GUIDE FOR TEACHING AND SCHOLARSHIP STAFF
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Human Resources 
September 2021

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TEACHING AND SCHOLARSHIP STAFF INFORMATION
1. HR CONTACTS

HR OPERATIONS TEAM

**HR Administrators:** The HR Administrators carry out a wide range of administrative duties covering the employment life-cycle, they are the HR contacts involved in managing starter packs received in the HR inbox. For Teaching and Scholarship staff (T&S), they are also involved in the administration of the recruitment process and of the administration relating to any contractual changes on Business World e.g. the setting up of new staff on this system, their extensions and some leavers actions. Any changes made on Business World feed through to the Teaching Resource Management (TRM) system.

**Head of HR Operations:** The Head of HR Operations manages any queries escalated by the HR Administrators and is the HR lead regarding any systems process issues relating to Business World. Any feedback regarding system and related process improvement can be raised with them, as well as any complex queries in relation to the right to work checks and process.

HR BUSINESS PARTNERING TEAM

**Assistant HR Business Partners (Assistant HRBP):** The Assistant HR Business Partners are the first point of contact for Assistant School Managers (ASM) with regards to T&S; they give support and guidance on the application of all HR Policies and procedures. The Assistant HRBP will escalate any complex queries to the HRBP if and when required.

**HR Business Partner (HRBP):** The HRBPs provide support for wider strategic planning in relation to this staff group and support and advice concerning employee relations when solutions cannot be reached within normal operating processes e.g. when the application of the Variation in Hours protocols doesn’t resolve a shortfall in hours and other options have been exhausted. They will also support in cases of ad-hoc redundancy or voluntary severance, buy-out or in cases of planned restructuring and change management. The HRBPs also provide professional advice to managers in any cases of HR formal process, for example performance management, disciplinary or grievance or related formal process.

For each School/Professional Services Department, there is an assigned HR Business Partner and Assistant HR Business Partner for support.

Please view the full [HR Department Structure Chart](#).
2. STAFF CATEGORY

- All Teaching and Scholarship roles fall within the Teaching and Scholarship staff group that falls within the wider ambit of the Research and Teaching Staff Category. While a part of the Research and Teaching Staff Category, none of the posts are treated or designated by the College as the post of ‘Lecturer’, ‘Academic’ or ‘member of Academic Staff’ as defined in the College’s Statutes. Teaching and Scholarship staff are highly valued and respected members of the College community.

- Teaching and Scholarship Staff undertake teaching, scholarship and administration within the context of their role profiles. These roles come under a Staff Group called Teaching and Scholarship Staff within the Research and Teaching Staff Category as indicated in the following table:

**Staff Category: Research and Teaching**

- Academic Staff Group
- Teaching and Scholarship Staff Group
- Research Staff Group

**Staff Category: Professional and Support**

- Professional and administrative Staff Group
- Operational and Facilities Support Staff Group
- Technical Staff Group
3. JOB EVALUATION

- A set of JDDs (job description documents also known as role profiles) were developed by the Framework Negotiation Group (FNG) in consultation with all interested parties within the College. These profiles cover the four levels of Teaching and Scholarship staff jobs: Demonstrator and Associate Tutor, Associate Lecturer A and Associate Lecturer B. These profiles were then evaluated by Hay panels to determine the job size for each role.
- The results of Job Evaluation and role summary is summarised below

4. ROLE PROFILE SUMMARIES

ASSOCIATE TUTOR / DEMONSTRATORS – GRADE 6

T&S staff within this role will generally also, though not exclusively, be studying for higher degrees either at Birkbeck or at another HE institution. Where an individual has a dual relationship with the College as both student and staff member, although these relationships will undoubtedly inform each other, they will be discrete arrangements.

Prior experience of teaching will not be essential as these roles are generally developmental positions where support and training will be formalised as integral to the engagement. Post-holders will teach and support the teaching of others within settings where the ultimate responsibility for delivery is assumed by a senior colleague. They may conduct classes, seminars, tutorials or laboratory work. They will work on modules that have been designed by other members of staff, although there will generally be latitude for developing teaching methods and materials. They will plan their own work to meet agreed aims and will participate in assessment and teaching-related administration. They will maintain their knowledge of their subject area(s) and seek to develop their skills as teachers with the support of more experienced Research & Teaching colleagues.

Associate Tutors who are also research students doing 30 hours or more teaching in a year may be required to take Birkbeck’s Graduate Certificate in Teaching and Supporting Learning, successful completion of which leads to Higher Education Academy (HEA) Associate Fellowship. Those doing less than 30 hours teaching may be required to attend two half-day “Fundamentals of Teaching” workshops.

ASSOCIATE LECTURER A – GRADE 7

T&S staff at this level will come to the role with prior experience of teaching, ideally this having been gained within HE and with adult learners. A teaching qualification/membership of the Advanced HE is desirable at this level but not essential at the point of recruitment.

Staff in this role may be required to contribute to the development of their subject areas and may bring professional/industry experience to that task. They may teach within established modules that have been designed by others or develop and teach modules within their own area of subject specialism. They may be lecturing independently or as part of a teaching team, e.g. on a large or
complex programme. However, they will have full responsibility for the preparation, delivery and assessment of modules and may co-ordinate modular occurrences, albeit within the oversight of Academic colleagues e.g. Programme Director.

They will prepare and organise their own teaching, undertake pastoral care of students, set and mark course and exam assessments of students, collaborate on course development and undertake teaching-related administration. They will be expected to develop and sustain their own independent scholarly activity relating to their teaching and subject area(s).

ASSOCIATE LECTURER B – GRADE 8

As with T&S staff at Associate Lecturer A’s level, staff at level B will come to the role with prior experience of teaching, ideally this having been gained within Advanced HE and with adult learners. A teaching qualification or equivalent industry/professional experience at the point of recruitment and staff who are not members of the Advanced HE are encouraged to apply through the experienced route.

T&S staff at this level will be undertaking a role over and above preparation, delivery and assessment of teaching. Staff at this level are tasked with overseeing an entire programme of study and leading teaching teams e.g. acting as Programme Directors. They will review the content and delivery of programmes of study, making revision as necessary using the College committee structure. They may design new programmes of study. They will play a role in the strategic planning and running of their departments and schools. They will be expected to organise their own independent scholarly activity, and to disseminate the results of it, as appropriate.

Full details on T&S role profiles

5. CONTRACT TYPE

- Teaching and Scholarship staff when first employed at the College will typically be contracted for a fixed period of one term to one year, as determined by the maximum duration of the work requirement. They may be contracted for longer fixed-term periods in cases where there is a legitimate business requirement for doing so or indeed where a School has a specific ongoing work requirement that can be best met by a Teaching and Scholarship role, new and replacement posts may be recruited and appointed to on an open-ended basis subject to the usual staff approval process. The employment of a Teaching and Scholarship staff member on a fixed term basis must be objectively justified.

- Teaching and Scholarship staff who have completed over four years of continuous service will typically be issued with open-ended contracts except in an exceptional circumstance where an objective justification exists for either the conclusion or continued use of fixed-term employment. Contractual arrangements will be reviewed annually over the Summer term.

- The use of fixed term contracts for staff covered by this agreement will be consistent with the fixed-term contract policy.
6. PAYMENTS

- Payment can only be made on signed returned contracts and to employees who have been set up fully on the HR and Payroll system.
- You will need a **personal UK bank account** that accepts BACS transfer. All payments are subject to deductions of income tax and national insurance contributions at source and refreshment breaks are not reimbursed.
- **Monthly payslips are available online.**
- To ensure your information is complete on the system, please log in to My Birkbeck for staff. This is the site at which you can access your payslips, P60 etc.
- In order to access this information you will need to know both your IT log-on (username) and Payroll number. Initially you will also need your National Insurance number. (If you aren’t sure what your IT log-on is or are having difficulty logging in, please submit an ASK query. Your Payroll number is written on your contract(s) for ease of reference but if you aren’t sure what it is please contact Payroll.)
- **Payment dates**: Payment for all modules is made by bank transfer on the 27th of the month in line with payroll of all other staff.
- Modules are paid in monthly instalments a month in arrears over the length of the module or in 12 equal monthly instalments in the case of open-ended Teaching and Scholarship staff. This means that, if you are on an open-ended contract, your first payment is 27 September and you are paid through until 27 August the following Year **with adjustments (up or down) across the Year if teaching hours fluctuate.**

7. INCOME TAX AND NATIONAL INSURANCE

- Teaching and Scholarship staff are always deemed to be employed and are never self-employed; the College has received specific instructions on this from the Inland Revenue. The contract is one of employment with the individual and not one of service with a company or sole trader. The payment of wages to part-time and full-time staff shall be made through the Payroll system and be subject to PAYE and NIC.
- Tax will be deducted at the basic rate unless a different tax code has been provided to the College by HMRC.
- Queries relating to liability for tax should not be addressed to the College but referred direct to: HM Revenue and Customs, Chapel Wharf Area, Trinity Bridge House, 2 Dearmans Place, Salford M3 5BB
- Please quote the College PAYE reference 951/B9054 and your national insurance number.
- Provided you pay sufficient national insurance in your other employment(s) you may be able, in respect of your employment at Birkbeck, to apply for a Notice of Deferment CA2700, which authorises the employer named on it to pay salary deducting only 1% for national insurance. To do this you should first obtain an application form from any office of the Contributions
Agency and send it, duly completed, to: Contributions Agency Deferment Group, Longbenton, Newcastle-upon-Tyne NE98 1YX

- The CA2700 covers one tax year. Until the Contributions Agency send a valid notice to the Payroll Section, national insurance will be deducted where earnings reach or exceed the lower earnings limit.

8. PENSION

- USS is the principal pension scheme designed for academic and other teaching-related staff in UK universities and certain other institutions engaged in higher education and research and the only pension scheme the College subscribes to on behalf of its Teaching and Scholarship staff.

- Under auto-enrolment, if you meet the eligibility requirements of the scheme, you will be automatically included in the applicable scheme from the start of your employment. If you wish to opt out of the pension scheme you can do so. If you do not meet the eligibility requirements under auto-enrolment, you can still join the pension scheme by opting in by contacting the Finance Department.

- If you decide to opt out of the pension scheme, or if you are not eligible for auto-enrolment and decide not to join the scheme on appointment, you can subsequently elect to join the scheme at any time by contacting the Finance Department.

