17-21 February).

One half-hour tutorial is held in the summer term to hand back marked First-Year Examination scripts and to discuss vacation reading for second-year modules.

**Report to:** Department Tutor

\* Appointment will be made at spinal point 23 (£18.65 per hour), 24 (£19.12 per hour) or 25 (£19.62) depending on previous experience as a postgraduate tutorial assistant.

As part of the UCL Postgraduate Teaching Assistant (PGTA) Scheme, the English Department offers postgraduate research students in English Literature the opportunity to act as tutors to normally up to six first-year BA English students each during the academic year 2024-25. Positions are open to students who have completed the first year (or part-time equivalent) of their research degree.

Information about the UCL scheme can be found in <https://www.ucl.ac.uk/human-resources/policies/2023/sep/postgraduate-teaching-assistant-code-practice>.

**N.B. Given the present uncertainty surrounding student numbers for the 2024-25 academic year, it will not be possible to confirm the guaranteed minimum number of hours per tutor until the end of September 2024. While every effort is made to submit contract requests before the deadline for October’s payroll, this may not always be possible and tutors may not receive their first backdated payment until the end of November.**

**Method of application**

Postgraduate students should apply by c.v. and a covering letter outlining their suitability, addressed to Prof. Greg Dart, Department Tutor. An indication of whether an [Arena One Gateway Workshop](https://www.ucl.ac.uk/teaching-learning/professional-development/ucl-arena-pgtas) has been completed should be stated in the application (this is a mandatory requirement for all PGTAs to complete before they start teaching). Students must also ask their supervisor for permission to teach in the 2024-25 academic year and to provide a **full** reference. Applications and references should be sent to the Department Manager, s.cadywold@ucl.ac.uk, by **5pm, Friday, 31st May 2024.**

**Appointment**

Appointment is conditional on completing a digital right-to-work check.

A Statement of Employment can then be issued by UCL Human Resources.

All tutors will be required to attend a training session with the Department Tutor in September before term starts. This will include discussion of this document and practice annotation and marking of an essay. **Attendance is mandatory**. Normally primary supervisors will act as teaching mentors.

There may be an additional Faculty one-hour induction that tutors will be required to attend, covering relevant issues relevant, e.g. how to access their payslip, completing Tier 4 timesheets, etc. It will give PGTAs an opportunity to network with others across the Faculty. Tutors will also receive payment for attending this induction.

A mandatory follow-up pastoral training session with Department Tutor and Graduate Tutor will be held in either December or January, at which tutors will be able to discuss and share good practice in supporting the welfare of their tutees.

New tutors will be expected to complete the [Arena One Gateway Workshop](https://www.ucl.ac.uk/teaching-learning/professional-development/arena-one/gateway-workshops). Completion provides tutors with the option of joining the second stage of the UCL Arena One Teaching Associate Programme (<https://www.ucl.ac.uk/teaching-learning/professional-development/arena-one>) and then submitting an application for an Associate Fellowship of the Higher Education Academy.

Tutors are represented at Department Staff Meetings and meetings of the Board of Studies by an elected representative.

**Payment**

The Statement of Employment will state the total number of contractual hours to be paid

Payment is based on the calculation that each tutorial student requires 20 hours over the three terms made up as follows:

 Hours

Face-to-face tutorial teaching: 5

Preparation and marking: 12

Commentary preparation and marking: 1.75

Introductory meeting (15 minutes): 0.25

Report writing: 0.5

Final meeting in the summer term: 0.5

The above calculation x number of tutees will determine the l number of hours worked over the duration of the contract. (The above calculation applies to BA English students. BA English with a Modern Language/Greek or Latin tutorials are paid using a pro rata calculation based on these students’ three tutorials per term: 13.5 hours per student).

In addition, tutors will be paid 3 hours in total for the induction session and the mid-year training session.

Based on a typical allocation of 6 BA English tutees, the number of hours stated on the Statement of Employment will be 123. If a tutor is also providing teaching on the Critical Commentary & Analysis and/or the Introduction to English Literature modules, these hours will be added to the tutorial teaching hours and the overall total will appear on the Statement.

You will be paid in equal monthly instalments (pro-rated where you start or end mid-way through a month) based on your contractual hours as set out in page 1 of this document. Monthly salaries will also include accrued annual leave hours and will be shown separately on the pay slip.

Any additions to contractual hours will be paid as a separate single transaction after the end of each term.

Tutors will receive payment for any mandatory training completed, e.g. the [Arena One Gateway Workshop](https://www.ucl.ac.uk/teaching-learning/professional-development/arena-one/gateway-workshops) training (2.5 hours) and any other mandatory UCL training not already completed as part of research student induction (up to 5 hours). These training courses may be scheduled before the contract start date.

