

The University of Edinburgh
Researcher Experience Committee Task Group on the Code of Practice for Tutors and Demonstrators

Final Report

Background

1. The work of tutors and demonstrators is of great value, both to the University teaching staff and to the tutors and demonstrators themselves to whom the experience has significant benefits. The Enhancement-led Institutional Review (ELIR) of the University conducted in 2015, and the 2015 Postgraduate Research Experience Survey, highlighted issues regarding the training and guidance of tutors, with a significant number of tutors and demonstrators indicating that they required more support from the University. In 2016, the Senate Researcher Experience Committee set up a task group to address these and related issues. Further information about the group's remit and membership is available at:

<http://www.ed.ac.uk/academic-services/projects/reviewing-the-code-of-practice-for-tutoring-and-de>

2. The Task Group has met five times during 2016-17, benchmarking practices at comparator institutions, and consulting widely within the University. It has now completed its task of drafting a revised Policy for the recruitment, support and development of tutors and demonstrators.
3. The Group has sought to produce a new Policy which is supportive and accessible, including all necessary information which tutors and demonstrators require with regard to recruitment, support and training, while acknowledging that further information that is specific to each School should be available elsewhere.

Population of Tutors and Demonstrators

4. The following data provided by Corporate HR shows the size of the population of tutors and demonstrators as context.
5. Of the University's current academic population (6,906), 2,372 (34.3%) are tutors and demonstrators, the vast majority, 2,274 (96%) being employed on guaranteed hours contracts. C. 60% (1,411) tutors and demonstrators are employed on fixed-term, 'designated student experience' (DES) contracts.

College	Total academic staff	T&D staff	T&D as %total academic staff	Total GH academic staff	T&D GH staff	T&D GH as % academic GH staff	Designated Student Experience (DES) contracts	DES contracts as % T&Ds
CAHSS	2,642	1,158	43.8%	1151	1119	97.2%	483	41.7%
CMVM	1,812	207	11.4%	115	85	73.9%	31	15.0%
CSE	2,452	1,007	41.1%	1008	1007	99.9%	897	89.1%
Total	6,906	2,372	34.1%	2274	2211	97.2%	1,411	59.5%

Data from June 2017

6. While tutors and demonstrators make up c. 34% of the total academic population, the predominantly guaranteed hours nature of their employment means they account for c. 4%* of the total academic FTE population. (*GH analysis conducted in response to November 2016 Guardian article, 'Universities accused of 'importing Sports Direct model' for lecturers 'pay')

7. Based on this previous analysis, (which took all GH hours paid in the 12 month period October 2015-September 2016), tutor and demonstrator paid hours amounted to 162fte.

College	T&D FTE
CAHSS	121.1
CMVM	5.9
CSE	36.0
Total	162.0

8. Using the same data, the average hours paid to tutors and demonstrators on designated student contracts, and by assumption, tutors and demonstrators who are not themselves students was as follows:

College	T&Ds on DES contracts - i.e. student workers	Other T&Ds - i.e. non-student workers	Total
CAHSS	147.10	198.6	182.7
CMVM	29.8	142.0	109.1
CSE	61.3	93.3	70.3
Total	90.1	171.6	132.4

Consultation activities

9. In developing the new Policy, the Group has sought the views of Schools, Colleges, the University and College Union and the Students' Association and has conducted a series of focus groups with tutors and demonstrators from across the University.
10. Comments on the draft policy were received from the following stakeholders:
 - College of Arts, Humanities and Social Sciences
 - The Business School
 - Edinburgh College of Art
 - School of Economics
 - School of Health in Social Science
 - The Law School
 - School of Literature, Languages and Culture
 - School of Social and Political Science
 - College of Medicine and Veterinary Medicine
 - Edinburgh Medical School
 - College of Science and Engineering
 - Biological Sciences
 - School of Engineering
 - School of Mathematics
 - School of Physics and Astronomy
 - Edinburgh University Students' Association
 - UCU
 - Human Resources
11. The vast majority of Schools were represented at the Focus Groups for tutors and demonstrators. Participants included students, researchers and part-time visiting tutors.

Overview of stakeholder responses

12. The draft Policy circulated for views elicited a wide range of responses from stakeholders. In general, it was well received; stakeholders were supportive of the move to create a Policy that would provide greater support and consistency in the recruitment and development of tutors and demonstrators. It was acknowledged that consistency in practice across Schools and Colleges was a priority, but that the Policy should be flexible enough to address the broad range of teaching experience offered by tutors and demonstrators across the University. Stakeholders appeared to be content that the draft Policy struck the right balance.
13. On the whole, stakeholders appeared to feel that the draft contained all the necessary themes required to set out the support for all aspects of tutors' and demonstrators' work and that the contents were broadly appropriate.

