**Graduate Teaching Assistant in Surgical Design, Innovation and Technology – the role**

We are looking to recruit markers for the Surgical Design, Innovation and Technology (SDTI) intercalated BSc. As a marker, you will work during the timeframes below:

**14th – 26th of October**

**11th – 23rd of November**

**16th December – 11th of January** (1.5 weeks excluding Christmas holiday)

You will be briefed on the format of the three assessments, including the marking criteria, what training the students have received, what to expect from the submission, and how to provide feedback.

**Surgical Design, Innovation and Technology – course and assessments**

SDTI is one of 15 streams in the intercalated year of the MBBS degree. This is a year where medical students focus on the development of research skills, such as searching and reading scientific literature, critical appraisal, data analysis, and communicating science to lay and scientific audiences. These are skills that MRes and PhD students have developed very well and are exceptionally placed to comment and feedback on.

Assessment 1 is a letter to the editor, where students are asked to appraise a recent publication, discuss merits and perils, and voice an opinion on that piece of research in light of the current literature on the topic. This will focus on a particular surgical field, but no discipline-specific knowledge is required for marking.

Assessment 2 is a digital story, where students produce a video discussing a controversial topic in surgical innovation to a lay audience. The criteria for this oral assessment focus on communication skills and coherent storytelling, and no discipline-specific knowledge is required.

Assessment 3 is a full results compendium which focuses on analysis and discussion of audit data. Students work with data from a national audit where they explore a self-developed research question, conduct the appropriate data analysis to answer hypotheses stemming from it, and draw appropriate conclusions. Basic principles of data analysis are required to mark this assessment, but mostly we are looking for critical justification of decisions made during the analysis of the data.

**Benefits of being a GTA**

As part of your research degree, you might be considering exploring other areas that can provide you with valuable skills for your future job. Working as a GTA gives you insight into the teaching decisions at one of the best universities in the UK, giving you teaching and learning experience if you intend to become a lecturer. Nonetheless, if you have other career plans, this experience will also develop your ability to liaise with several stakeholders, to rapidly grasp a new field of expertise in medicine, to discuss recent medical innovations and to develop your own communication skills by providing constructive feedback to students. For these reasons, experience in teaching will often set you apart from other students in applications for professional academic or industry positions.

Finally, we are a knowledgeable and kind team within the Department of Surgery and Cancer, and we believe deeply in developing the skills of our research students. We will do our very best to support you, including providing you with opportunities to join our journal clubs if you wish to know more about teaching theory and implementation, as well as discussing and supporting your career plans.