- The College’s pension schemes participate in a salary sacrifice arrangement that employees will be automatically opted in to (known as SEPC, Salary Exchange for Pension contributions). Employees may opt out of the salary sacrifice arrangement while remaining members of the pension scheme. If you wish to opt out of SEPC you can do so by completing the opt out form for the appropriate scheme.

- If you would like further information, please contact the contact the Payroll office or telephone 0207 380 3136.

9. PAYROLL DEADLINE

- TRM deadlines and variable payments must be entered and approved only by 10th of each month in with the deadlines, All approved payments will automatically be posed to Business World on 11th of each month.

10. T&S RIGHT TO WORK

- The College is obliged to ensure all staff have the right to work in the UK. Particular care needs to be taken regarding staff who have restrictions on what they can do or how many hours they can work. T&S staff who are on Tier 4 student visa’s or on Skilled Worker (Tier 2) visas can only
work a maximum of 20 hours per week (including multipliers). Where in doubt, please do not hesitate to contact HR if you have any queries regarding a staff member’s hours.

- A list of acceptable right to work documents is published on the [HR website](#).

### 11. SALARY SCALES, TEACHING RATES AND DUTIES RELATING TO TEACHING MULTIPLIER

- Hourly rates of pay for Teaching and Scholarship staff will be based pro-rata on the full-time equivalent annual salary appropriate to the grade of work to which they have been matched and will be adjusted annually in line with any nationally or locally negotiated pay award or increase in London Allowance.

- The starting salary for Grade 6 (Demonstrator and Associate Tutor) is at spine point 26; the starting salary for Grade 7 (Associate Lecturer A) is at spine point 31 and the starting salary for Grade 8 (Associate Lecturer B) is at spine point 37.

#### 11.1 T&S Salary Scales

- Salary scales and teaching rates can be found at [T&S Salary Scales](#).

#### 11.2 Payment Rates

- **Plain Rate per hour**: Applicable to additional duties (inclusive of holiday pay)

- **Not marking rate per hour**: (plain rate x 2) applicable to Associate Tutor not undertaking marking; non-credit bearing modules, ER pop-up/taster sessions and academic study skills workshops

- **Teaching Rate per hour**: (plain rate x 2.5) Applicable to teaching contact hours, this rate is a comprehensive rate with a multiplier of 2.5 which takes into account a range of duties related to teaching as detailed below.

<table>
<thead>
<tr>
<th>TITLE/GRADE</th>
<th>MULTIPLIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrator: Grade 6</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate Tutor: Grade 6 (no marking)</td>
<td>2</td>
</tr>
<tr>
<td>Associate Tutor: Grade 6 (marking)</td>
<td>2.5</td>
</tr>
<tr>
<td>Associate Lecturer A: Grade 7 (non-credit bearing)</td>
<td>2</td>
</tr>
<tr>
<td>Associate Lecturer A: Grade 7 (credit bearing)</td>
<td>2.5</td>
</tr>
</tbody>
</table>
11.3 **What Is A Multiplier?**

Multipliers are applied in recognition of the additional work involved in preparation, administration and assessment of the teaching. UCU and the College have negotiated that the multiplier for Associate Tutors who don’t undertake assessment on their occurrences is 2 (an hour for each contact hour) and the multiplier for Associate Tutors who do undertake assessment on their occurrences is 2.5 (an hour and a 1/2 for each contact hour).

Associate Lecturer As and Associate Lecturer Bs have a multiplier of 2 (an hour for each contact hour) for teaching non-credit bearing modules and a multiplier of 2.5 (an hour and a 1/2 for each contact hour) for teaching credit bearing modules.

The Duties Related to Teaching Multiplier takes into account time spent on a range of duties outlined in the role profiles and as a Teaching and Scholarship staff member may reasonably be called upon to undertake in connection with the occurrence(s) they are to teach in particular preparation (class and materials, module outline, marketing blurb), contact time, scholarship, setting up and maintaining a module and reading lists on Moodle, module administration, employment related meetings, communications with students and pastoral care(#), setting and 1st marking assessments including exams, revisions, re-sits, late or resubmissions where necessary and providing appropriate feedback within given assessment deadlines(“), formal tutorials, project/dissertation/placement supervision when undertaken as requested by management in relation to the modular occurrences they teach on(~), optional staff development and anything else that directly relates to the preparation, delivery, administration and assessment of their own teaching.

Where some of this work falls outside the dates of delivery of the module but falls within the Duties Related to Teaching Multiplier it constitutes part of the contractual period as it is associated with and paid in association with the contact hours taught and the delivery of teaching.

("”) The Duties Related to Teaching Multiplier includes assessment and exam marking for up to 28 students on each modular occurrence. Where a T&S staff member has a larger group than 28 students on their occurrence additional marking above that threshold will still form a constituent part of the contract but will be remunerated piece rate separately(&)

(#) Capped at 1 hour per occurrence per week to account for up to 28 students. Occurrences with 29-56 students paid for 1 extra hour plain rate; occurrences with 56+ students paid for 2 extra hours plain rate

(~) An indicative 15 minutes average per student per term within a 28 student group per occurrence is included in the Duties Related to Teaching Multiplier and will not be remunerated separately. (i.e. I formal tutorial and/or I dissertation supervision and/or I project supervision sessions of 15 mins per student per term is included in the multiplier). Any time spent over that requires ASMs pre-approval before it will be paid at plain rate.
11.4 **Duties Related To Teaching Multiplier (Teaching Rate)**

The Duties Related to Teaching Multiplier takes into account time spent on a range of duties outlined in the role profile:

- Preparation (class and materials, module outline, marketing blurb)
- Contact time
- Scholarship
- Setting up and maintaining a module and reading lists on Moodle
- Module administration
- Employment related meetings
- Communication with student and pastoral care *(Capped at 1 hour per occurrence per week to account for up to 28 students. Occurrences with 29-56 students paid for 1 extra hour plain rate; occurrences with 56+ students paid for 2 extra hours plain rate.)*
- Setting and 1st marking assessments including exams, revisions, re-sits, late or resubmission where necessary and providing appropriate feedback within given assessment deadlines *(The Duties Related to Teaching Multiplier includes assessment and exam marking for up to 28 students on each modular occurrence. Where there is a larger group than 28 students on occurrence additional marking above that threshold will still form a constituent part of the contract but will be remunerated piece rate separately.)*
- Formal tutorials
- Project/dissertation/placement supervision when undertaken as required by management in relation to the modules *(An indicative 15 minutes average per student per term within a 28 student group per occurrence is included in the Duties Related to Teaching Multiplier and will not be remunerated separately. (i.e. 1 formal tutorial and/or 1 dissertation supervision and/or 1 project supervision sessions of 15 minutes per student per term is included in the multiplier) Any time spent over that requires School Manager pre-approval before it will be paid at plain rate.)*
- Optional staff development and anything else that directly related to preparations, delivery, administration and assessment of teaching.

11.5 **Additional Duties**

There are a number of additional duties which are not included in the Duties Relating to Teaching Multiplier, which are considered as ‘variable payments’ and **paid at the piece rate or plain hourly rate** as follows:

- Participation in open evenings, recruitment events
- Undertaking peer review of others (class visits); observing or chairing a session
- Meetings as requested by subject area *(capped at £40 per meeting)*
- Participation in student interviews/admissions/auditions/testing and selection
• Participation in Exam Boards or Sub-Exam Boards
• Participation on staff-student exchange meetings
• Participation in recruitment and selection of other Teaching and Scholarship staff
• Required staff development: a training event the College requires you to attend (If required staff development is a professional development course the College is paying the course fee for e.g. Postgraduate Certificate in Learning and Teaching or Fundamentals of Teaching then no additional payment for attendance will be made. Also if the College requires attendance at one training session e.g. 2hrs Moodle session and then staff member opts to attend a 2nd session then plain rate will only be paid for attending 1st required session not optional 2nd)
• Invigilation of another staff member’s exam/in class test
• Designing and developing an entirely new module from scratch including related teaching materials or significantly reworking an old module including related teaching materials at managements request.
• Project/Dissertation/Placement Supervision when undertaken as requested by Management/agreed with Management on module occurrence you staff member does not teach on.
• 1st marking on another staff member’s modular occurrence.
• Marking any assessment over and above a 28 student group (i.e. if 50 students in occurrence assessments for the 1st 28 are included in the Duties Related to Teaching Multiplier with no additional payment, assessments for the other 22 students are paid piece rate separately);
• 2nd Marking/Moderation;
• Dissertations/projects/placement scripts when the students are students on another staff member’s modular occurrence and management have requested/agreed to be undertaken.
• Anything else that does not directly relate to the preparation, delivery administration and assessment of staff members teaching.

11.6 Piece Rates

<table>
<thead>
<tr>
<th>TYPE OF ASSESSMENT</th>
<th>PIECE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/ No tick box or multiple choice assessment with no feedback</td>
<td>£3.50 per piece/ script</td>
</tr>
<tr>
<td>Simple Yes/No qualitative or quantitative question or short essay (2500 works or under) with short feedback requirement or moderation</td>
<td>£7.00 per piece/ script</td>
</tr>
<tr>
<td>Average length essay/presentation/review/tape/report/project (over 2,500 - 5,000 words) with required feedback level</td>
<td>£13 per piece/ script</td>
</tr>
<tr>
<td>Long essay/report/project/dissertation (greater than 5,000 words) with required feedback level</td>
<td>£30 per piece/ script</td>
</tr>
</tbody>
</table>
Note: Oversight by the Award and Module Co-ordinator/Programme Director will as always determine assessment patterns for the modules.

(”) Subject area meetings capped at £40 per meeting

(*) If required staff development is a professional development course the College is paying the course fee for e.g. Postgraduate Certificate in Learning & Teaching or Fundamentals of Teaching then no additional payment for attendance will be made. Also if the College requires an individual to attend one training session e.g. 2hrs Moodle session and they then opt to attend a 2nd session then they will be paid plain rate separately for attending the 1st required one but not for the optional 2nd attendance which was their choice to attend.

Where such additional duties are required to be undertaken the hours of work will be determined by an assessment of the time that will be required to complete the work in question and will be remunerated at the plain hourly rate/piece rate as outlined above (i.e. without application of the Duties Relating to Teaching Multiplier).

This assessment will be undertaken by the Programme Director/Award Co-Ordinator/Academic most familiar with the work in conjunction with the ASM who will be required to work out the costings and get budgetary approval from the School Manager prior to the work being undertaken. Failure to get prior budgetary approval may result in non-payment.

