

# IMPERIAL

## Graduate Teaching Assistant (GTA) Activities, Remuneration and Training

### 1. Summary of role

- 1.1 Graduate Teaching Assistants (GTAs) are doctoral (PhD, MPhil, EngD and MD[Res]) students who contribute towards learning and teaching at Imperial.
- 1.2 Many doctoral students across the organisation are involved with teaching, marking and formative assessment of both undergraduate and Master's-level students.
- 1.3 Working as a GTA provides doctoral students with an opportunity to broaden their experience at Imperial College London, and to develop further skills. These include learning to teach, convey complex technical concepts, writing/communication skills, etc. Furthermore, doctoral students may find that acting as a GTA helps improve their own technical abilities (both theoretical and practical); enables them to broaden their knowledge base and gain task management experience.
- 1.4 Doctoral students may also contribute towards the supervision of undergraduate and Master's projects which is an important part of their research training experience. Supervision is not referenced as an explicit GTA activity, because not all doctoral students will be engaged as a GTA, but they may supervise taught students.
- 1.5 GTA work provides an opportunity to begin building up a teaching portfolio and to become aware of one's own teaching style. Working as a GTA provides invaluable skills which are transferable to a wide range of careers.
- 1.6 GTAs will primarily assist and support academic staff, faculty members, or other professional staff members in delivery of teaching and supporting learning in a variety of learning environments.
- 1.7 GTAs should work under the supervision of an academic member of staff and will not be solely responsible for teaching, marking assessments, giving feedback, developing online materials or pastoral care. GTAs should also be provided with a mentor with whom they can seek advice or raise concerns with respect to their role. Where GTAs are working with young people, Departments must follow Imperial's guidelines and policies and procedures with respect to this and where necessary ensure that a DBS check has been carried out.

[Children and young persons on campus | Administration and support services | Imperial College London](#)

[Policy and Code of Practice | Administration and support services | Imperial College London](#)

It is also recommended that Departments require GTAs working with young people to complete the online safeguarding course, available at:

[https://rise.articulate.com/share/a\\_rMPaQ\\_xctcixdtacubn--auCjvWLYr](https://rise.articulate.com/share/a_rMPaQ_xctcixdtacubn--auCjvWLYr)

- 1.8 In terms of their contribution towards marking, GTAs may be appointed as [Assistant Examiners](#) and assess students' work based on published assessment criteria.
- 1.9 GTAs are expected to maintain high standards of professional ethics appropriate for any member of academic staff and to embed the [Imperial Values and Behaviours](#) in their work.

1.10 Finally, departments are reminded that the Postgraduate Research Student Experience Survey (PRES) asks students to state whether they have taught or demonstrated at Imperial and to what extent they have been given appropriate support and guidance for this. Departments will be expected to comment on this as part of their PRES action plan, as appropriate.

## **2. GTA Activities and Remuneration**

2.1 GTAs carry out a range of activities which support learning and teaching at Imperial. For the Faculties of Engineering, Natural Sciences and Medicine, Imperial has an agreed list of activities and associated pay tiers (rates) which reflect the complexity of tasks being carried out. Departments should not set their own pay rates. This information is set out in **Appendix 1**. GTAs who are engaged by the Business School should contact the Business School who will provide separate information about activities and rates of pay.

2.2 When assigning activities to GTAs, departments are advised to review the list of activities and apply the “best fit” with respect to pay tier.

2.3 In addition to the activities set out in **Appendix 1**, departments, including the Business School, should pay GTAs for their preparatory activities and their contribution towards field-trips, see, “Engaging and Working as a GTA,” section 5 for further information).

## **3. Training and Development**

3.1 Prior to commencing any teaching activities, Imperial requires all GTAs to have completed or registered on departmental and/or Early Career Researcher Institute training aligned with Descriptor 1 of the [Professional Standards Framework \(PSF\) 2023](#), as appropriate to their needs. GTAs must also be onboarded by the Casual Worker Team as workers in the organisation. Paid engagement must only commence after successful registration is confirmed by the casual worker team.

3.2 The Early Career Researcher Institute has a dedicated GTA training programme (GTAP) with courses which are discipline independent. These are offered in addition to, and not in place of, existing departmental or Faculty training courses, where these exist.

3.3 The GTAP includes two core courses, “Introduction to Learning and Teaching,” and “Introduction to Assessment and Feedback for Learning.” Additionally, there is a series of optional workshops which GTAs can select according to their own disciplinary teaching context, including a course to support doctoral students supervising taught students. [Course descriptions and further information is available here.](#) Completion of the Early Career Researcher Institute’s GTA training workshops count towards the professional skills training requirements for PhD milestones.

3.4 If departments have local GTA training workshops which are equivalent to the GTAP’s “Introduction to Learning and Teaching,” and “Introduction to Assessment and Feedback for Learning” workshops, they may seek “accreditation” for these from the Early Career Researcher Institute. Where accreditation is granted, departments should ensure that they pass the names of students who have completed these workshops to the Early Career Researcher Institute so that the central record of all trained GTAs can be maintained and so that students can receive credit for these workshops which will count towards the professional skills training requirements for PhD milestones.

<b>Appendix 1: GTA Activities and Pay Tiers<sup>1</sup></b>			
<b>Activity category</b>	<b>Tier one £19.63 (excluding holiday pay)</b>	<b>Tier two £24.02 (excluding holiday pay)</b>	<b>Tier three £31.93 (excluding holiday pay)</b>
	<b>Tier one £22.00 (including holiday pay)</b>	<b>Tier two £26.92 (including holiday pay)</b>	<b>Tier three £35.788 (including holiday pay)</b>
Institutional -level review and interview panels			<ul style="list-style-type: none"> <li>Member of Periodic Review Panel</li> </ul>
Lab facilitator	<ul style="list-style-type: none"> <li>Lab demonstrations of pre-defined techniques</li> </ul>	<ul style="list-style-type: none"> <li>Lab demonstrations of complex (not pre-defined) techniques and computer labs</li> </ul>	<ul style="list-style-type: none"> <li>Oral assessment of labs</li> </ul>
Marking and assessment	<ul style="list-style-type: none"> <li>Marking to a pre-defined set of answers</li> </ul>	<ul style="list-style-type: none"> <li>Assessment set-up and exam testing</li> <li>Marking with academic interpretation required</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of group presentations</li> <li>Marking with academic interpretation required and feedback</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>Lecture curating: maintaining Blackboard and Panopto module folders</li> <li>Supporting tutorials, workshops</li> <li>Delivering study groups</li> <li>Proof reading teaching materials</li> </ul>	<ul style="list-style-type: none"> <li>Lecture support</li> <li>Delivering tutorials, workshops &amp; seminars</li> </ul>	<ul style="list-style-type: none"> <li>Delivering lectures</li> <li>Development of new teaching materials</li> <li>Journal club leader</li> <li>1-2-1 tutorials to support individual students with further comprehensive support (not supervision)</li> </ul>

Rates of Pay for GTAs and casual workers will be increased annually in August each year in line with cost-of-living increases, as determined by Imperial College London, through its local bargaining processes.

<sup>1</sup> Students engaged as GTAs by the Business School should seek advice from the Business School about GTA activities and associate pay tiers (rates).