In order to comply with UK Visa & Immigration regulations, the Department has to be able to demonstrate that a tutor with a Tier 4 visa is not working for more than 20 hours per week with UCL or another employer. The tutor will be required to provide [weekly timesheets](https://www.ucl.ac.uk/human-resources/working-ucl/hr-services/immigration#Employment%20of%20Individuals%20on%20a%20Student%20Visa), which will need to be signed off by the Department Tutor at the end of each week.

**FURTHER PARTICULARS**

**First-year tutorial teaching**

Teaching of degree students takes place mainly in the autumn and spring terms. The summer term is devoted to exams. Sessional exams for first-year students generally take place in the first half of the summer term.

Tutors should give tutorials between 9.00am and 5.00pm, and are expected to be able to commit to be present on the Bloomsbury campus for the full duration of the two teaching terms, including induction week in the autumn term (23-27 September 2024 ). Tutors must also be available towards the end of Term Three to provide examination feedback to first-year students. The Department will endeavour to assign tutors with a room for any tutorials held on the Bloomsbury campus.

**Tutorial arrangements**

Tutors meet their tutorial students briefly in induction week before to schedule meeting times. They should also exchange contact details at this meeting. Students’ UCL email should always be used. Students will write an essay for four of the half-hour meetings and a commentary exercise for the fifth meeting. There will also be one half-hour summer‑term tutorial to hand back marked sessional examination scripts and discuss sessional examination performance. Vacation reading for second‑year courses should also be discussed.

**The tutorial**

The half-hour one-to-one tutorial allows great flexibility and tailoring to individual student need. A substantial proportion of the time should be devoted to discussing the essay and questions that may arise from it, both about the student’s own preparation and writing and about the work or works it addresses. Some time should also be given to the essay which is to be written for the following occasion. This may involve advice on using the library, electronic resources or UCL and departmental policies on the use of Artificial Intelligence (AI).

Students may also be given the opportunity to discuss their work more generally, whether this is to pursue enthusiasms or raise difficulties, to ask for guidance on allocation of time between different courses, or on the best way to take notes or organise work generally. Tutors should check that their students are keeping up with the work for all their courses, and attending all seminars (see below) and lectures, especially Old and Middle English. Difficulties should be reported to the Department Tutor. See also the section on Pastoral Care below. Towards the end of the spring term some tutorial time should be given to advice on exam preparation and on the choice of second-year options. At the end of the second term tutors should ask all students to fill in their annual questionnaires, and encourage them to complete (in consultation with their tutors) their Annual Record of Activity and Achievement forms.

**Essay topics**

First‑year students write essays chiefly on works and topics from the Narrative Texts course. But they are examined on all their courses in the summer term, and it is certainly advisable that they do some tutorial work related to the other components of the course, including Middle English and Old English. One of the commentary and analysis exercises might, for instance, address Heaney’s *Beowulf*, or the OE poem could be brought into work done on epic. Students may wish to make reference to some of the Intellectual and Cultural Sources texts To help prepare for the end-of-year exams, tutors may also encourage students to replace a regular tutorial essay with a comparative essay in the second half of the spring term, in the form of either a comparison of two Narrative Texts or a comparison of a Narrative Text with another text from a different course (e.g. ICS), or a comparative commentary as per the format of the Narrative Texts/ICS exam paper. The Department Tutor provides a bank of essay titles; bibliographies are supplied by specialists in the lectures and seminars on the course and are available on the First-Year Moodle page. Tutors are of course free to set their own topics and indeed to advise students on formulating their own topics.

**Essay requirements**

For single-honours students, we require four essays per term, plus a commentary and analysis exercise.

Essays should be between 2,000 and 3,000 words long and should be properly documented, that is, quotations should be referenced, and a list of books and articles consulted and cited should be included at the end of the essay. The ‘Style Sheet for Essays’ in Moodle will help teach students how to do this.

Essays must be emailed to tutors as a Word attachment, in addition to submission through the plagiarism detection system in Moodle. To accord with the Department and UCL’s anti-plagiarism policy, tutors must keep a copy of all essays in electronic form and students must keep copies of all their tutorial essays. The returned electronic copy must be the essay as marked by the tutor, including the tutor’s grade and comments as a pdf. or Word document. Students should be aware that failure to produce copies of past work on demand may place them under suspicion of plagiarism or AI. If a tutor suspects an essay contains plagiarism they should forward it to the Department Tutor.