Resolution of key points raised by stakeholders

14. While stakeholders were broadly supportive of the draft Policy, there were divergent views on some specific issues. These are set out below, together with an explanation of the Task Group's recommendations as to how these areas of contention should be resolved. The draft Policy attached for approval reflects these recommendations.

Provision by Schools of a mentor

15. The Group had asked stakeholders whether the Policy should state that tutors and demonstrators should be provided with a mentor. Stakeholders were generally supportive of the idea of providing tutors and demonstrators with access to a mentor, and some stakeholders already have mentoring arrangements in place. It was also clear, however, that variation in practice and resource across Schools, and the requirements of individual tutors and demonstrators, would make it inappropriate and disproportionate (e.g. in terms of the use of resources in Schools) for the Policy to stipulate a requirement for all Schools to provide mentors for all tutors and demonstrators, or to stipulate a single form that mentoring arrangements should take.
16. The Policy has instead focused on the role of the Course Organiser in allocating tasks, overseeing the work of tutors and demonstrators, providing feedback, and conducting annual reviews where necessary. The Policy also encourages Schools to identify additional forms of support which are available and appropriate, and states that these should be communicated to tutors and demonstrators. Schools are therefore able to provide mentoring arrangements to their tutors and demonstrators should they wish to do so.
17. It should be noted that further exploratory work regarding alternate models for the provision of mentors to doctoral students in particular is being undertaken as part of the Excellence in Doctoral Research and Career Development (EDRCD) programme. The views that stakeholders have raised during the development of this Policy have been fed into the EDRCD programme.

Involvement of Postgraduate students as tutors and demonstrators at different levels of teaching activities

18. Stakeholders were asked whether the University should specify the knowledge/skills/training/support required for students who are acting as tutors and demonstrators at certain levels (e.g. PGT level). Most stakeholders appeared content that, with the right support and under the right circumstances, students could operate as tutors and demonstrators in relation to all levels of study. Stakeholders generally supported the idea that different forms of knowledge/skills/training/support may be required at different levels, but in general felt that decisions on this should be taken at School level. The Policy reflects this position.

Working above the grade that tutors and demonstrators are paid

19. Some tutors and demonstrators expressed concern that they were frequently asked to undertake work above the grade at which they were paid, either for

developmental reasons or to provide cover. The Task Group recognises this concern and has devised wording which acknowledges that a substantial and ongoing amount of work should not be undertaken at a higher level without the appropriate job description and grade, but that in some cases it can be appropriate to provide tutors and demonstrators with opportunities to develop their skills.

Potential cap on the number of hours worked by postgraduate students and the role of the supervisor in advising them

20. At present, the University's Code of Practice for Tutors and Demonstrators states:
"the number of hours full-time postgraduate students will be engaged in teaching and related duties (including preparation) should not normally exceed 66 hours during the eleven semester weeks".
21. The Task group has given careful consideration to whether to retain the limit stated in the Code of Practice, noting the following evidence:
- The Task Group has considered data which compares hours worked to PhD completion rates. Data from a sample of students across CAHSS (produced by Student Systems and Corporate HR), and a separate dataset from one particular School in CAHSS (produced by the CAHSS College Office), examined by the Group, has provided no evidence of a correlation between the number of hours worked and PhD completion rates. The data is complicated by invisible factors, such as hours worked outside the University and personal circumstances. The task of linking HR and student system datasets has proved problematic and laborious.
 - The Task Group also conducted a benchmarking exercise of other institutions which has shown that, while it is most common for HEIs to operate limits of 6 hours' paid work per week, other limits of up to 15 hours are also common, and that it is common for institutions to represent the limit as an average across a year or Semester rather than a rigid limit per week.
 - The Task Group reviewed the Research Councils' policies regarding PGR studentships. While the majority of Research Councils refer to a limit of 6 hours of paid work per week for holders of studentships, there is considerable variation as to how this limit is framed (e.g. whether it is expressed as mandatory or advisory), and two Research Councils have no limit on hours of paid work.
22. In addition to this research, the Task Group sought views on this issue from stakeholders as part of the broader view-seeking exercise. Stakeholders had mixed views; around half of the respondents supported a mandatory cap, at a higher level than the current 66 hours per semester/6 hours per week advisory limit, while half were in favour of having no limit at all. There are variations in views on this issue between different Colleges as well as within individual Colleges. Views expressed in the focus groups were also mixed.
23. Those who supported a cap felt that the amount of work should be limited in order to avoid compromising students' studies, that the amount of paid work undertaken by students should be limited in order to ensure that students were not under

