

The University of Edinburgh

Code of Practice on Tutoring and Demonstrating

Guidance on tutors' and demonstrators' rights and responsibilities – what you should expect as a tutor or demonstrator and what the University expects from you.

The Code of Practice is designed to ensure that all tutors and demonstrators and those locally responsible for overseeing their work have a clear understanding both of what tutors and demonstrators have a right to expect from the University and from the School in which they carry out their teaching and of what is expected of them in meeting their contractual obligations.

This Code applies equally to tutors and demonstrators who have teaching responsibilities as part of a contractual obligation defined elsewhere (e.g. postgraduate students on scholarships, and people taking tutorials or demonstrating while on Research Contracts) other than where the Code refers to terms and conditions of employment which, by their nature, only apply to staff employed by the University of Edinburgh and must comply with relevant employment legislation.

Schools may develop local rules that apply these guidelines to fit their particular circumstances.

Main Principles

1. The University recognises that tutors and demonstrators play a valuable and significant part in the delivery of Undergraduate courses and accordingly maintains that they should be regarded as integral members of the course team in which they play a part.
2. Where a tutor or demonstrator is employed by the University of Edinburgh (rather than undertaking a scholarship) the terms and conditions of employment must comply with the University's recruitment and employment policies and practices.
3. Tutors and demonstrators should be briefed and supported as part of the course team, through regular and reliable communication channels; and should enjoy access to the resources necessary for carrying out their roles satisfactorily.
4. Where tutors and demonstrators are employed by the University they should be rewarded for all the work that is expected of them in carrying out their roles. (There may be exceptional cases in which this does not apply, such as where the teaching activity is required under another contract or for accreditation.) This includes payment for contact time with students and for significant time spent outside those contact hours where these activities are explicitly or effectively required by the course team, in:
 - preparing for classes;
 - marking students' work and providing feedback;
 - course-related administrative activities; and
 - providing other guidance to students.

One-off training and briefing activities, though essential, are not normally paid for. Payment for time-consuming scheduled meetings that occur regularly, and where

attendance and participation is not optional (e.g. preparatory meetings for laboratory classes and frequent feedback meetings), however, is strongly recommended.

5. Full and ultimate responsibility for the quality of course delivery, and for meeting the resources necessary for quality course delivery, lies with academic staff other than tutors and demonstrators.

6. The deployment of tutors and demonstrators must be subject to being formally and regularly reviewed and monitored at School, College and University levels with appropriate reporting procedures.

Responsibilities of the Schools and the University

Background Issues

1. It is a well-established practice at The University of Edinburgh that in many courses (particularly in the first and second years of undergraduate courses) important contributions to tutorial and practical teaching are made by appropriately qualified tutors and demonstrators under the guidance and supervision of, and alongside, other staff on the course team. Such responsibilities may be undertaken by postgraduate research students, postdoctoral fellows, research officers, former postgraduates, and others.

2. The contributions tutors and demonstrators make are highly valued:

- by students, who benefit from the talents and energies which tutors and demonstrators bring to their teaching;
- by the Institution, in maintaining the scope and quality of tutorial and practical teaching in a period of constrained resources;
- by tutors and demonstrators themselves, through the enhancement of their own knowledge, skills and experience.

Recruitment

3. The University, through its Schools, has a responsibility to appoint tutors and demonstrators with the appropriate skills and qualifications (including the ability to communicate effectively) required for the position. Furthermore, all recruitment must be fair and satisfy The University's recruitment and equal opportunities guidelines. In particular, the process of recruitment should be clearly and publicly laid down within Schools; and opportunities for tutoring and demonstrating work should be widely and openly publicised within the subject area.

4. Where tutors or demonstrators are required to undertake teaching duties as part of a contract determined elsewhere (such as 'teaching studentships', 'teaching scholarships', and certain Contract Research Staff agreements), it is the responsibility of the School to ensure that they are both qualified and prepared to engage fully with their teaching duties.

5. Other than those who have agreed to do so as part of the requirements of another contract, no-one should be compelled to undertake tutoring or demonstrating.

6. When tutors or demonstrators are full-time postgraduate students, some responsibility for their workload lies with the University, and it is therefore important that they obtain permission from their supervisor for all the work they agree to undertake before they sign a contract. Similarly, when they are supported by a

funding council that expects them to be full-time engaged in research, they should check with their supervisor that the teaching enhances their research activity. In any case, 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. Different criteria will apply when a student comes from outwith the EU.