Any queries the School Manager has on the assessment of time provided they will refer to the Assistant Dean of the Department before responding. Where higher level work is required to be undertaken by the individual all contractual arrangements will be made in accordance with the College’s Acting Up and Higher Level Duties Allowances Policy.

As usual the total number of hours of work will be enhanced by the addition of pro-rata entitlements in respect of annual leave and London Allowance where applicable.

12. VARIABLE PAYMENTS

- Any payments relating to T&S non-teaching duties need to be paid via the Variable Payments process. Claims can be made by the T&S staff member themselves, or entered by School Administrators via TRM/Variable Payments on My Birkbeck for Staff.

- View our user guide for variable payments.

13. MODULE OUTLINES

- The purpose of the module outline (syllabus) is to:
  - market modules and to inform students about the module before they enrol. It is therefore essential that you submit your outline by the deadline set by your Assistant School Manager.
• enable you to plan ahead and clarify your aims, outcomes, curriculum content, reading, assessment, teaching methods and resources
• provide a clear module structure for students (you may wish to adapt or amend it once you have met your students)
• inform students about the knowledge and skills they can expect to obtain
• enable the Programme Director to check what is being taught and to give you feedback (your syllabus must comply with the Programme Specification for your award)
• inform other lecturers teaching the same module
• inform the Internal Moderators and External Examiners (where applicable)
• provide a record for purposes of validation and accreditation
• ensure quality assurance and comparability across modules.

• Before you write your Class Syllabus check that you know the level of the module you are going to teach and the assessment requirements.
• You should also refer to the Common Award Scheme.
• Other resources which may be useful are:
  • your Programme Director
  • Subject Team meetings organised by your Subject Team
  • Birkbeck Library.
• The module outline should take the following general format:
  • entry requirements (most modules are open to all but in some cases previous knowledge and/or experience is required. Please specify and if you are in doubt, ask your Assistant School Manager.)
  • description of module content: laid out in blocks
  • aims and outcomes
  • mode of assessment and coursework formats
  • teaching methods
  • study and employability skills
  • coursework deadlines
  • other activities such as visits
  • specific reading for each block (for some subjects you may be required to include a list of essay titles).
• Set out the content of your module in blocks:
  • Blocks and meetings should indicate the academic content of the module, including broad themes, concepts and questions as well as specific topics, subjects and issues.
• You should try to include diversity in your curriculum content (e.g., non-western / non-eurocentric perspectives and authors for reading to provide alternative viewpoints which some students may find easier to relate to and all students can take something from. This should include the viewpoint of the topic through various sexual orientation / gender / (dis)ability perspectives alongside alternative racial/ethnicity perspectives.)

• You should also consider accessibility, various learning styles, study and employability skills in your content.

• The first meeting of the module also provides an opportunity for:
  • students to get to know each other
  • you to find out what students expect
  • you to discuss what you are offering and how learning will take place.

• The outline should also include details of other activities (e.g., group visits, field trips, Saturday meetings, theatre visits, etc.)

• Provisional dates, venue and the cost of any group visit should also be indicated. It should also be made clear which visits are compulsory or optional or linked to coursework.

• General reading for the module should be six to ten titles. Specific reading for each block should be about two or three titles, chapters and articles. Again consider diversity / alternative perspectives in your reading lists.

• **Aims:** The following are suggestions which can be adapted to your subject outline:
  • enable students to develop skills and to provide an opportunity to practise the study of ...
  • develop a critical understanding of methods, procedures, current issues, debates and materials appropriate to the study of ...
  • enable students to consolidate learning by participating in activities and submitting coursework for assessment
  • develop study, library and research skills including effective oral and written skills
  • encourage an enquiring, analytical and creative approach and to encourage self-confidence in independent thinking, critical self-awareness and self-evaluation
  • explore, as appropriate, the implications of equalities issues such as class, race, gender, sexual orientation, age and disability.

• **Outcomes:** the following are suggestions which can be adapted to your subject outline.

• By the end of the module the students should:
  • have gained knowledge and understanding of the themes, issues and debates within the study of ...
  • be able to think critically and independently about what they have seen and read
  • have been introduced to the range of skills and critical vocabularies needed to facilitate the study or practice of ...
• gained a critical understanding of the application and uses of the methods, practices or materials involved in the study of ...
• have completed and been assessed on their coursework.

14. TEACHING AND LEARNING METHODS

Students learn in different ways, which is why it is good practice to vary your teaching methods. Include whichever of the following are appropriate:

• talks
• discussion
• group work
• independent study outside class
• lectures
• practical work
• student presentations
• role play
• tutorials
• audio-visual etc
• student participation
• Indicate where and how this will take place eg:
  • in deciding on content
  • suggesting topics for study
  • presentations
  • group work etc.

15. ASSESSMENT

• As a member of Teaching and Scholarship staff you are required to familiarise yourself with the Common Award Scheme Regulations which cover Admissions, Assessment, Conferment of Awards etc, the College Policy on Marking and Moderation and to refer students to the Exams and Assessment Office in Registry Services if they have any questions on any of these areas.

• In your module outline you should specify the mode of assessment being used, for instance: coursework, examination (seen, unseen, take home etc) and link your coursework to your module outcomes so that students are encouraged to use different formats appropriate to each task you set.
• Specify coursework format - for example:
  • reports
  • essays
  • reviews
  • notes
  • group presentations
  • presentations
  • videos
  • case studies
  • journals
  • log books
  • creative work.
• It is important that you explicitly state the skills and learning outcomes students can expect to gain from doing coursework and which will be of value to them outside of their studies (e.g., in employment). Coursework may also enable students to identify skills they already have which will be useful in their studies.
• Set aside time in your class to discuss with students what you expect them to cover in the coursework and the study skills training available to them.
• You are advised to set internal coursework submission deadlines within the module, to specify these throughout the module and preferably to quote these in the Class Syllabus.

16. **STAFF ID AND LIBRARY CARDS**

• The ASM will arrange for the new starter to receive their Birkbeck Staff ID from the Estates department. Staff ID cards can only be issued once the T&S staff member has been set up on the HR/Payroll system.
• The new starter will need to upload a photo in JPEG format for their ID card. This can be done on [My Birkbeck for Staff profile](#); the department will then need to run a report, provide details of the access levels required and send it to the Estates office who will produce the card.
• When the Birkbeck Staff ID card is issued it gives the new starter access to the Library. If the ID card has no library barcode on it, it must be taken to the Library, together with a passport-sized photo.
• If an ID card isn’t issued, a [staff application form](#) must be completed and taken to the Library with a contract or letter of employment, a form of photo ID and a passport-sized photo to the Library.
16.1 Activating your Account

- Your Staff ITS account is useful for accessing webmail, accessing Moodle, the E-Learning Portal, updating your personal details on your HR file and accessing your payslip online.

- Your ITS username and password should automatically be sent to you via the personal email address you provided on your starter pack. To activate your account, enter your username and password in accordance with instructions on the ITS website.

- If you are a student at the College, you will have a separate student ITS account: please note that staff and student accounts are distinct and will have different usernames. You will not be able to use your staff details to access student sites, nor will you be able to use your student details to access staff sites.

- If you are having trouble with your ITS log-in details, please submit an ASK query.
17. **AUDIO-VISUAL EQUIPMENT**

- If you require audio-visual equipment for your teaching, you should email your nominated administrator, who will liaise with the Room Bookings section.

- The [IT Service](#) provides information on accessing classroom audio-visual resources in central London, and some of the external venues. It also has information on photography, video recording, podcasting, lecture capture and the Birkbeck cinema.

- Most venues we hire provide OHPs as standard but charge for equipment such as data projectors and computers. As the charge is for equipment booked rather than used you are asked to specify the dates on which the equipment is required to avoid unnecessary charges.

18. **CLASS MATERIAL / PHOTOCOPYING / PRINTING**

- The most convenient and cost-effective way to provide class materials is electronically. This is also the most accessible form for students with various disabilities, including visual or hearing impairment, dyslexia and others.

- The College is working towards providing all materials electronically and making them available in advance of the relevant classes through [Moodle](#), our online learning environment.

- Please consult your nominated administrator regarding the distribution of course materials to your students via email or Moodle.

- Before you incur expenditure producing class materials (eg photocopies, slides etc), please check with your nominated administrator/team leader, as they may be able to advise you of in-house alternatives.

- There are designated photocopiers throughout many of the buildings in the College which are available for use, **photocopying codes are available** from your nominated administrator/team leader who will be able to advise you of the machine locations.

- Printing is available through [print accounts in the Library](#) and in [computer workstation rooms](#).

- If your nominated administrator cannot find alternatives which avoid you incurring personal expenses and if the materials are connected with the structure and conduct of your work with the College then, **subject to pre-approval by the Assistant School Manager** as the budget-holder, you may claim modest itemised expenses via an [expenses claim form](#) and in line with College financial guidelines. All expenses claims must be accompanied by original receipts and have written pre-approval by the Assistant School Manager in your area. Please note that, under the College's financial regulations, claims for reimbursement of expenses incurred more than three months prior to the date of the claim being submitted to the ASM will not be reimbursed.
19. ROOM BOOKINGS

- Rooms for tutorials and dissertation supervisions can be booked through your nominated administrator or team leader. This is slightly more difficult for rooms after 5pm as they are usually booked up with teaching but the administrators will do their best to find office space for you. Fourth floor Gordon Square, G01 Gower Street, 32 Tavistock Square and 26 Russell Square all have rooms with computers/hot desks available and you should check with your administrator as to availability.

20. CLASS REGISTER

- The Birkbeck Class Register should be marked at each class meeting and at every approved (fee-paid) field visit undertaken by the class.

- If you are teaching at a local centre you may have to complete a second register for them. It is very important that you keep both registers up to date.

- The College has established a project that seeks to improve engagement with students - a key part of which will be an electronic attendance recording system, using the students' ID cards. By understanding student attendance we plan to identify students who may need support and to put measures in place to assist with students continuing studies. This is currently being piloted and you are required to support its introduction.

21. APPOINTING CLASS REPRESENTATIVES: STUDENT FEEDBACK

- We really value constructive student feedback in all forms and offer various methods to our students to provide us with formal and informal feedback throughout their time with us to assist in informing our course development and improve our courses.

- Departments/schools normally seek to cultivate good relations through an informal non-hierarchical atmosphere. In consequence many issues may be dealt with in a manner which does not require the generation of formal documentation.

