

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Policies superseded by this policy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

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teaching and demonstrating (see section 5), and any School meetings at which attendance is mandatory (see section 3).

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 [Policy on the Use of Fixed Term Contracts](#).

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

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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of work. The Course 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

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these must be included in the formal induction (see section 5). Tutors and demonstrators must also be 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.

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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 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.csq.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:

https://www.ed.ac.uk/files/atoms/files/ftc_policy_golden_copy_october_2016.pdf

Conditions of employment:

<https://www.ed.ac.uk/human-resources/policies-guidance/conditions-service>

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>