7. Schools must check that non-European Union students appointed to carry out tutoring or demonstrating duties are legally entitled to undertake paid work in the UK and do not exceed the immigration limits on hours worked.

8. Heads of School (or their appointed delegate) should keep an overview of the number of contact hours and the suitability of the work that is undertaken by each individual.

9. Schools should keep copies of tutors' and demonstrators' individual documentation and record details such as contact information, their areas of expertise, and the name of their supervisor (where appropriate).

Contracts and Remuneration for tutors and demonstrators employed by the University of Edinburgh

10. The Head of School (through the School Administrator) is formally responsible for ensuring that everyone who is employed as a tutor or demonstrator is offered work in keeping with the University's guidelines on the employment of casual, fixed term and open ended staff including ensuring all pre-employment checks are adequately undertaken. Course organisers may be delegated responsibility for recruiting tutors and demonstrators, and for allocating contract hours and responsibilities within these terms.

11. On appointment formal notification of the details of the work to be undertaken will be provided to the tutor/demonstrator including:

- a) the number of hours they are expected to work including additional hours for significant tasks that are expected to take place out of contact hours (see below under payment);
- b) the period of employment and the courses on which they will teach;
- c) what this work consists of (including possibilities for engaging with this work off campus);
- d) what they will be paid;
- e) who is responsible for supervising their work and briefing them.

12. Relevant employment documentation must be issued to all employed tutors and demonstrators, including fieldwork demonstrators and those without contact hours; and a briefing arranged before they start work or as soon as possible after this date.

13. Significant additional tasks that are expected to take place outside contact hours (such as marking, administration, pastoral work or on-line coursework) will be explicitly specified in the employment documentation and subject to further remuneration at the published rate.

14. Tutors/demonstrators without contact hours but who carry out significant tasks such as marking should similarly be paid at the published rate for the agreed number of hours.

15. Schools are given some flexibility in setting the payment for fieldwork demonstrators but are expected to be able to justify the level of payment in terms of

the responsibilities taken on by the demonstrator and the benefits they gain from it. This payment scheme should be consistently applied across the School. In some cases, payment may be in kind (e.g. where field experience is necessary for professional development). Fieldwork demonstrators should not be expected to pay for travel and accommodation.

Guiding and Supporting Tutors and Demonstrators and Monitoring their Work

16. It is the responsibility of the Head of School (or the appointed delegate), to ensure that all tutors and demonstrators are adequately prepared for and supported in their teaching positions; and that their work is monitored satisfactorily. In particular, the Head of School (or the appointed delegate) must ensure that the Course Organiser or another local mentor in association with other agencies within the University prepares tutors and demonstrators for their roles. The timing and form of the briefing should be mutually convenient; and where appropriate, will include:

- a) an overview of the course content and its relation to the course learning outcomes;
- b) an explanation of the role of the classes in the wider context of the course's delivery; how the students are expected to be taught in these classes; and what the tutors' and demonstrators' role is in this context;
- c) an explanation of how the course is administered, and how tutors and demonstrators can interact with the other members of the course team.
- d) a discussion of how much marking of students' work is to be undertaken by them; what exactly these tasks involve; roughly how long this is expected to take them; when marking must be completed; from whom guidance can be obtained; and what measures are in place for monitoring marking (see more detailed guidelines specifically under 'Monitoring and Delegation of Assessment' below);
- e) a discussion of the extent of the pastoral role and responsibilities (and the boundaries to these) of tutors and demonstrators, including how they are expected to make themselves accessible; how they keep and pass on records; and how and where to refer students when required (see more under 'Pastoral Work' below);
- f) an explanation of how they are expected to be involved in the collection of feedback from students about the course, and how to pass this on.

17. Tutors and demonstrators should be given feedback about their own performance and the Course Organiser should ensure they are alerted to feedback collected by the School as part of the normal process of course monitoring.

Course Materials, Facilities and Other Resources

18. The Course Organiser is responsible for ensuring that tutors and demonstrators are provided (free of charge and automatically) with essential course materials (such as a course booklet, laboratory manuals, handouts and reading lists) and access to libraries.

19. Before the start of their teaching duties (or as soon as possible after that date), tutors and demonstrators should be provided with any office facilities that they need to discharge their duties (such as stationery, computing, printing and photocopying). Tutors and demonstrators without an office in the School should in addition be given a pigeonhole and reasonable storage space.