- Students should always be encouraged to express their views on programmes of study where suitable opportunities arise, for example informally, on field courses, at study weekends or by email. Students should be encouraged to complete online end of year, course-unit Survey evaluation questionnaires and the National Student Survey which can be useful when students may find it difficult to attend student-staff exchange meetings. Whenever time permits, teaching staff should consider adopting the practice of offering a seminar at the end of a module in order to provide a forum for an exchange of views. This can be useful both for the students and for you as a reflective practitioner.

- Please ensure that a Class Representative is appointed by your students, for the purpose of being their representative at student-staff exchange meetings. The class representative's role is to represent the class in these meetings which are held regularly within the departments and schools in order to invite more formal constructive feedback from the students on the modules they are taking and their study experience.
• Most departments offer at least two Student-Staff Exchange Committee (SSEC) meetings throughout the year (usually in Terms 1 and 2) at times convenient to full-time and part-time students and staff. Membership of each Committee usually includes academic and administrative staff who contribute to the programme(s)/subject area(s) and student representatives covering all the programme(s)/subject area(s) concerned. Where it is not possible to organise a Student-Staff Exchange Committee and where there is a rationale for not doing so, alternative mechanisms may be offered for eliciting student feedback. These meetings are valuable fora for discussing matters of concern to students and students’ views on programmes of study as well as communicating staff and curriculum developments. Matters raised in exchange meetings requiring further consideration can be discussed at department and school Teaching Quality Enhancement Committee (TQEC) meetings. Proposals should be evaluated by the departmental meeting in the first instance with regard to likely future student needs and, if supported, subsequently considered by Sub-Boards of Examiners with particular regard to the views of External Examiners and then considered for approval by the school TQEC. Any amendments or innovations thus approved would then be reported by the school TQEC to the College Programmes Committee with feedback to the Exchange Committee itself and wider notification, if appropriate, through the normal channels of communication.

• Student participation in exchange meetings may be encouraged by arranging for student members to propose items requiring discussion and to take notes of the proceedings and produce minutes of the meetings.

• You should advise your students of the support provided by the Students’ Union for student representatives on the Student-Staff Exchange Committees.

• We also have a student withdrawal survey which you should direct students who fail to graduate or withdraw from their studies to. We recognise that the views of such students could potentially be helpful for retention work in possibly highlighting trends/themes emerging from this.

• The Class Representative may also assist you with class administration however in consideration of student safety and data protection legislation, please do not encourage the collection or distribution of students’ personal details.
22. STUDENT ENROLMENT

- The Student Advice Service, Registry and the subject administrative staff are the staff best placed to liaise with students on fee payments and enrolment onto the modules.

- If you receive any queries from students in this regard, please refer them to the Student Advice Service in the first instance.

- With regard to enrolments, all students must be enrolled with the College to obtain a student card, attend lectures, gain access to the library and use Blackboard etc.

- If a student has a question with regard to their enrolment status, particularly where their name does not appear on the class list or they are having trouble obtaining a student card, accessing the library or Blackboard, please refer them to the Student Advice Service or Registry straight away as they will be able to assist.

- As the lecturer you are required to check that the names of students attending your lectures appear on the class list provided.

- Students who are attending your lectures but who do not appear on your class list should be immediately referred to the College to clarify their enrolment status and they should be advised that further access to classes may be denied until enrolment has been completed.

23. RESCHEDULING CLASSES

- There must be no variation from the stipulated hours by Teaching and Scholarship staff except in the case of illness or extreme emergency.

- It is very difficult to arrange meetings outside of the dates originally agreed on your contract because many centres have strict term dates.

- In addition there may be implications for deadlines relating to assessment such as submission dates for coursework and dates agreed in advance for marking meetings.

- Teaching and Scholarship staff may not at any time add, combine or re-arrange classes themselves or draft in a replacement/privately appoint a substitute lecturer - this can only be done by the Assistant School Manager. If you are found to do so you may be subject to disciplinary action.

- Please let the nominated Administrator in your subject area know as early as possible if you are ill so that students may be informed and alternative teaching arrangements made by the subject area.

- Reasonable efforts will be made to re-schedule the class(es) of a sessional lecturer who is ill.

- Departments will try to arrange re-scheduled classes in the best interests of the students and staff member, usually re-scheduled for the same time period of the usual class.

- As you are set up already to be paid for the original session, you will not receive any additional payment for any rescheduled class.
• Where it is not practicable to re-schedule the class, the payment for the session(s) will be deducted from your pay as you have not undertaken the class but you may qualify for, pro-rata statutory sick pay (SSP), subject to meeting the statutory conditions as outlined on the Department of Work and Pensions and the College conditions as outlined in the Sickness Absence Policy.

• In the case of external factors such as extreme bad weather or transport strike your nominated administrator will advise you if a class has to be re-scheduled.

24. GUEST SPEAKERS

• Teaching and Scholarship staff do not have the authority to make any offer of employment or discuss any payment rates either on behalf of their subject area or on behalf of the College.

• If they are found to do so then they may be subject to disciplinary action and any offer made will not be deemed authorised in the eyes of the College or upheld.

• The only authorised person to make those offers on behalf of Teaching and Scholarship staff is their Assistant School Manager as the budget holder and line manager.

• Therefore Teaching and Scholarship staff may not invite guests to speak at a class without prior written approval by their Assistant School Manager.

• HMRC have strict definitions on Guest Lecturers/Speakers and it is imperative that these are followed.

• It is advisable therefore, if you do wish to have a guest speaker on your module, to speak to your ASM well in advance and preferably before the module begins if you already know who you would like to invite.

• If, following discussion with the Assistant School Manager, approval is given for a guest speaker to give a specialised lecture then the Assistant School Manager will have their administrative staff issue the guest speaker with a formal letter detailing the session they will be speaking on.

• Guest speakers do not usually receive a fee for their services but one may be agreed by the Assistant School Manager as the budget holder and in line with College financial guidelines.

• Where this is agreed it will be outlined in the formal letter to the guest speaker from the Assistant School Manager and a claim form will be provided to the guest.

• They will also be presented with the option of ‘Give as you Earn’ for those who wish to donate any fee to charity.

• Where a guest speaker is agreed for one of the sessions of your module, you will not receive your normal hourly rate but if you are in attendance at the session/sitting in on the session alongside the guest speaker you may claim a ‘chair fee’ at your plain hourly rate by completing a claim form.
25. TERM DATES

- Term dates for centrally enrolled classes are normally published on your teaching contract and on your Class Syllabus. Unless otherwise stated centrally enrolled classes do not normally have half-term or reading week breaks. If you are teaching a class at a local partner centre, full term dates may not have been established at the time you were contracted to teach the class.

- Practice about half-term varies from venue to venue so if you are teaching at a local partner centre you will also need to ascertain whether or not there is a half-term break and if so, when it is. Please keep your nominated Administrator informed of these dates.

26. PEER OBSERVATION

- **Peer observation (Class Visiting)** is a Quality Assurance and Enhancement process designed to offer peer observation to all teaching and scholarship staff teaching at Birkbeck.

- The College’s Quality Assurance/Enhancement Code of Practice 2009/10 noted that Schools should be active in monitoring the quality and effectiveness of the teaching and learning strategies for providing students with good learning opportunities to support achievement of the intended learning outcomes and academic standards [eg range and appropriateness of teaching and learning methods employed including use of innovative/new technologies; quality of learning materials provided; student workloads] and all departments operate a system of peer observation of teaching.

- It was recommended that all new staff be observed as soon as possible following their appointment, and that all established and teaching and scholarship staff should be observed on a regular basis and so you can expect to receive a visit at least once every three years and - for those of you new to the College - within the first year.

- This should in no way be seen as a daunting experience. Peer observation is designed to encourage positive and constructive feedback, to identify areas of good practice as well as possible areas for consideration/development. It should offer a valuable form of support, reassurance and guidance, where appropriate, to new staff as well as allowing for an engaging discussion of learning and teaching practices amongst both new and established staff.

- Your peer observation could be with another member of Teaching and Scholarship staff or member of Research and Teaching staff but they will contact you in advance of the visit to talk the process through with you. There are **general guidelines** for the class visitor and if you are the Teaching and Scholarship member attending as the visitor you will be familiar with these from the induction process.

- The College’s Teaching and Quality Enhancement Committee recommended the use of the suggested peer observation template developed using QAA guidance and existing practice at the College.

- While these visits are important for collecting evidence of the teaching quality offered by the College, they may also be used for other functions such as providing advice and guidance on teaching methods, learning support, and curriculum matters, where appropriate.
• It is very much a two-way process and the Teaching and Scholarship staff member being visited can choose to complete a self-assessment form to give their perspective on the class visit experience and indeed may request a visit at any time via their Assistant School Manager.

27. **ASSESSMENT**

• As a member of Teaching and Scholarship staff you are required to familiarise yourself with the Common Award Scheme Regulations which cover Admissions, Assessment, Conferment of Awards etc, the College Policy on Marking and Moderation and to refer students to the Exams and Assessment Office in Registry Services if they have specific questions on any of these areas.

• While you will generally be responsible for setting and marking assessments and exams on your modules, all the marks you award are provisional and subject to amendment by an Examination Board or delegated body or exceptionally the Chair of an Examination Board on behalf of that board.

28. **MARKING AND MODERATION**

• Teaching and Scholarship staff are advised to set internal coursework submission deadlines within the module, to specify these throughout the module and preferably to quote these in the Class Syllabus.

• Where possible it is preferable for coursework to reach tutors before the end of the module as the deadlines for moderation and resulting are strict.

28.1 **Marking Meetings**

• You may be invited by your subject team to attend marking meetings.

• At these meetings the subject team will work with tutors on assessments and the application of marking criteria to ensure the standards and consistency of assessment for the programme.

• You may also be requested to submit copies of a sample of a first set of submitted assessments after your course has started so the programme team can assist in ensuring consistency in marking.

28.2 **Moderation**

• In order to ensure that:
  • standards are maintained
  • assessment outcome is fair and reliable
  • assessment criteria have been consistently applied
  • all programmes are subject to both internal and external moderation - the moderation process.
Teaching and Scholarship staff are required to mark their own students' coursework as a standard part of their role and may be required from time to time to undertake internal moderation of their colleagues' work at the request of the module Co-ordinator.

Modules of awards are reviewed by an internal moderator and an external moderator.

Only some classes are selected to have coursework submitted to be sampled by the moderators.

If your class is selected, students must submit their coursework for moderation or they will not receive their module results.