pressure to undertake a large amount of work which would have an impact on individual students' progress and affect completion rates (or lead to an overall change in completion rates that could affect arrangements for national graduate Schools) and that a cap would allow a greater number of students the opportunity to tutor or demonstrate by sharing out available opportunities more thinly and would be consistent with the position of the majority of Research Councils. In general, those in favour of a cap (whether at the current level or a higher one) felt that any limit should be averaged over the Semester rather than operating at a rigid weekly level.

24. Those who argued against the operation of a cap on the number of hours felt that self-funded students should be given the opportunity to undertake sufficient tutoring and demonstrating to support the costs of their studies, rather than taking on less suitable employment. It was felt that students themselves should be in a position to judge an appropriate amount of work, in consultation with their supervisors; students who are tutors and demonstrators have expressed these views strongly.
25. The Task Group has also noted that full-time PhD study equates to approximately 1800 hours per year. This equates to c. 35 hours per week, if holiday is not factored in, and c. 39 hours per week, if 6 weeks' holiday is assumed. The Working Time Directive provides most employees with a right to work no more than 48 hours a week. While the Directive does not apply to study, it is nonetheless a reasonable guide to the maximum volume of work and study that we might expect postgraduate research students to undertake, and suggests that it may be reasonable for full time PhD students to undertake paid work of up to c. 9-13 hours per week on top of their full-time studies.
26. Taking account of this evidence, the Task Group has reached agreement that the Policy should set out a limit to be applied within the prescribed period of study which is calculated according to the Working Time Directive. Further discussion is, however, recommended to resolve the following issues:
 1. What the exact limit should be.
 2. Whether the calculated limit should be advisory or mandatory.
 3. Whether the average weekly limit should be based on the number of semester weeks or the number of weeks in the calendar year.
27. The Group recommends that further discussion be held with key stakeholders to resolve these issues, and that the final version of the Policy should reflect the position once agreed.
28. The Task Group's discussion has focused specifically on postgraduate research students, and the Group recommends that those further discussions should address whether the same rule should apply to postgraduate taught students who teach.

29. Some stakeholders have advised that the Policy should be clear how any limit (whether advisory or mandatory) should apply to part-time students. The Group recommends that this issue be considered as part of those further discussions.
30. The absolute limit of 20 hours per week will continue to apply for Tier 4 students and should be monitored by the University.
31. [Following this discussion, the group of key stakeholders has now met and agreed that the mandatory cap on all work undertaken at the University should be 9 hours on average per week across the academic year, applied to all full-time students on PGR programmes.]

Scope of the Policy to include 'professionals'

32. A range of individuals is involved in tutoring and demonstrating, including postgraduate research students, post-doctoral staff, and 'professionals,' including those contributing to on-campus teaching and those involved online. The Task Group has sought to develop a Policy which will apply to all these different categories, while indicating that certain elements of the document (e.g. limits on working hours for postgraduate research students) will only apply to certain categories. While stakeholders appeared generally supportive of a document which covered all those involved in tutoring and demonstrating, stakeholders expressed mixed views regarding whether the Policy should apply to 'professionals' undertaking tutoring and demonstrating; one College raised some concerns regarding the application of some aspects of the Policy to those professionals inputting into ODL programmes in particular. The Group is satisfied that the Policy is sufficiently flexible to accommodate the requirements of all these different groups (for example, by making it clear that it is for Schools to determine what formal induction is required), although further discussion is required with HR regarding how the University's recruitment and selection policies should be applied to some of these staff members.

Implementation of the Policy

33. In order to expedite the implementation of the Policy in the 2017/18 academic year, it was agreed that the Researcher Experience Committee and the Learning and Teaching Committee would be invited to approve the Policy via electronic business.
34. It will then be desirable for Schools and Colleges to implement the Policy as soon as possible, bearing in mind that arrangements for tutoring and demonstrating will already have been put in place for the 2017/18 session, and contracts issued, based on the guidance in the Code of Practice for Tutors and Demonstrators.
35. It is recommended that a phased introduction to the Policy take place, whereby Schools are encouraged to make progress where possible in adopting the terms of the new Policy, for example in relation to induction and support, and that full

implementation be required at the time of recruiting, distributing duties, and drawing up contracts for the 2018/19 academic year.