20. Schools should do their best to provide tutors with a list of students who are expected to attend their tutorial, as well as information about the location and timing of the classes in good time.

21. The School must also facilitate the implementation of the University's requirement to put in place additional measures (as far as is considered reasonable and practical)

to enable disabled tutors and demonstrators to carry out teaching and teaching-related duties, and to support them in their roles once they have been appointed.

Monitoring and Delegation of Assessment

22. Where tutors and demonstrators are given assessment-related duties, the type of work and the manner in which this is delegated should be in accordance with the University's Assessment Regulations.

23. The Head of School (or the appointed delegate) should satisfy him/herself that none of the tutors and demonstrators with marking responsibilities can be reasonably regarded as having a strong personal interest in the students whose work they are asked to mark.

24. Only members of the Examination Board for a course can award marks to students. Thus, any marks that are assigned by tutors and demonstrators are preliminary until they have been validated by an appropriate member of the Examination Board, as designated by the Convenor of the Board.

25. The Course Organiser is responsible for checking that the marking that is done by tutors and demonstrators is to the required standard and in line with other markers on the course team (e.g. by double marking a sample of the work, plotting the distribution of the marks, paired marking). Tutors and demonstrators should be informed of these measures and how they are expected to participate.

26. Where marking an assignment forms part of the formal responsibilities of tutors and demonstrators, the Course Organiser is responsible for ensuring that they are fully prepared for this task. This will include informing them well in advance of:

- a) the criteria to be applied in assigning a mark to the work, and how to handle work to which special circumstances apply (such as work from dyslexic students, and work that is handed in late or incomplete);
- b) the amount and type of feedback they are expected to give students on their assignments;
- c) the detailed arrangements for the collection and return of students' work; the turn-around time; and how they are expected to record and pass on the marks.

Safety

27. The Head of School (or the appointed delegate) is responsible for safety in teaching laboratories and on fieldwork; and such responsibility should not be delegated to demonstrators. Training and support of demonstrators in dealing with emergencies, and other arrangements around ensuring safe fieldwork and laboratory practice must be in accordance with The University's Health and Safety Policy and any additional local regulations.

Pastoral Work

28. Tutors and demonstrators can be the first point of contact for students who wish to discuss personal problems. Course Organisers should make it clear to tutors and demonstrators that they have an important but limited responsibility in this realm. Briefing should include guidelines about appropriate people within the School (like the Director of Studies) and University agencies to which students can be referred; local procedures around referring students; record keeping and confidentiality issues; and information about particular students (such as learning profiles) that tutors and demonstrators are expected to know.

Tutors' Rights and Responsibilities

What you have a right to expect as a tutor

Recruitment, Employment Details and Remuneration

1. The University has a responsibility to appoint tutors with the appropriate skills and qualifications required for the position. Furthermore, all recruitment must be fair; and satisfy The University's equal opportunities guidelines.
2. Where a tutor or demonstrator is employed by the University of Edinburgh (i.e. not on a scholarship) the details under which you are appointed will be in keeping with the University's guidelines on the employment of casual, fixed term or open ended staff.
3. On appointment, formal notification of the details of the work to be undertaken will be provided to you, including:
 - a) the number of hours you are expected to work (including additional hours for significant tasks that are expected to take place out of contact hours);
 - b) the period of employment and the courses on which you will teach;
 - c) what this work consists of (including possibilities for engaging with this work off campus);
 - d) what you will be paid;
 - e) who is responsible for supervising and briefing you.
4. A briefing will be arranged before your first teaching session or as soon as possible after this date.
5. Significant additional tasks that are expected to take place outside contact hours (such as marking, administration, pastoral work or on-line coursework) will be explicitly specified to you and may be subject to further remuneration at the published rate.
6. Tutors without contact hours but who carry out significant tasks such as marking should similarly be paid at the published rate for the agreed number of hours.
Guidance and Support
7. The Course Organiser or another local mentor in association with other agencies within the University will prepare you for and support you in your teaching position. The timing and form of a preparatory briefing should be mutually convenient and when appropriate, will include:
 - a) an overview of the course content and its relation to the course learning outcomes;
 - b) an explanation of the role of these classes in the wider context of the course's delivery; how the students are expected to be taught in these classes; and the tutor's role in this context;
 - c) an explanation of how the course is administered, and how you can interact with other members of the course team;
 - d) a discussion of how much marking of students' work is to be undertaken by you; what exactly these tasks involve; roughly how long this is expected to take you; when marking must be completed; from whom guidance can be obtained; and what measures are in place for monitoring your marking (see also under 'Assessment' below);
 - e) a discussion of the extent of your pastoral role and responsibilities (and the

boundaries to these), including how you are expected to make yourself accessible; how you keep and pass on records; and how and where to refer students on when required (see also under 'Pastoral Role' below);
f) an explanation of how you are expected to be involved in the collection of feedback from students about the course, and how to pass this on.