If your class is selected for sampling you will be notified in your end of class pack.

You must request that all of your students submit all of their completed coursework at the end of the module.

Please collect the work from students and send to the Team Leader. If you are unable to collect the work, please instruct the students to return the work to the Team Leader.

It may be the case that your class is selected for sampling but not all students will be requested to submit their coursework; some students will be selected and written to by the Exams and Assessment Office in Registry Services after the end of the module and requested to return their work. If this is the case with your class, you will be notified.

All marks given by Teaching and Scholarship staff are provisional.

During the moderation process the marks awarded for assessment by Teaching and Scholarship staff may be changed and student result notifications may therefore show a different overall mark and grade from that given by the Teaching and Scholarship staff.

It is the responsibility of the Module Co-ordinator to ensure that assessment criteria have been drawn up for the assessment being marked. These should be provided to all examiners involved in the marking/moderation process including any external examiner[s].

It is also the responsibility of the Module Co-ordinator to ensure that all the assessments for the relevant module are marked and the agreed marks are ready in time for preparation of the report for the Board/Sub-Board of Examiners meeting by the Secretary of the Board.

Boards/Sub-Boards of Examiners are responsible to the Academic Board for ensuring that marking and moderation is adequately conducted within their subject area.

They are also responsible for ensuring that the Policy on Marking and Moderation is enforced and that trends in results are analysed to ensure that standards are comparable between programmes and cohorts.

End of class packs

You should normally receive these five weeks before the date of your last class. Class packs fall into two types, those for classes selected for sampling for moderation, and those that are not selected for sampling.

End of Class packs include:
• module class list
• end of class instructions to class tutors
• end of class instructions to students
• explanation notes on moderation process for class tutors
• explanation notes on moderation process for students
• end of class report form
• supplies of the end of class questionnaire for students
• supplies of assessment folder cover sheets (modules selected for moderation only)
• supplies of mitigating circumstances forms
• pre-printed envelopes for returning your end of class paperwork.

• At the end of your module you are required to:
  • distribute end of class instructions to students
  • distribute explanation notes on moderation process to students
  • distribute end of class questionnaires to students for completion and return
  • distribute assessment folder cover sheets (modules selected for moderation only)
  • check the completion of and sign off each assessment folder cover sheet
  • ensure you have completed the ORSA accurately
  • instruct students on the preferred assessment submission method
  • make any necessary amendments to the module class lists
  • complete the end of class reports.

29. **SUBMITTING COURSEWORK FOLDERS FOR FINAL ASSESSMENT**

• If your class is selected for sampling your students' coursework must be received by the Exams and Assessment Office in order for your students to receive official results.

• Coursework should be sent or delivered by the student or Associate Lecturer to the subject team, as instructed by your nominated administrator.

• All assessment folders submitted for moderation should:
  • be on A4 paper
  • normally be type-written and double-spaced
  • be submitted in a flat folder (plastic A4 folder or envelope folder)
• have the top copy of the duplicate Individual Assessment Cover Sheet attached to each piece of work, showing clearly the provisional mark given to that piece and the Sessional Lecturer’s comments

• have an Assessment Folder Cover Sheet, signed by the Associate Lecturer, inserted at the front of the folder.

• Work will be returned to students approximately six weeks after they have received their result notification.

• Advise students to keep a copy of all coursework - it can go missing.

30. SUPERVISORY CONFLICT OF INTEREST

• The professional relationship between an employee and a student is vital to the student’s educational advancement.

• The College believes that students are entitled to equal treatment; a personal relationship between an employee and a student must not jeopardise or be perceived as jeopardising that treatment. Employees are therefore strongly advised not to enter into a personal relationship with a student with whom they have a professional relationship. A professional relationship in this context refers to one where the employee has a role in the admission, assessment, supervision, tutoring, teaching or pastoral care of the student, or any other duty that could give rise to the potential of a conflict of interest.

• No Teaching and Scholarship staff member should therefore agree to act as a supervisor for a student without having read and adhered to the College's Policy on Conflict of Interest and assured themselves and their line manager that no conflict of interest or perception thereof exists. Employees who are uncertain as to whether they need to declare a relationship may seek confidential advice from their Human Resources Business Partner. Students should be directed to the Registrar for advice.

31. DISSERTATION

31.1 Research Project Supervision

• A dissertation is intended to provide an opportunity for students to pursue a research project independently.

• Students are, therefore, entirely responsible for the work for their dissertation.

• Your role as supervisor is to offer advice and guidance, not to direct the research.

• Some students enter into the supervision having been directed through much of their learning to date and so we recommend that you manage their expectations of your role in the process from the outset.

• While dissatisfaction with a supervisor is not grounds for appeal to the Exam Board, good supervision is a student's right, not a privilege and it is your responsibility to ensure that they
are guided appropriately through the process and any issues are resolved to the satisfaction of all in a timely and appropriate manner.

- You should hold between three and four meetings in total with the student at mutually convenient times, for example:
  - an initial discussion establishing the topic, questions and methodology and sketching out an initial action plan, relevant readings and bibliography
  - an intermediate meeting to assess progress on the dissertation and discuss the likely structure of the first draft
  - a meeting to discuss detailed constructive feedback on a near-complete draft
  - a final ‘trouble-shooting’ meeting

- You will generally be expected to:
  - ensure that the student’s chosen topic is appropriate in terms of scope and objective
  - assist in the definition and organisation of the project in the early stages of preparation (assist with identifying a topic which meets the MA/MSc/MRes's requirements, inform on the formal and intellectual requirements of a dissertation/research project, offer advice on research ethics, bibliography and literature review along with assessment criteria, assessment offences and Department deadlines)
  - offer guidance on the approach, coverage and overall structure of the dissertation as well as direct the student to appropriate primary and secondary sources
  - approve the dissertation proposal
  - provide detailed constructive feedback on one complete or near-complete draft
  - answer appropriate queries in a timely manner.

- You are under no obligation to:
  - find a suitable topic for the dissertation
  - read preliminary drafts of the work
  - proofread the final draft.

31.2 Research Project marking and moderation

- You may be asked to be involved in the marking/double marking of other dissertations.
- The examinations for a Master’s degree (other than MPhil) shall be conducted in accordance with the Postgraduate Code of Practice and with the General Regulations for Postgraduate Students proceeding to the degrees of MA, MSc and MRes and with the relevant Course Regulations.
- Each script and essay/report/dissertation should be marked by at least two Internal Examiners who shall afterwards prepare an agreed list of marks. The scripts and essays/reports/dissertations shall then be moderated by a Visiting Examiner. The Chair of
the Exam Board shall ensure that in the marking of scripts the anonymity of candidates at written examinations is preserved as far as is practicable. Coursework that counts towards a student’s final classification should be marked in detail by one Internal Examiner, with a second internal marker having at least an overview of the work. If any differences of opinion emerge, the Visiting Examiner shall be asked to moderate. Members of a Board of Examiners shall have the right to see the scripts, essays/reports/dissertations and coursework of any candidate for the purposes of conducting the examination. Visiting Examiners shall approve the Pass List and advise on the award of marks of distinction. In so doing, Visiting Examiners shall certify that for Master's degrees the standard of the examination was appropriate for a one-year full-time course of study (or part-time equivalent) beyond the bachelor's degree level and that the examination had been conducted in accordance with the General and Course Regulations.

32. OVERALL RECORD OF STUDENT ASSESSMENT (ORSA)

- The Overall Record of Student Assessment (ORSA) must be maintained on a regular basis to record all students’ work that you have assessed.
- As this should be a record of participation in assessment of all students enrolled in your class it should include those who submitted no work and those who submitted some work but not the full portfolio as well as those who submitted the full portfolio of work.
- After your last class you are required to sign off marks and complete the accompanying end of class report section.
- **Please note that, without a complete ORSA, students cannot receive a result for your module.**
- The ORSA, along with your other end of class paperwork, must therefore be returned to your nominated Administrator in a timely fashion and no later than four weeks after the last class of the particular module.
- The document is an important part of the moderation process.

33. GUIDELINES FOR T&S STAFF ON PROVIDING ADVICE AND GUIDANCE TO STUDENTS

- Birkbeck is fortunate to attract a diverse group of highly talented students from around the world and nurturing their abilities in a supportive environment is one of our most serious, and often most enjoyable, responsibilities.
- All Birkbeck staff are here to foster learning and provide both academic support and pastoral care to our students.
- We are keenly aware and supportive of the fact that many of our students are attempting to study alongside juggling work and/or families and that many may not have been in education for a number of years and may be slightly nervous about re-entering education. Some of you
may also therefore be providing dedicated personal tutoring advising on everything from courses of study, difficulties in meeting deadlines, exam revision and study concerns, timetabling difficulties and problems outside of Birkbeck which may have an effect on their studies.

- The **Student Advice Service** (located on the ground floor in Malet Street) has dedicated staff to provide assistance and support to students on everything from financial and learning support to counselling and career guidance.

- We have a dedicated [learning development team](#) you should actively encourage students to contact. Most schools have a [Learning Development Tutor](#) who can offer one-to-one advice sessions to assist with everything from workload planning, writing skills and exam preparation.

- Together they work closely with school colleagues to ensure that support structures are in place to provide students with every opportunity to be successful in their studies including working closely with [specialist student services](#).

- If you have any concerns about a student or their progress please refer the matter to your Assistant School Manager and/or Programme Director as soon as possible. They are your support system for dealing with issues and can provide guidance and support. They will refer matters up to the School Manager and Assistant Dean as appropriate.

### 34. STUDENT REFERENCES

- **Personal**: students may ask you to write them a personal/character reference. This is entirely at your own discretion however we do not recommend that you do so as any letter of this kind can only be given in your personal capacity, not on Birkbeck's behalf, and it would be at your own liability. If you do decide to write a personal reference please note that you **may not present it as being on behalf of Birkbeck and it may not be written on Birkbeck stationery or bear the Birkbeck logo**. As it would be a reference provided in a personal capacity and not on Birkbeck's behalf then Birkbeck will also not remunerate you for any such reference written.

