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**Postgraduate research students engaged in teaching  
Example generic role descriptor – Module Assistant Level B**

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**Role: Module Assistant B**

**Faculty/School:**

**UoL Spine point:** 23<sup>1</sup> [http://hr.leeds.ac.uk/TA\\_pay](http://hr.leeds.ac.uk/TA_pay)

**Responsible to:** Dean of Faculty/Head of School

**Reports to:** Module Leader

**General**

Postgraduate research students are engaged in a range of teaching activities. As such they are engaged on the basis that they are fully supported by the module leader and will not have sole responsibility for module design<sup>2</sup>, the delivery of any module or be designated as a module leader.

**This generic role descriptor provides a framework for the role of module assistant level B and should not be regarded as a definitive list of duties and responsibilities. These may vary depending on the teaching requirements of the faculty/school and the academic discipline.**

This role is designated to postgraduate research students registered at the University of Leeds<sup>3</sup>.

Postgraduate research students are required to carry out teaching diligently and to the best of their ability and in line with lawful instructions and the University's values and standards, which work as an integral part of our strategy and set out the principles of how we work together. More information about the University's strategy and values is available at <http://www.leeds.ac.uk/comms/strategy/>.

**Responsibilities and core activities**

The level of responsibility and core activity expected within this role include:

- ◆ Preparing for learning and teaching events by creating appropriate resources to facilitate the delivery of the learning session in line with any guidance given by the module leader.

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<sup>1</sup> Calculation of hourly rate of pay based on 35 hours per week

The grade is determined by the duties required for the role and not by the qualifications and experience held by the individual carrying out the role.

<sup>2</sup> Module design is defined as prescribing the indicative content, objectives, learning outcomes, delivery modes and assessment strategies of a module, as detailed in the catalogue module specification and approved by the University's formal education committees.

<sup>3</sup> This excludes postgraduate research students at other Institutions accredited by the University of Leeds

- ◆ Guidance by the module leader will set out the overall learning outcomes. The module assistant will be responsible for planning how to achieve these;
- ◆ Take responsibility in the session to ensure the learning outcomes, as defined by the module leader, are reached;
- ◆ Deliver teaching, facilitate discussions or manage debates in learning events;
- ◆ Encourage students to reflect critically on the topic/task in hand;

#### **The role may also involve:**

- ◆ Delivering occasional lectures with guidance from the module leader;
- ◆ Set and mark coursework with support from the module leader;
- ◆ Provide feedback to students.

#### **Role summary**

This role is to deliver teaching programmes with support from the module leader. Teaching could be delivered in a number of settings for example, tutorials, seminars, occasional lectures, a laboratory, computer classes or language classes. The role will involve the preparation of own teaching material and may involve the setting and marking of course work, formal and informal assessments and providing feedback to students.

#### **Main duties**

- ◆ With support from the module leader, prepare and deliver teaching within the established programme.
- ◆ Prepare for learning events by familiarising themselves with any exercises, materials or activities to be used and planning their own approach to the teaching session in line with any guidance given by the module leader.
- ◆ Deliver teaching, facilitate discussions or manage debates in learning events.
- ◆ Take responsibility in teaching sessions and other times of contact to ensure the learning outcomes, as defined by the module leader, are reached.
- ◆ Encourage students to reflect critically on the topic/task in hand.
- ◆ Be responsive to any debate/discussion in class and be able to ask follow up questions and/or facilitate an expansion of the discussion in useful direction.
- ◆ With support from the module leader participate in the setting and marking of assignments and the preparation of exams.

#### **General requirements**

- ◆ Carry out formal and informal assessments in accordance with the faculty/schools Code of Practice on assessments and provide feedback to students.
- ◆ Refer students with queries about the content and the delivery of a module to the appropriate parties e.g. module leader.
- ◆ Participate in programme and module review by providing feedback on the structure, level and content of the module.
- ◆ Contribute to the teaching team where necessary and appropriate and co-ordinate work with colleagues to ensure the highest possible service standards.
- ◆ Attend in house training and courses run by SDDU, relevant to the role as agreed with the Head of School (or formal nominee).
- ◆ Attend departmental meetings related to the role as agreed with the Head of School (or formal nominee).
- ◆ Record student attendance at classes and report any problems to the module leader.
- ◆ Make appropriate use of the VLE.

- ◆ Recognise students who are having difficulties and refer to appropriate parties e.g. personal tutor.
- ◆ Be aware and compliant with the Health and Safety requirements relevant to the role.
- ◆ Contributing to Health and Safety assessments as appropriate.
- ◆ Participate in the teaching enhancement scheme as appropriate.

## **Criteria**

### **Qualifications, skills and experience**

To effectively perform the role of module assistant, postgraduate research students must be able to demonstrate:

- ◆ They are a postgraduate student registered at the University
- ◆ They possess sufficient breadth and depth of knowledge in the relevant discipline and of teaching methods and techniques to work within the required area
- ◆ The ability to carry out formal and informal assessments on students work (including marking) and provide feedback
- ◆ The ability to prepare own teaching materials
- ◆ The ability to support all students including those with diverse learning needs and to recognise when to refer to other appropriate parties
- ◆ Have excellent interpersonal skills and the ability to communicate at all levels
- ◆ The ability to encourage active participation by students
- ◆ They are able to act as a good role model
- ◆ They have the ability to exercise initiative and be pro active
- ◆ Enthusiasm and self motivation
- ◆ The ability to work as part of a team