One of the five tutorials in each term will be devoted to a commentary and analysis exercise. At least one of these exercises will be hand-written, giving students practice for their Term 3 desk examinations.

**Marking**

Tutors should keep brief notes on, and a record of the title (not just the author or work covered) of, each essay submitted, and of the mark given. These will go towards compiling each student’s end-of-term report in which a mark for the term will be given. First-year marks do not count towards the final degree examination, but students must normally get a pass mark for each term as well as pass their sessional examinations in order to proceed into the second year. Marks for commentary and analysis exercises should not be included in the calculation of the termly mark.

Unless the student submits an approved Extenuating Circumstances application, ‘missed’ essays will be graded at 0. The average on which the termly grade is based should incorporate the 0 and an asterisk should be attached to the termly mark. If fewer than the standard number of essays have been submitted, but the student has had medical or serious personal difficulties, the tutor may want, in consultation with the Department Tutor, to exercise discretion on the matter of whether a lowering of the mark is appropriate. Such discretion and such consultation should be explained in the end-of-term tutorial report.

Marks are given in numerical form and the range of marks runs from 0 to 80. The same scheme is used in the marking of final examinations when marks correspond to the classes shown below:

70-80: First Class; 60-69: Upper Second; 50-59: Lower Second; 40-49: Third Class; 0-39: Fail.

**Seminar attendance**

It is made clear to students that all first‑year seminars are compulsory. Every time a first-year student misses a seminar, the seminar leader informs the student’s tutor by email, copied to the Department Tutor. It is important that tutors should ask students to explain their absences, either by email or at the next in-person tutorial occasion, depending on the circumstances. If the absences continue, or if they seem to be the result of problems the student is having with the course, it will usually be appropriate to refer the matter to the Department Tutor.

**Pastoral Care**

Although the Department Tutor has overall responsibility for undergraduate students, personal tutors will be the closest regular academic contact students have throughout the year, and so not only the person who is best placed to notice if a student is having difficulties but the person from whom students might initially seek advice about any academic or personal problems. Tutors are only expected to deal with academic problems or minor pastoral issues directly connected with their students' academic work. In the case of more persistent personal difficulties or serious medical conditions, the tutor's role is, in consultation with the Department Tutor, to refer the student on to appropriate sources of expert support within the College, usually Student Support and Wellbeing. Useful websites are listed at the end of this document. It is College policy not to discuss students with their parents. If a parent contacts a tutor they should be referred immediately to the Department Tutor.

The Department Tutor must also be told of any students whose academic progress is causing concern. Tutors should not wait for the Staff Meeting to raise the cases of students who are having difficulties, including those who have not completed their essay requirements satisfactorily, or who are absent persistently and without explanation. Students who are absent because of illness should contact their tutor and the English Department office as soon as possible; they should also contact any seminar leaders whose classes they will miss. Any student who is absent for 3 or more consecutive days because of illness should be asked to produce a medical certificate.

Students should be reminded that they must be available for teaching from the beginning of the first day of term until the end of the last: absence from College for any other than medical reasons will only be granted by the Department Tutor and the Head of Department in exceptional circumstances.

**Useful websites**

<https://www.ucl.ac.uk/srs/student-triage-and-referral-tool>

<https://www.ucl.ac.uk/teaching-learning/>

<https://www.ucl.ac.uk/teaching-learning/professional-development/ucl-arena>

<http://www.ucl.ac.uk/english/current-students/undergraduate>

[Assessment resources | Teaching & Learning - UCL – University College London](https://www.ucl.ac.uk/teaching-learning/assessment-resources)

[Engaging with AI in your education and assessment | Students - UCL – University College London](https://www.ucl.ac.uk/students/exams-and-assessments/assessment-success-guide/engaging-ai-your-education-and-assessment#examples)

[Section 9: Student Academic Misconduct Procedure | Academic Manual - UCL – University College London](https://www.ucl.ac.uk/academic-manual/chapters/chapter-6-student-casework-framework/section-9-student-academic-misconduct-procedure)

<https://www.ucl.ac.uk/students/student-support-and-wellbeing> and <https://www.ucl.ac.uk/students/support-and-wellbeing/student-psychological-and-counselling-services> (plenty of help/advice for students on everything from procrastination to self-harm, on-line support groups, etc.)

<https://www.ucl.ac.uk/students/support-and-wellbeing/support-disabled-students>

<http://uclu.org/services/advice-welfare> (union run advice centre on general welfare issues, including financial, legal, etc.)

<http://www.ucl.ac.uk/careers/>

<http://www.ucl.ac.uk/current-students/money> (for college supported financial information and resources.