- **Academic**: The writing of an academic reference for a student will depend on whether or not you are the most appropriate person to write the reference or whether it would be better that the reference came from the Programme Director or administrative team. You must clarify this with your Assistant School Manager before agreeing to write anything for the student.
  - Where it is agreed by the Assistant School Manager or the Programme Director that you are best placed to provide an academic reference then you will be paid additionally for doing so at the piece rate depending on the length of the reference.
  - Where it is agreed, the student should have completed at least two pieces of coursework. You should discuss the reference with the student and find out what they want to study and why, what their long-term plans are and what they feel are their strengths and weaknesses etc. References should be about 200 words in length and include comments on academic progress, potential, commitment, approach to study, participation in class etc. Advise students they should aim for merit grades if they want to increase their chances of success in a competitive environment. A transcript
of the student’s achievements and course of study is available separately from the [Exams Office](#) on request from the student.

- **UCAS**: Students sometimes ask you to act as their referee for an application for further study via UCAS (Universities and Colleges Admissions Service). Again you must speak to the Assistant School Manager before you agree to do this because UCAS references require access to the system and the use of a ‘buzzword’ and are therefore usually completed through Programme Director feedback to the administrators. There is a very strict regulation stipulating that students must submit only one UCAS application in each academic year and the above procedures ensure that Birkbeck is associated with that one application and that references are attached to an application which can be checked.

### 35. HR POLICIES

- Only the [College policies](#) which apply to 'Teaching & Scholarship staff’ are applicable to T&S staff employment.

  *Please note: in some circumstances T&S staff may not be eligible for the statutory element (i.e. sickness absence, maternity leave) due to number of hours worked / amount earned. The ASM should liaise with the Assistant HRBP in the first instance in order to confirm.*

  *Please note: some of the policies do not apply to T&S staff members.*

#### 35.1 Sickness Absence

- T&S staff should let the ASM know as early as possible if they are ill / absent so that students may be informed and alternative teaching arrangements made by the subject area.

- ASM’s will try to arrange re-scheduled classes in the best interest of the students, usually re-scheduled for the same time period of the usual class.

- There should be no additional payments for re-scheduled classes as the T&S staff member would have already been set up to be paid for the original session.

- If the class cannot be rescheduled, the ASM will need to deduct the payment for the session(s) that were not undertaken.

- T&S staff may qualify for, pro-rata statutory sick pay (SSP), subject to meeting the statutory conditions as outlined on the [Department for Work and Pensions](#) and the College conditions as outlined in the [Sickness Absence Policy](#). Eligibility for SSP depends on:
  - Being unwell for at least 4 days in a row (including non-working days)
  - Earning an average of at least £120 per week therefore working a certain number of hours per week
  - Providing a fit note to HR if absences will exceed 7 consecutive days (including non-working days)
### 35.2 Dignity at Work And Study

- Birkbeck is committed to providing the highest quality academic and work environment where all are welcomed, respected and treated in a consistent and non-discriminatory manner. Harassment and bullying undermine the core values of the College, and can have a serious and negative effect on the health, confidence, morale and performance of those affected by it, and on the working, learning and living environment.

- Bullying, harassment and victimisation behaviours will not be tolerated in the College environment, and may be addressed through the appropriate staff or student disciplinary procedure. Some such behaviours may also be unlawful.

- See further information on the [Dignity at Work and Study Policy](#).

### 35.3 Grievance

- Birkbeck is committed to fostering an environment where employees feel confident about raising issues and concerns in order to reach clear resolutions that support, maintain and improve effective working relationships.

- See further information on the [Grievance Procedure](#).

### 35.4 Benefits

- Please visit the [benefit section](#) for more information and a list of other benefits.

### 36. TRAINING

Training for T&S staff is currently being developed. Training sessions will be communicated to staff once it has been finalised.

### 37. STUDENT POLICIES AND GUIDELINES

- [Admissions](#)
- [Birkbeck health and safety policies, including fieldwork safety](#) and [eye tests](#)
- [Code of student discipline](#)
- [Dissertation supervision](#)
- [Exam Boards](#)
- [Feedback on assessment](#)
- [Marking and moderation](#)
• Mitigating circumstances - policy, procedure and guidelines
• Policy on assessment offences
• Policy on late submission of work for assessment
• Recording of Lectures and Other Teaching Sessions
• Student Dispute Resolution Policy Procedure

38. OTHER POLICIES AND GUIDELINES

• You are required to familiarise yourself with Birkbeck's Health and Safety protocols and guidance and, if you are working in any other location/partner institution on behalf of Birkbeck, it is your responsibility to make yourself familiar with their local health and safety information.

• Please also refer to the health and safety policies in your own School for further detail.
MANAGEMENT PROCESS: TEACHING AND SCHOLARSHIP STAFF

39. SCHOOL CONTACTS

ASSISTANT SCHOOL MANAGER (ASM): The department ASM is the contractual line manager for T&S staff, liaising with academic staff to ensure that sufficient T&S staff are reappointed or recruited each year to enable teaching to be delivered effectively. ASMs are responsible for the oversight of T&S staff contracts ensuring pay rates are correct and Variation in Hours protocol is adhered to. They monitor the performance of T&S through module evaluations, peer observation reports or feedback from module convenors. With the support of HR and academic staff, the ASM leads on performance management issues or other formal processes that may arise in relation to current T&S staff contracts. They also agree and approve variable payments to cover various additional duties including marking where not covered by the multiplier.

TEAM LEADER (TL): The TL Is directed by the ASM to cover various duties in relation to T&S staff which may include attaching T&S to teaching occurrences in the TRM; confirming availability for teaching in the following academic year; liaising with T&S staff on rooms, registers, student issues, and marking deadlines.

40. RECRUITMENT PROCESS

Identify a vacancy

- Whether new, replacement or fixed term cover (sabbatical cover, cover for maternity leave, fluctuating student numbers etc.). At this stage the Assistant School Manager (ASM) may wish to discuss further with the Assistant HRBP and/or HRBP if it relates to a restructuring or complex employee relations case.

- The ASM seeks authority to recruit or replace by completing a staff authorisation form. This form must detail complete costing (no of teaching and/or additional duties hours, role profile, reason for appointment, detail of work etc.)

- The approval goes through to Executive Dean (ED) & Director of Operations (DoO) for approval

Approved:

- Is there anyone who has had hours reduced in similar subject area, or at risk of redundancy? If this is the case there may be no need to advertise or we may only need to advertise internally, this is in order to fulfil our obligations under the Variations in Hours policy. Please liaise with your Assistant HRBP to confirm.

Rejected:

- Back to the ASM to revise proposal
Please note: it is not possible to be both an Academic and a T&S staff member at the same time. It is possible to hold some combinations of roles (Researcher and T&S or Professional & Support (P&S) and T&S, but not usually to a combination that exceeds 1FTE. Please liaise with your Assistant HRBP if unsure.

Advertise

- All roles are required to be advertised – as a minimum, adverts can be internal. All applicants must apply through the College’s recruitment portal. The only instances where adverts are not required are where staff have already taught the same module for a period of two continuous years and continue to teach the same module. Should there be a request to engage a returner for different work, recruitment will be required.
- The ASM will need to send the Recruitment Details Form to the designated Assistant HRBP. This will be finalised and agreed before being added to the recruitment portal (usually within 3 days) and made live on the Birkbeck site, on the vacancy page and Jobs.ac.uk – it will be live usually for a period of at least 2-3 weeks. Once the advert is live the Assistant HRBP will confirm.
- The Job Descriptions and Person Specifications for T&S roles will be generic. Any additional selection criteria specific to the position being advertised should be included in the advert, as indicated on the Recruitment Details Form. Any requirements listed in the advert MUST NOT contradict the criteria in the generic person specification.
- Once the post closes, the assigned HR Administrator will send shortlisting email with all required information to allow panel to shortlist. A further email advising of Disability Confident candidates will be sent to panel chair (where applicable). With this email you will also be provided with shortlist form, interview record form and offer summary form these should be completed for all recruitment, If you decide not to shortlist any of the disability confident candidates you must provide written evidence to demonstrate how they do not meet the essential criteria.
- The School are responsible for arranging the interview.
- The ASM will then make an offer subject to pre-employment checks to the appointed candidate and also collect references.
- The ASM will carry out the Right to Work checks and send a copy of the verified document to HR
- The ASM should notify the HR Administrator of the appointed candidate by returning the completed shortlist form, interview record form and offer summary form so the rejection emails can be sent.
- The ASM will then go through the new starter process for the appointed candidate.

41. NEW STARTERS

- Please be aware that a written statement of terms and conditions must be issued on or before the first day of employment and therefore managers have a responsibility to build this into the timeline of all their actions for engaging new starters or those returning to work at the College.
**Staff authorisation**

- A [staff authorisation form](#) needs to be completed for all T&S staff (except open-ended staff). A single form can be submitted for multiple vacancies or for multiple named one-term re-hires.

  Please note: ensure to include fixed term reason on staff approval, reasons may include:

  - To provide cover (e.g. sabbaticals, leave of absence, sickness absence, secondments, maternity or adoption leave;
  - The post is a clearly define training or career development position;
  - For short/medium term appointments which are project or task related or require specialist skills for a time limited period generally up to 5 years or less;
  - To meet fluctuating demand for short courses, particular modules or schemes of study or to meet seasonal fluctuations in demand for a limited period of up to 4 tears continuous service; or
  - Where there may be a specific business need to make temporary adjustments to the workforce.

  Please note: it is not possible to hold two different types of T&S role at the same time i.e. Associate Tutor and Associate Lecturer within the same department. If an Associate Tutor is to cover an Associate Lecturer role, the higher-level duties process should be used.

**ASM Role**

- ASMs should send the appropriate pack (New starter/Auto starter or Returner) to [humanresources@bbk.ac.uk](mailto:humanresources@bbk.ac.uk) as soon as possible in advance of any teaching taking place. The pack should also include the staff approval number and authorised name and signature and recruitment reference number. For more information See T&S Set-Up guidance

**HR Role**

- HR will add new starter to the system within 3 working days (if within current term), please allow 3 working days before chasing. Please note: during August/ September there are a high numbers of starter packs received, therefore the 3 day rule will not apply. The continuous service date will be recorded as the first teaching instance (if completed on the new starter pack)

- HR Administrator will inform the department as soon as the new starter is on the TRM and will provide the individuals Resource number

**School role**

- The School will then be able to assign the new starter teaching hours/ events on the TRM.

- The School will then be able to issue the contract to new starter, normally this is done by the ASM and will save a copy of this for their records.
From 6 April 2020, legislation around issuing contracts change came into forced. A written statement of terms must be given on or before the first day of employment.

Fixed term T&S staff receive a contract for each modular occurrence they are assigned to, detailing the hours they are contracted to work.