Course Materials, Facilities and Resources

8. You will be provided (free of charge and automatically) with essential course materials (such as a course booklet, handouts and reading lists) and access to libraries.

9. Before you start your teaching duties (or as soon as possible after that date), you should be provided with the office facilities that you need to discharge your duties (such as stationery, computing, printing and photocopying). Tutors without an office in the School, should also be given a pigeonhole and reasonable storage space.

10. You will be provided with a list of students who are expected to attend your tutorial, as well as information about the location and timing of the classes in good time.

11. The University is required to put in place additional measures (as far as is considered reasonable and practical) to enable disabled tutors to carry out teaching and teaching-related duties, and to support them in their roles once they have been appointed.

Your responsibilities

12. The University, the School and the students greatly value you as a tutor, and they depend on you for the significant contribution you make as a member of the course team. They expect you to recognise this and thus to take your teaching and related responsibilities seriously.

13. If you are a full-time postgraduate student, some responsibility for your workload lies with the University. It is important therefore that you obtain permission from your supervisor for all work that you agree to undertake before you sign a contract. Similarly, if you are supported by a funding council that expects you to be full-time engaged in research, you should check with your supervisor that the teaching enhances your research activity. In any case, the number of hours in which you will be engaged in teaching and related duties (including preparation) should not normally exceed 66 hours during the eleven semester weeks. Different criteria will apply if you come from outwith the EU.

14. You are expected to take part in all briefing and training that you and the Course Organiser have agreed to be appropriate. This might include courses or briefing meetings organised by the Course Organiser, the School, or the Centre for Teaching, Learning & Assessment; or careful study of relevant documents, including the TLA publication 'Tutoring and Demonstrating: a Handbook'.

15. You should arrive punctually at your tutorial class. If you have to miss or rearrange a class or are otherwise unable to fulfil your responsibilities, you must inform the Course Organiser or other School staff at the earliest opportunity.

16. You should provide attendance information as specified by the Course Organiser, if required.

17. Any assessment duties must be completed by the agreed deadlines.
18. If students approach you for help on other aspects of the course, you should refer them to another member of the course team for help.
19. Tutors can be the first point of contact for students who wish to discuss personal problems. You have an important but limited responsibility in this realm (see under Pastoral Role below).
20. There is no obligation on you to provide help to students outside the formal contact hours agreed in advance with the Course Organiser.

Other issues

Assessment

21. In accordance with the University Assessment Regulations, markers are not permitted to assess work of anyone in whom they can be reasonably regarded as having a strong personal interest.
22. Furthermore, only members of the Examination Board for a course can award marks to students. Thus, any marks that you assign are preliminary until they have been validated by an appropriate member of the Examination Board, as designated by the Convenor of the Board.
23. The Course Organiser is responsible for checking that the marking you do is to the required standard and in line with other markers on the course team (e.g. by double marking a sample of your work, plotting the distribution of your marks, paired marking). You will be informed of these measures and how you are expected to participate.
24. Where you are asked to mark an assignment that forms part of the formal in-course assessment, the Course Organiser will be responsible for ensuring that you are fully prepared for this task. This will include being told well in advance about the criteria to be applied in assigning a mark to the work; and how to handle any work to which special circumstances apply (such as work from dyslexic students, and work that is handed in late or incomplete).
25. You will be informed of the amount and type of feedback you are expected to give students on their coursework.
26. You will also be informed, well in advance, of the detailed arrangements for the collection and return of their work; the turn-around time; and how you are expected to record and pass on the marks.

Pastoral Role

27. When you are approached for guidance over personal matters, you should respond sensitively and treat the matter with discretion. Do not promise absolute confidentiality and advise the student that you may need to consult another staff member.
28. Where there may be implications for the student's performance in their course

work, encourage the student to inform the Course Organiser and his/her Director of Studies at an early opportunity.

