

**Department of Bioengineering Guide to GTA and Course Leader Interaction**

**Summary and further information:** [**http://www.imperial.ac.uk/bioengineering/admin/gta/**](http://www.imperial.ac.uk/bioengineering/admin/gta/)

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| **Teaching requirements check-list (for course leaders’ info):**  The College requires that all GTAs must have:   * Permission from their supervisor; * Appropriate departmental support in their role; * Completed a GTA training session; * Completed the workshop on assessment and feedback by Grad School (if involved in assessment). |
| **Responsibilities of the GTAs:**   * Be appropriately prepared for the teaching sessions; * Start and finish teaching sessions on time; * Ensure that all material required for the lab/study group/teaching session as agreed with module leader is available at the time of the teaching session; * Be available for regular catch-up meetings with the module leader; * Provide sufficient notice, i.e. at least three working days, to the Student Office if unable to fulfil a commitment; * Take attendance registers where required (usually Y1+Y2 study groups), and log these records in digital system; * Report any problems and/or give feedback on issues/student attendance to Student Office/Module lead early on. |
| **Responsibilites of the Course Leader (CL):**   * CLs **must** meet their GTAs ahead of the first teaching session to discuss teaching strategies, aims of the course, point out key concepts, and give an account of the material available to GTAs for preparation of classes; * In this first meeting, CLs must also inform GTAs about welfare and pastoral care services available to them; GTAs must have a clear understanding of pathways for raising concerns; * Provide sufficient material and support to enable GTAs to prepare for teaching classes within a reasonable amount of time; such material may take the form of worked answers for problem classes etc; * Provide clear information on the location and timing of the teaching sessions; * Catch-up/check-in with GTAs **every other week during term** for courses with weekly study groups**.** For more sporadic study groups, check-ins should happen in the week prior to the upcoming session. * Give specific advice as required, e.g. when GTAs feel the students are falling behind. * Provide constructive feedback to GTAs at the end of the teaching period. * Where GTAs are involved in assessment, CLs must provide detailed marking schemes/solutions. |
| **Additional key information**  GTAs work under the supervision of an academic member of staff and are NOT directly responsible for teaching, marking, giving feedback, developing teaching material or pastoral care.  CLs may choose to attend study groups/labs themselves. |

**GTAs and course leaders must sign these guidelines after the initial meeting, so as to confirm that they are aware of the expectations outlined above.**