Open-ended T&S staff have an ongoing contract with the College to perform a number of hours teaching (core hours) – across all departments and receive one allocation of hours letter per year detailing all duties and hours they are allocated for all modular occurrences. Regardless of how many departments those modular occurrences are within they will receive one letter.

- The ASM will need to send a copy of the contract to HR to save on their personal file
- The TRM batch run is approved by the School by the TRM batch approval deadline (usually) 10th of each month. Any additional non-teaching payments also need to be approved by this date.

Please note: All steps above need to be completed by 23:59 on the 10th of the month or by the TRM batch date if this is later in order for payroll to process the payments in the same month. Therefore, please submit new starter packs as per the HR deadlines noted below for each month. All completed packs submitted after the deadline date will be added on next month’s payroll.

42. **PROBATION**

- All T&S staff have a probation period of 18 months and ASMs have responsibility for ensuring the probationers performance is assessed and reviewed to determine suitability for their role. ASM’s can view probation reports stating T&S staff members probation dates on Business World.
- ASMs are advised to arrange informal as well as formal reviews with probationers to discuss progress, training and development needs. These discussions should also address areas where improvements are needed if these have been identified.
- Although line management of T&S staff is often split between the ASM and academic supervisor, the ASM is responsible for ensuring that the appropriate induction and probation takes place. Aspects of this may be delegated to a member of the academic or teaching staff who provides guidance, direction and leadership on matters regarding curriculum, teaching and learning.
- When a new member of T&S staff starts with the College an induction needs to be carried out. The ASM should arrange the induction and use necessary induction checklists and complete part 1 of the probation form ideally within a week of the employee commencing work. At this stage the probationer may be matched with a peer mentor. The ASM in conjunction with the Assistant Dean and Lead Academic should set objectives.
- The ASM and/or the module convenor are required to communicate to the probationer:
  - The requirements of the role
  - Teaching resources and facilities available to them
  - Contact details for relevant staff the teaching resources and facilities available to them,
  - contact details for relevant staff (e.g. Administrator, Team Leader, Programme Director),
• issues they may encounter with students (need for reasonable adjustments, counselling, career guidance,
• Additional study skills support etc.) and how and to whom they should refer them; direct them to relevant Registry policies (e.g. Feedback on Assessment),
• Supply useful information on their new department;
• Encourage their attendance at relevant events;
• To provide details on the Training and Professional Development they can access via the Learning and Organisational Development as required.
• How to submit additional payment claims

• ASM’s should meet T&S staff member on the first day of employment to welcome them to the College. At the first meeting probation process and work objectives should be established. Objectives should be realistic, measurable and achievable.

_Please note: at this stage the role expectations should be made clear to the probationer_

• ASMs should have a review meeting within the first four weeks of the teaching process to see if additional support is required.

• Progress against the objectives set and the role expectations should be monitored on an on-going basis. This could include:
  • Monitoring of teaching responsibilities against targets e.g. completion rates, retention rates.
  • Class visit reports.
  • Moderation of assessment marking and feedback.
  • Assessment of the probationer’s planning, administration and organisation (e.g. uploading materials to Moodle or return of assessment marking in a timely fashion).
  • Student feedback (e.g. through review of end of class questionnaires, student-staff exchange meeting notes, feedback through MyBirkbeck).
  • Programme Director’s assessment.
  • Informal reviews.

• **Mid-Term Review:** the mid-term review will take place at 9 months. Business World will send a reminder to the ASM prior this this. This role is likely to be delegated to the module convened but the ASM would be in charge of coordinating. The review should be completed using the mid-term probation review form

_Please note: should ASM have any concerns regarding probationers’ performance or they are considering selecting unsatisfactory or satisfactory (with some further guidance required) on the form they should contact their Assistant HR Business Partner or HRBP at earliest opportunity and prior to mid-term review meeting._

• Following the review meeting the completed form should be sent to the probationer and Assistant HR Business Partner.
• ASM’s should meet T&S staff member on the first day of employment to welcome them to the College. At the first meeting probation process and work objectives should be established. Objectives should be realistic, measurable and achievable.

  Please note: at this stage the role expectations should be made clear to the probationer

• Should you wish to discuss the probation process in more detail, please contact your Assistant HRBP.

FURTHER INFORMATION ON THE PROBATION PROCESS IS AVAILABLE ON THE HR WEBSITE

• Final Probation Review: the final probation review is due at 18 months. Business World will send a reminder to ASM prior to this. As per the mid-term review, the probation form should be completed (see link above).

• At the end of the meeting the ASM should confirm if the individual’s probation is confirmed.

  Please note: should the ASM be considering extending or not confirming probationer in post they should contact their Assistant HRBP / HRBP at earliest opportunity and prior to final probation review meeting. Any necessary steps will then be taken.

• Following the review meeting the completed form should be sent to the probationer and Assistant HR Business Partner.

• ASMs should have a review meeting within the first four weeks of the teaching process to see if additional support is required.

• The final probation review outcome will be recorded on Business World and the probation form stored on the employee’s file.

43. PROGRESSION

• Movement by Teaching and Scholarship staff from this to another staff group, to the next level or indeed between any of the levels will typically be via fair and open recruitment practice to ensure that opportunities for progression are made available to all. In addition it is recognised that the contribution required from individual Teaching & Scholarship staff may evolve for short periods in terms of complexity and in such cases reference should be made to the College’s Acting Up and Higher Level Duties Allowances Policy.

43.1 Progression Within Grades

• Each of the grades has a number of incremental points, which constitute the ‘core’ part of the grade. In future, as per the arrangements for all other staff groups Teaching and Scholarship staff who maintain continuity of service and satisfactory performance will progress through these core increments each year with effect from 1 October each year until the maximum non-discretionary point of their grade is reached. The first increment after appointment will normally be awarded on 1st October following appointment. Teaching & Scholarship staff appointed after 1 April will normally have an initial incremental date of 1 October in the following calendar year.
44. PLANNING AND MODULE MANAGEMENT (CORE HOURS AND VARIATION IN HOURS)

- As a general principle, when a member of T&S staff has been appointed via open, competitive recruitment to any programme of study and where that programme of study is running in a subsequent year and in much the same format, the work should first be either allocated or offered to that person depending on their service length and reason for the initial appointment.

Continuity of employment

- Some actions (for example redundancy) will be determined in part by the length of unbroken service that the individual has in the School.

Qualifying continuity of employment threshold met if

- Individual is employed in their third consecutive year in the School and has worked as a minimum for two terms for the previous two years.

Qualifying continuity of employment threshold not met if

- This would be the individuals first employment period with the School.
- Individual first taught in the School in term three of the last academic year i.e. for one term and not two.
- Individual has longer employment history with the School but only teaches one term per year.
- Individual has taught for two terms over a period of two consecutive years but the entire period under contract i.e. from first to last day of working, is less than two full years.

After staff have completed two years of continuous service i.e. taught as a minimum for two terms in two consecutive academic years and then been contracted and undertaken some work in a third consecutive year, they will have full employment rights, including the potential right to a redundancy payment. Managers considering fixed term extensions or further contracts for staff who have over 2 years of continuous service will need to consider this.

Core Hours

Core hours will be established over a period of continuous employment i.e. where continuity of employment is maintained from one year to the next.

- **Year One:** core hours will be those hours contracted/worked that year.
• **Year Two:** core hours will be those hours contracted/worked that year

• **Year Three:** core hours will be based on as close a match in hours as possible to those actually worked in the previous year.

• **Year Four:** core hours will be based on as close a match in hours as possible to those actually worked in the previous year.

• **Year Five Onwards:** open-ended employment with a contractual core number of hours determined by those worked in the previous year, assuming that work is ongoing.

  *Please note: Hours allocated going into year four – if spanning two terms and if running at the level allocated – will establish those as being the ‘core hours’ for all future allocation.*

**Preparation - July**

• ASMS/AD – to agree with the Executive Dean / Director of Operations the enrolment numbers required for each module/seminar group starting next term

**Monitoring – August**

• ASM - to closely monitor enrolment figures with particular attention to those looking vulnerable and to **identify in advance** the potential impact to staff of the withdrawal of that module/seminar group.

**Action – Early September**

• ASM - **a minimum of 4 weeks prior** to each module/seminar group start date to manage action in response to enrolments numbers

**Student enrolment numbers**

**Not met:**

• ASM – to instruct a member of the administrative team to prepare and send letter (Letter B) for each T&S staff member who this impacts.

• TL – emails letters and must save a copy

**Met:**

• ASM – to instruct Team Leader (TL) to send letter (Letter E)

• TL – emails letters and must save a copy

• ASM/Assistant Dean (AD – to discuss with the Executive Dean / Director of Operations any modules/seminar groups where a decision to close/keep open is complex in preparation for next stage
• **ASM - a minimum of 2 weeks prior** to each module/seminar group start date to manage action in response to student enrolment numbers

• Student enrolment numbers **NOT MET** ASM to manage as follows:
  
  • If the withdrawal can be managed within the Variation of Hours clause (i.e. will result in a drop in 33% or less %). See [Variation in Hours Policy](#), a letter (Letter D) should be used to formalise this communication.

  • If the withdrawal will result in a drop-in hour 33% or more:
    
    • Where the staff member does not have the qualifying continuity of service (see above) and there is no other work, letter should be sent to confirm (Letter C) is potentially sent.
      
      **OR**

    • Where the staff member has the qualifying continuity of service please liaise with your Assistant HRBP or HRBP to discuss further. After agreement with HR, TL will send a letter (Letter F) notifying the staff member of risk of redundancy.

• Student enrolment numbers **MET** - ASM informs administrative team who will:
  
  a) Send letter (Letter E) to confirm this

  b) Ensure everything is in order on the TRM for student/staff timetables/room booking etc.

  c) Initiate class visit process where appropriate (new class, new tutor on class etc.).

• After the ASM has informed the staff members of the outcome (Letter D, C, F), the TL will then:
  
  a) Invite any students currently enrolled to move to alternative module occurrences, if available.

  b) Initiate class closure processes via TRM

### 45. CANCELLATION OF MODULES (REDUNDANCY)

• Following the review of student numbers, the cancellation of modules may be required due to failing to recruit sufficient number of students which could then lead to redundancy situations. This is dealt with in line with the College Redundancy Policy.

• The ASM will monitor student numbers on modules as standard and a minimum of one month before the beginning of the module if numbers are looking low, the subject area administrator will let the T&S staff member know.

• Between that and two weeks prior to start of module the ASM will continue to monitor student numbers.