29. The Course Organiser is expected to inform you of any students with disabilities for whom additional support has been agreed, as specified in their learning profile.

30. Be aware of boundaries: it is not appropriate to get involved with your students on matters not directly related to their course work. You are advised to familiarise yourself with the University agencies that provide support to students on a range of issues.

Complaints

31. If you experience any difficulties, you should in the first instance speak to the Course Organiser. If this does not resolve the problem you should make an appointment with the Head of the School Teaching Organisation or, where there is not one which covers the course, the Head of School.
Demonstrators' Rights and Responsibilities (including Fieldwork Demonstrators)

What you have a right to expect as a demonstrator

Recruitment, Employment Details and Remuneration

1. The University has a responsibility to appoint demonstrators with the appropriate skills and qualifications (including adequate language ability) required for the position. Furthermore, all recruitment must be fair; and satisfy The University's equal opportunities guidelines.

2. Where you are employed by the University the terms and conditions under which you are appointed will comply with employment legislation.

3. On appointment, formal notification of the details of the work to be undertaken will be provided to you, including:

- a) the number of hours you are expected to work (including additional hours for significant tasks that are expected to take place out of contact hours);
- b) the period of employment and the courses on which you will teach;
- c) what this work consists of;
- d) what you will be paid;
- e) who is responsible for supervising and briefing you.

4. A briefing must be arranged before your first teaching session or as soon as possible after this date.

5. You will be paid at the published rate for the hours in which you are working with students ('contact hours'). You may be expected to mark students' laboratory notebooks without further remuneration, provided that this will mostly be able to be done within the normal laboratory hours.

6. Significant additional tasks that are expected to take place outside contact hours (such as administration, pastoral work, on-line coursework and marking) will be explicitly specified to you and may be subject to remuneration at the published rate.

7. Demonstrators without contact hours but who carry out significant tasks such as

marking should similarly be paid at the published rate for the agreed number of hours.

Guidance and Support

8. The Course Organiser or another local mentor in association with other agencies within the University will prepare you for and support you in your teaching position. The timing and form of a preparatory briefing should be mutually convenient and when appropriate, will include:

- a) an overview of the course content, the laboratory work within this, and its relation to the course learning outcomes;
- b) an explanation of how the students are expected to be taught in the laboratory classes, and your role in this;
- c) an explanation of how the course is administered, and how you should interact with staff on the course team, including technical staff who prepare and support the laboratory sessions;
- d) a discussion of how your marking is to be undertaken, the criteria to be used, from whom further guidance can be obtained; and the feedback you should give to the students on their work;
- e) a discussion of the extent of your responsibilities with regard to the safe running of the laboratory classes under your supervision; and specific procedural matters connected with School safety (fire alarms and evacuation procedures, accident reporting etc);
- f) an explanation of how you are expected to be involved in the collection of feedback from students about the course, and how to pass this on.

Course Materials, Facilities and Resources

9. You will be provided (free of charge and automatically) with essential course materials (such as a course booklet, laboratory manual, handouts and reading lists) and access to libraries.

10. Before you start your teaching duties (or as soon as possible after that date), you should be provided with any office facilities that you need to discharge your duties (such as stationery) and reasonable storage space.

11. You will be provided in good time with information about the location and timing of the classes.

12. The University is required to put in place additional measures (as far as is considered reasonable and practical) to enable disabled demonstrators to carry out teaching and related duties, and to support them in their roles once they have been appointed.

Your Responsibilities

13. The University, the School and the students greatly value you as a demonstrator, and they depend on you for the significant contribution you make as a member of the course team. They expect you to recognise this and thus to take your teaching and related responsibilities seriously.

14. If you are a full-time postgraduate student, some responsibility for your workload lies with the University. It is therefore important that you obtain permission from your supervisor for all work that you agree to undertake before you sign a contract. Additionally, if you are supported by a funding council that expects you to be full-time engaged in research, you should check with your supervisor that the teaching

enhances your research activity. In any case, the number of hours you will be engaged in teaching and related duties should not normally exceed 66 hours during the eleven semester weeks. Different criteria will apply if you come from outwith the EU.

15. You are expected to take part in all briefing and training that you and the Course Organiser have agreed to be appropriate. This might include briefing meetings organised by the Course Organiser, courses run by the School (in association with the Centre for Teaching, Learning & Assessment) or careful study of relevant documents, including the TLA publication 'Tutoring and Demonstrating: a Handbook'.