Policy for the recruitment, support and development of tutors and demonstrators



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Purpose of Policy

The Policy sets out requirements for the recruitment, support and development of tutors and demonstrators.

Overview

The Policy covers a range of aspects of recruitment, support and development of tutors and demonstrators, including: arrangements for contracts and payment; roles and responsibilities; mandatory induction and training; non-mandatory training and development; and resolving problems.

Scope: Mandatory Policy

The Policy applies to all tutors and demonstrators at the University.

Contacts (HR issues)

Corporate Human Resources and College Human Resources

Contact (Educational issues)

Academic Services

Contact (Training and development issues)

Institute for Academic Development

Document control

Dates	Approved: July 2017	Starts: 1 Sept 2017 (full implementation 2018-19)	Equality impact assessment: June 2017	Amendments: N/A	Next Review: 2020/2021
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Approving authority

Senate Learning and Teaching Committee (in consultation with Senate Researcher Experience Committee)

Consultation undertaken

Combined Joint Consultative and Negotiating Committee
Schools
Colleges
Edinburgh University Students' Association
UCU
Focus groups of tutors and demonstrators

Section responsible for policy maintenance & review

Academic Services, Institute for Academic Development and Human Resources.

Related policies, procedures, guidelines & regulations

www.ed.ac.uk/human-resources/recruitment

UK Quality Code

UK Quality Code Chapter B3 (Learning and Teaching)

Policies superseded by this policy

Code of Practice for Tutors and Demonstrators

Alternative format

If you require this document in an alternative format please email Academic.Services@ed.ac.uk or telephone 0131 651 4490.

Keywords

Tutors, demonstrators, induction, training

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Tutors and demonstrators are integral members of their course teams. The following framework is designed to ensure that tutors and demonstrators contributing to our on-campus and on-line courses receive appropriate support and guidance for the task and that they are well supported in providing excellent quality teaching. Those providing tutoring and demonstrating services comprise a heterogeneous group which includes postgraduate research students, post-doctoral research fellows and practitioners from various professional fields.

1. Recruitment processes

- 1.1 Recruitment of tutors and demonstrators must be in line with the University's [recruitment and selection policies and procedures](#). Schools must provide fair and equal opportunities to become tutors or demonstrators to those with the relevant knowledge and skills who may be interested, although the opportunities will vary across Schools and in some specific circumstances, the University's recruitment procedures may allow variations for certain categories of post.
- 1.2 The recruitment process must be completed in time to allow tutors and demonstrators to manage their commitments and to be given a formal induction to their roles before their duties commence (see section 5).
- 1.3 Recruitment and selection for posts must adhere to the University's [Conflict of Interest policy](#).

2. Contracts and Payment

- 2.1 This section applies to those who have a contract to deliver tutoring and demonstrating only, rather than those who may undertake some tutoring or demonstrating as part of their wider role or to research students required to undertake an amount of tutoring and demonstrating as a condition of their scholarship.
- 2.2 Tutors and demonstrators must receive a contract which must be issued and accepted before the tutor or demonstrator commences duties. Payment for duties will be made in line with University [pay and reward processes](#).
- 2.3 Employees are engaged on standard University of Edinburgh [conditions of employment](#) and must ensure they familiarise themselves with employee policies relevant to their post.
- 2.4 Tutors and demonstrators will be asked to undertake duties which are consistent with the grade at which they are paid. The relevant generic or specific job descriptions will set out these duties.
- 2.5 Tutors and demonstrators must be paid for all contact hours and such time as the School specifies is necessary to fulfil all their duties (see 3.1), in line with the relevant work allocation model. Tutors and demonstrators must also be paid for their formal induction and mandatory training associated with the contracted teaching and demonstrating (see section 5), and any School meetings at which attendance is mandatory (see section 3).

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2.6 For tutors and demonstrators who are current students, employment is offered for a fixed period of time related to the period of the programme of study. Tutors and demonstrators who are not current students may be offered employment on a fixed-term or open-ended basis. For fuller information please see the Appendix in the following guidance:

http://www.ed.ac.uk/files/atoms/files/fixed_term_contracts_-_reason_codes_golden_copy_october_2016.pdf

2.7 For postgraduate research students registered at the University, tutoring and demonstrating (or any other employment at the University) must not impede the successful completion of the students' own degrees and must not contravene any conditions their funding body applies regarding the number of hours of paid teaching or other employment that they can undertake. Full-time postgraduate research students must work no more than an average of 9 hours per week across the academic year and must discuss any proposed employment with their principal supervisor.