• Please note - action at this stage must be underpinned by the requirements at the earlier stages in the management process, specifically at a point at least four weeks prior to the module start date letter B must have been sent.

*See below*
45.1 Redundancy

Please note redundancy situation applies to T&S staff with more than 2 years service who have work continuously for 2 terms each academic year.

Preparation

- ASM will need to discuss redundancy cases with the ED & DOO and redundancy consultations will need to be approved by the Deputy Vice Chancellor

Minimum of two weeks prior to the module start date:

- ASM – emails the details of the case to the School’s HRBP (see full guide for the details to be included) and a redundancy business case will need to be written.
- ASM to discuss with HR the group of T&S staff members the cancellation of modules will impact and if they can be pooled. See redundancy policy for more guidance
- ASM/AD (or nominee)/HR - discussion of the case – ASM assembles any details needed for the notification of risk of redundancy letter and script for the subsequent discussion with the staff member

Action

Two weeks prior to the module start date

- ASM after agreement with HR – emails the notification of risk of redundancy letter (F) to the staff member as soon as can be agreed (at the staff members convenience)
- ASM/AD (or nominee) – meet with/have telephone discussion with the staff member – following the script for this conversation – the four options are outlined to the staff member. A follow on meeting may be required but the outcome from this or the subsequent meeting will likely be one of the following:
  a) Staff member agrees to a temporary reduction greater than 33.3%. ASM sends letter to confirm this – HR to advice on case-by-case basis
  b) Staff member wishes for the redundancy consultation to continue – ASM (supported by HRBP) writes appropriate letter confirming details of the consultation process that will be followed (depending of the circumstances of the case and the numbers ‘at risk’ across the College)
  c) Staff member agrees to a permanent reduction greater than 33.3% with a potential buy-out of hours. ASM sends letter to confirm this – HR to advice on case-by-case basis
  d) Staff member elects to take immediate voluntary redundancy – ASM informs HRBP – HRBP writes to staff member with details and co-ordinates ending process

To be determined

- Dependent of numbers of staff ‘at risk’ of redundancy across the wider College, Individual or Collective consultation process will be followed - ASM/AD (or nominee) will be supported by HRBP for whatever subsequent process they need to manage.
46. OPEN-ENDED CONTRACTS

- T&S staff who have taught for **two full terms each year for four consecutive years** are then eligible for an open-ended contract. *Please Note: not teaching for two terms in any single academic year constitutes a break in service.*

- Assistant HRBP will identify during the fourth year of employment with the ASM the people in this category. The ASM will review the core hours which may need to be adjusted up or down. T&S staff will be confirmed as open-ended in their employment based on the reviewed core hours.

  Please note: when T&S staff are made open-ended they will be paid in 12 monthly instalments – this is confirmed in the open-ended letter but ASM should also make T&S staff aware of this.

  *Please note: Demonstrators and Associate Tutors are normally appointed on a fixed term basis as a developmental opportunity and therefore their work in this capacity is time-limited for up to four years (in exceptional cases with an extension for a maximum of one further year). This must have been made clear to the individual at the time of appointment and any subsequent extension. The Assistant HR Business Partner will highlight people in this category and any exceptions to the above can be discussed further. This may not be the case for all Demonstrators and Associate Tutors it will depend on the fixed-term reason at the start of the contract.*

- A letter will then be issued by Assistant HRBP to the individual confirming open-ended status and core hours copying in ASM (these letters are issued over the summer before the start of term 1). HR will also make the change of the HR system.

- ASM will then issue “Allocation of Teaching” letter from TRM.
47. TEMPORARY REDUCTION IN HOURS AND UNPAID LEAVE

• An individual may request a reduction of their hours on a temporary basis or for a period of
unpaid leave. ASM’s are required to consider this but not necessarily agree. If they get such a
request please liaise with the Assistant HRBP.

Discussion of business needs - is a reduction in hours or unpaid leave workable?

Approved:

• ASM writes email/letter confirming temporary reduction in hours/period of unpaid leave and
copies Assistant HR Business Partnering.
• TRM updated by Assistant HR Business Partner/HR Administrator with change to core hours
and/or payroll notified if applicable (unpaid leave)

Rejected

• Would a permanent reduction in hours be workable – if so discuss further with individual.
• If permanent reduction is agreed, notify Assistant HR Business Partner who will confirm in writing
and also update TRM.
• If temporary or permanent reduction in hours or unpaid leave is not possible or agreed explain
reasons why to individual.
48. ADDITIONAL, ACTING UP OR HIGHER LEVEL DUTIES

- There may be a situation whereby non-teaching work is required and hasn’t been allocated before (e.g. Programme Director on sabbatical that requires cover, maternity cover, buy-out etc.). The ASM must complete an additional duties request form and send to the ED and DoO for approval. It is envisaged that these will be short-term requirements, the reasons and timeframe should be detailed on the form.

  Please note: additional, acting up or higher level duties will be no more than 50% of current allocated work time.

- ED and DOO confirm if approved.

- Work should be offered to all suitable internal candidates in the subject area to see if they are interested, priority should be given to anyone with reduced hours or who is at risk of redundancy. The ASM should provide details of duties which will be undertake and the timeframe/ reason for work (e.g. covering sabbatical).

- Most suitably qualified individual is selected from those who expressed an interest. An informal interview process may take place if required.

- The ASM lets the Assistant HR Business Partner know who the successful candidate is and also provide the list of duties, authorisation and any other relevant information. Assistant HR Business Partner will then send letter to individual confirming work and copy in the ASM.

- ASM should process these additional payments via the Variable payments process on My Birkbeck for Staff. Any payment types not specifically mentioned on the variable payment process (e.g Market Supplements) will be processed by the HR Department.

  Please note: there may be instances where work is required for a longer period or on an ongoing basis. Please liaise with your Assistant HR Business Partner in the first instance.
49. ENDING OF FIXED-TERM CONTRACTS

- All T&S staff are started on fixed-term contracts. This is generally due to fluctuations in student numbers but could also be to provide cover for substantive post holder or due to one term teaching.

- Fixed-term end dates will always be added onto the TRM. This will be determined at start of appointment for example, if it is just for 6 months or 1 year in first instance.

- The Assistant HRBP will contact ASM with a list of staff on fixed-term contracts in order to establish if they are to be ended or continue (taking into account any redundancy situations). This will be done monthly and be dependent on fixed-term end dates. Any T&S staff that have been appointed for two or more terms and are continuing into year 2 will be carried over in the TRM if there is a staff approval to cover the work.

  Please note: There are a number of T&S staff who will be appointed for only one term and therefore their contracts will end after they work the one term.

- If the T&S staff member is required to mark at the end of the term, the ASM should inform HR who will arrange for the T&S staff member to be extended accordingly. Please note that in all cases, the maximum extension date will be 31 August.

- Once Assistant HRBP and ASM have confirmed who is definitely to be ended, the ASM will then issue an end of fixed term contract letter (this will be amended if individual holds another position in the College and will just be an ending in T&S post). ASM’s will need to also complete the leavers form. Both the end of fixed-term letter and leavers form should be emailed to individual copying in Assistant HRBP.

- The ASM should also be certain that there are no further payments that need to be made after the employee’s final salary payment is made.

- Assistant HRBP will inform the Operations team to process individual as leaver, taking into account any other positions which may be held in College (it may be that individual is just ending in T&S post).
50. LEAVERS

- If a T&S staff has indicated that they wish to resign or does not wish to take up an offer of work, the ASM should ask them to formalise this in writing.

- Please contact the Assistant HRBP if any assistance is needed in determining the notice period (notice periods for T&S are one month’s notice or statutory whichever is greater).

  *Please note: any future teaching instances on TRM will need to be cancelled and any outstanding payments confirmed.*

- The ASM should issue a leavers letter to the T&S member of staff formalising the end of the appointment, copying in the Assistant HRBP. The individual should be removed from any future teaching events that they were assigned to.

- Any non-teaching payments outstanding should be entered and approved as soon as possible so that these can be processed in the T&S staff members last salary.

- If the T&S member of staff holds no other employment at Birkbeck and is effectively leaving the College altogether, they should complete a Leavers form in liaison with the ASM. The ASM should provide the Assistant HRBP with a copy of resignation and advise of any outstanding teaching payments which are due to be processed.

  *Please note: leavers should be processed as soon as possible, with Assistant HRBP being notified at the earliest opportunity. We need to ensure people are ended on the system as close to their leaving date as possible.*

- Following instruction from the HR Business Partner Team, the HR Operations team will process individuals as leavers on the HR system. This in turn, will update the TRM with the new employment end date for the individual.

  *Please note: this process assumes that individual is leaving the College altogether, should they only be leaving the T&S post and continuing with employment in another position ASM will just confirm the end of their T&S position.*
51. APPENDIX 1: TEMPLATE LETTERS AND FORMS

- RECRUITMENT DETAILS FORM FOR T&S
- SHORTLIST FORM
- INTERVIEW RECORD FORM
- OFFER SUMMARY FORM
- NEW STARTER PACK
- RETURNER STARTER PACK
- EXTENSION FORM
- LEAVERS FORM FOR T&S
- LETTER A – OFFER EMAIL
- LETTER B – MODULE NUMBERS LOW AT 4 WEEKS
- LETTER C – MODULE WITHDRAWN
  
  (TO STAFF WHO DO NOT MEET THE MINIMUM CONTINUITY THRESHOLD TEMPORARY REDUCTION IN HOURS TO BE SENT AT 2 WEEKS)

  NOTE: If the person has worked before and this will end their current period of employment, the following text should be incorporated into the ‘end of fixed-term contract letter.’

- LETTER D - REDUCTION OF HOURS WITHIN 33.3% SENT AT 2 WEEKS
- LETTER E – MODULE TO RUN AT 2 OR 4 WEEKS AS APPROPRIATE
- LETTER F – NOTIFICATION OF RISK OF REDUNDANCY (EXAMPLE ONLY – TO BE SENT ONLY AFTER CONSULTATION WITH HR)
- LETTER G – EXCEPTIONAL AGREEMENT TO HOLD A MODULE OPEN BEYOND THE 2 WEEK NOTICE POINT
- LETTER H – TEMPORARY REDUCTION IN HOURS
- LETTER I – PERMANENT REDUCTION IN CORE HOURS
- LETTER J – END OF FIXED-TERM CONTRACT MEETING EMAIL
- LETTER K – END OF FIXED-TERM CONTRACT LETTER
- LETTER L – LEAVERS LETTER