16. You should arrive punctually at your laboratory class, and remain there until the last student has departed. If you have to miss or rearrange a class or are otherwise unable to fulfil your responsibilities, you must inform the Course Organiser or other School staff at the earliest opportunity.

17. You should provide attendance information as specified by the Course Organiser, if required.

18. Any assessment duties must be completed by the agreed deadlines.

19. If students approach you for help on other aspects of the course, you should refer them to another member of the course team for help.

20. Demonstrators can be the first point of contact for students who wish to discuss personal problems. You have an important but limited responsibility in this realm (see under Pastoral Role below).

21. The full responsibility for laboratory safety resides with the Head of School (or his/her delegate) and cannot be delegated to you.

22. You have a responsibility to familiarise yourself with the particular safety profile of the laboratory, so that you know what to do in an emergency. In particular, you should know:

- a) how to call for help;
- b) the location of the nearest First Aid cabinet and how to find a first-aider;
- c) how to evacuate the laboratory;
- d) the locations and mode of operation of extinguishers;
- e) the locations of the technical staff on duty.

23. There is no obligation on you to provide help to students outside the formal contact hours agreed in advance with the Course Organiser.

OTHER ISSUES

Assessment

24. In accordance with The University Assessment Regulations, markers are not permitted to assess work of anyone in whom they can be reasonably regarded as having a strong personal interest (such as a relative or partner).

25. Furthermore, only members of the Examination Board for a course can award marks to students. Thus, any marks that you assign are preliminary until they have

been validated by an appropriate member of the Examination Board, as designated by the Convener of the Board.

26. The Course Organiser is responsible for checking that the marking you do is to the required standard and in line with other markers on the course team (e.g. by double marking a sample of your work, plotting the distribution of your marks, paired marking). You should also be informed of these measures; and how you are expected to participate.

27. Where you are marking an assignment that forms part of the formal in-course assessment, the Course Organiser will be responsible for ensuring that you are fully prepared for this task. This will include being given well in advance the criteria to be applied in assigning a mark to the work; and how to handle any work to which special circumstances apply (such as work from dyslexic students, and work that is handed in late or incomplete).

28. You will be informed of the amount and type of feedback you are expected to give students on their course work.

29. You will also be informed, well in advance, of the detailed arrangements for the collection and return of students' work; the turn-around time; and how you are expected to record and pass on the marks.

Pastoral role

30. When you are approached by a student for pastoral guidance over personal matters, you should respond sensitively and treat the matter with discretion. Do not promise absolute confidentiality and advise the student that you may need to consult another staff member.

31. Where there may be implications for the student's performance in their course work, encourage the student to inform the Course Organiser and his/her Director of Studies at an early opportunity.

32. The Course Organiser is expected to inform you of any students with disabilities for whom additional support has been agreed, as specified in their learning profile.

33. Be aware of boundaries: it is not appropriate to get involved with your students on matters not directly related to their coursework. You are advised to familiarise yourself with the procedures for providing support to students.

Fieldwork

34. If you are involved with fieldwork (i.e. any teaching activity that takes place away from a university campus), you have an additional duty to help avoid accidents and keep students safe. A key role is to ensure that students neither lag behind nor run ahead of the group. Attendance on a First Aid course is encouraged but not obligatory.

35. In accordance with the University's Health & Safety Policy, only qualified minibuss drivers are allowed to drive minibuses. When fieldwork assistants are being recruited, preference may be given to people who have this qualification, however, there is no obligation on you to become qualified.

36. Payment for assisting on fieldwork is not a simple matter of multiplying contact hours by the published rate. Some fieldwork is, in effect, a laboratory class

conducted in the field, and payment should reflect the number of these teaching hours. Other field courses (e.g. residential trips) will be paid according to agreed nominal hours worked. In some cases, payment may be “in kind” (e.g. where the field experience is required by the demonstrator for professional development). In any case, you should expect not to have to pay for travel and accommodation. Schools are given flexibility in the payment for field teaching but are expected to apply this payment scheme consistently across the School and to be able to justify it in terms of the responsibilities taken on by you and the benefit you gain.

Complaints

37. If you experience any difficulties, you should in the first instance speak to the Course Organiser. If this does not resolve the problem you should make an appointment with the Head of the School Teaching Organisation or, where there is not one which covers the course, the Head of School.

Approved by Senate: 8 June 2005