2.8 For students on Tier 4 visas, constraints on employment set by the UK Home Office will apply. Heads of School¹ are responsible for complying with University procedures which ensure that Tier 4 visa holders are not contracted to work in excess of the limits imposed by their visa.

3. Role and responsibilities

3.1 Tutors and demonstrators may contribute to a range of duties, and must be paid for all hours of work that the School has specified are necessary to fulfil these duties (see 2.5), which may include, but are not restricted to, the following:

- Seminars and workshops;
- Tutorials;
- Formative and summative marking and assessment of work (see 3.5-3.7);
- Laboratory and other practical classes;
- Field trips;
- Meetings with students (office hours);
- Giving and receiving feedback;
- Teaching administration, including mandatory course and team meetings; and
- Preparation for tutoring/demonstrating.

Allocation of tasks

3.2 It is the responsibility of the Course Organiser, or a suitably delegated member of staff, to allocate tasks to tutors and demonstrators, to provide guidance on the scope of and time required for particular tasks, and to supervise all tasks undertaken. The School should set out a fair and transparent process for allocating tasks and hours of work. The Course

¹ Hereafter, 'Head of School' may refer to the Head of School or suitably delegated member of staff. Schools should identify delegated staff members and communicate these to tutors and demonstrators via the key contacts information (see Appendix).

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Organiser is responsible for ensuring that tasks allocated are consistent with the job description, appropriate to the grade, and reasonable within the time allocated. The School must set out a clear, published, timeframe for allocating tasks and hours, so that tutors and demonstrators are informed of their work well in advance of commencement.

- 3.3 Should the Course Organiser, or a suitably delegated member of staff, deem it appropriate on an occasional basis for tutors and demonstrators to undertake limited tasks that are not normally applicable to their grade, but are thought to be useful for development reasons, the Course Organiser must provide appropriate levels of supervision for these tasks and provide the tutor or demonstrator with feedback on their performance. Where the Course Organiser identifies a substantial, on-going need for work done above the level normally undertaken by tutors and demonstrators, they must seek advice from the College HR Team on how to proceed.

Pastoral support

- 3.4 While tutors and demonstrators can act as a convenient first point of contact for students who wish to discuss personal problems, their role is to direct students to more specialised sources of pastoral support. Formal induction should include guidance on appropriate people within the School (e.g. a Personal Tutor) or University support services to whom students can be referred, and on relevant local procedures.

Involvement in assessment and feedback

- 3.5 The Head of School is responsible for appointing markers who contribute to the assessment process. Where the Head of School appoints tutors or demonstrators to undertake assessment and feedback duties, the Course Organiser has responsibility for allocating these duties and for ensuring that the type of tasks and the manner in which they are undertaken are in accordance with the [University's Taught Assessment Regulations](#).
- 3.6 Where tutors and demonstrators are allocated assessment and feedback duties, the Course Organiser is responsible for supporting and overseeing their work. This will include briefing tutors and demonstrators in advance on how to conduct all relevant aspects of the assessment and feedback process.
- 3.7 The Course Organiser has responsibility for ensuring that appropriate moderation processes are in place and for informing tutors and demonstrators of these arrangements. Typically, Course Organisers will organise more robust moderation processes when marking is undertaken by tutors and demonstrators.

4. Access to facilities and resources

- 4.1 Tutors and demonstrators must be given access to all facilities and resources that the Head of School specifies that they require to fulfil their duties, and a summary of these must be included in the formal induction (see section 5). Tutors and demonstrators must also be

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given the opportunity to be included in applicable fora designed to consult and liaise with staff members within the Schools in which they tutor or demonstrate.

5. Mandatory induction and training

5.1 Tutors and demonstrators must not commence their duties until the School has provided them with necessary formal induction on all core aspects of their role. Schools must have a formal induction plan and mandatory content is set out in the Appendix.

5.2 The School must determine the mandatory training which tutors and demonstrators must undertake in relation to the courses on which they are assigned to tutor or demonstrate. Mandatory training, and other ongoing training relating to tutoring and demonstrating generally may, in some circumstances, be delivered separately to the formal induction and may continue after tutoring or demonstrating duties have been commenced. Heads of School must recommend a necessary amount of training, taking account of the level at which tutors and demonstrators are teaching, and their experience.

6. Support, Feedback and Review

6.1 It is the responsibility of the Head of School to ensure that tutors and demonstrators are adequately supported in their roles and that their work is monitored satisfactorily. As well as the support provided by the Course Organiser, Schools may provide additional support to tutors and demonstrators, and information on sources of support and guidance must be communicated as part of the formal induction.

6.2 Feedback makes a valuable contribution to tutors' and demonstrators' experience and development. It is important that tutors and demonstrators receive constructive and relevant feedback on their performance in a timely manner and this feedback may be received through various channels.

6.3 Schools are responsible for providing tutors and demonstrators with a formal annual review of their development and progress. For tutors and demonstrators working 0.2 FTE or more this will take the form of an individual meeting, which should be undertaken by the Course Organiser or other suitable member of staff. For tutors and demonstrators defined as low-hours employees (working less than 0.2 FTE), alternative arrangements apply, see: www.ed.ac.uk/human-resources/learning-development/annual-review/guidelines/line-managers-reviewers/low-hour-employees. If tutors and demonstrators are currently postgraduate research students, reviews of their development and progress in tutoring and demonstrating must be separate from the postgraduate research annual review process.

7. Non-mandatory training and development

7.1 It is valuable for tutors and demonstrators to be given the opportunity to develop beyond their current tasks and the annual reviewer, or suitable alternative, must provide the

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opportunity to discuss with them the availability of any optional training which will allow this development. This training might include courses or briefing meetings organised by the School or the Institute for Academic Development (IAD).

8. Resolving problems

- 8.1 If tutors and demonstrators experience any difficulties relating to their duties, they should make an appointment with the key contact outlined by the Head of School in their induction. Where tutors and demonstrators who are current students experience issues in balancing work with studies, they should speak to their principal supervisor in the first instance.

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APPENDIX

Formal Induction Plan

Each School must form an induction plan for tutors and demonstrators which must include the following:

Key contacts

- Whom tutors and demonstrators should contact in case of any queries about the course (e.g. Course Organiser), their development, their contract or pay (e.g. School office staff) (advise two different people in case of absence or conflict).
- An introduction to all key people in relevant formal roles in the School, including those in a supporting or guiding role.

Contracts, pay and duties

- How many hours tutors and demonstrators are expected to work (including detail of preparation time, marking time, teaching time).
- The tasks for which tutors and demonstrators will be paid.
- How much tutors and demonstrators will be paid for this work, when they will be paid, and how they will be paid.

Course and subject specific information (as relevant to specific roles)

- Course content and processes.
- The facilities and resources that are available to tutors and demonstrators.
- How administrative tasks related to teaching operate for the course/subject
- Detailed marking criteria (where tutors are involved in assessment).
- Feedback or review arrangements that are in place and when these processes will occur, including how tutors and demonstrators may provide feedback on their experiences.

Roles and responsibilities

- The expectation of tutors and demonstrators in terms of teaching and assessment responsibilities.
- The role of tutors and demonstrators in relation to pastoral support for students, including information regarding the key staff in the School with a role in providing pastoral support, local procedures for referring students, record keeping and confidentiality issues.

Relevant policies and procedures

- This Policy document.

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- Arrangements for making tutors and demonstrators aware of reasonable adjustments that they need to make for students with disabilities.
- Information about any teaching-related accessibility, equality, and diversity policies (e.g. Accessible and Inclusive Learning Policy).
- Any confidentiality or data rules or processes within the School.
- Relevant health and safety guidance.
- Any School handbooks or other documentation for tutors and demonstrators.
- All relevant employment policies.

Training and development

- Mandatory training activities.
- Additional development opportunities (e.g. Institute for Academic Development provision and support, including workshops, and support towards Higher Education Academic accreditation)
- Sources of guidance on best practice and teaching methods
- Advice on how to structure and organise preparation time.

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List of policies linked in the document:

Recruitment Policies:

<http://www.ed.ac.uk/human-resources/recruitment>

Policy on Conflict of Interest:

http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Conflict_of_Interest.pdf

Pay and reward processes:

<http://www.ed.ac.uk/human-resources/pay-reward>

Pay scales:

<http://www.ed.ac.uk/human-resources/pay-reward/pay/pay-scales>

Fixed-term contracts – reasons:

http://www.ed.ac.uk/files/atoms/files/fixed_term_contracts_-_reason_codes_golden_copy_october_2016.pdf

Conditions of employment:

<http://www.ed.ac.uk/human-resources/jobs/applying/conditions>

Taught Assessment Regulations:

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

Low Hour Employees:

<http://www.ed.ac.uk/human-resources/learning-development/annual-review/guidelines/line-managers-reviewers/low-hour-employees>