



THE UNIVERSITY *of* EDINBURGH
School of History, Classics
& Archaeology

**Handbook for Part-Time
Tutoring and Demonstrating Staff**

2023/2024

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Welcome

Welcome to the tutoring and demonstrating staff of the School of History, Classics and Archaeology. The School attracts students from across the world, and the three subject areas of the School – History, Classics and Archaeology – between them offer some 26 HCA owned undergraduate Honours degree programmes, as well as providing the opportunity for various combined Honours degrees with other, mainly CAHSS, Schools.

Your role as a tutor or demonstrator on an undergraduate course is both central to the workings of the School and an important component of your ongoing academic training. Our tutors and demonstrators play a key role in the undergraduate experience, and are highly valued by staff and students alike.

This handbook provides general information on tutoring and demonstrating within the School and is aimed particularly at tutors and demonstrators on first- and second-year (pre honours) courses (for specific guidance on third- and fourth-year honours courses please see the individual course organisers). The format and requirements of tutorials vary from course to course and across subject areas, so if you find something is missing from this handbook, do not hesitate to ask course organisers, administrative staff or fellow tutors.

For more information, please visit the HCA Teaching Support website:

www.ed.ac.uk/history-classics-archaeology/about-us/working-with-us/teaching-support

All tutors and demonstrators are required to attend pre-sessional briefing sessions.

For more information regarding the training sessions please see: www.ed.ac.uk/history-classics-archaeology/about-us/working-with-us/teaching-support/useful-information-for-tutors/training-opportunities-for-tutors-and-demonstrator

Please note that it is essential for all new and existing tutors/demonstrators to attend all training sessions as some systems or processes may have changed since last years' sessions.

Tutoring and demonstrating staff

The Benefits of Being a Tutor or demonstrator

Tutoring or demonstrating can be a rewarding experience, providing you with a chance to develop transferable skills which are relevant to the world of academia and beyond:

- **Knowledge:** Tutoring or demonstrating on an undergraduate course can help develop your understanding of subject material outside your own area of research, or refresh your knowledge of general concepts and ideas.
- **Organisation:** This can range from organising meetings with individual students who wish to discuss their work, to liaising with academic staff, administrative staff and other tutors to discuss pastoral and academic issues. Balancing tutorial or demonstrating preparation and your own work can be demanding, but it is also helpful in developing time management skills. Experiencing how an undergraduate course is run and taught can also provide you with some of the skills required to develop your own course or courses in the future, something which is becoming increasingly important for postdoctoral teaching positions.
- **Communication:** Tutors and demonstrators develop skills in articulating ideas and concepts in a manner that can be understood by people of various backgrounds. Being able to absorb and interpret the ideas of others is a valuable skill in any workplace.
- **Administration:** As a tutor or demonstrator you will gain insights into different parts of the University. You will become familiar with various administrative processes at both subject area and school levels, and will be working with a range of different members of staff.

Hours offered and contract payment

Tutoring and demonstrating work will be offered to existing Teaching Support staff in the first instance, ensuring that contracted Guaranteed Hours staff receive an offer of work that covers the minimum number of contracted hours. Where there are still remaining tutoring or demonstrating positions to fill, new applicants will be considered.

Who is eligible to apply for Teaching Support work with us?

The School of History, Classics and Archaeology will routinely offer Guaranteed Hours Teaching Support work to:

- History, Classics or Archaeology current PhD students
- PhD students registered on a related programme from another School, who believe they have suitable knowledge and experience

In order to apply to become a tutor or demonstrator you must meet the following criteria:

- Must be a Fully matriculated PhD student at the University of Edinburgh for the full period of the work to be undertaken
 - Priority will be given to students within their Prescribed period of study
- We cannot give you a contract beyond your Maximum end date recorded on EUCLID
- Must have the right to work in the UK

- Must have the approval of your Supervisor

For postgraduate students registered at the University, who are employed as a tutor or demonstrator (or any other employment at the University) any employment 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.

[Right to Work](#)

In accordance with the Immigration, Asylum and Nationality Act 2006 the University of Edinburgh, an employer has a legal responsibility to prevent illegal working and therefore must check that all employees are entitled to work in the United Kingdom (UK).

To do so, the University of Edinburgh needs to see original documents evidencing right to work in the UK before the start of employment. The School Resources Team will be in contact to ask you to provide the documentation at the appropriate point.

If you are a continuing Tutor or Demonstrator and have already provided your legal right to work in the UK documents you will only need to provide your legal right to work in the UK if your documentation has been updated or changed, for example if your Visa/BRP has expired. It is your responsibility to renew your Right to Work when needed.

Students studying on a Tier 4 or Student visa

Tier 4 and Student Visas impose strict restrictions on working in the UK and if you hold a Tier 4 or Student Visa, you must adhere to these restrictions. Your entry clearance vignette (visa sticker in your passport), Biometric Residence Permit (BRP) or your official CONFIRMATION VISA email will tell you if you are allowed to work.

More detailed information and help is available through the Student Immigration Service at [Working in the UK during studies](#).

Please also see further information and the University Policy for the recruitment, support and development of tutors and demonstrators at

[Tutors and demonstrators](#)

Group allocation process

Existing tutors and demonstrators are asked on an annual basis in Semester 2 to complete an Availability form to update their information which is held by the Resources Team, to inform allocations and availability for work in the following session.

The information that you provide on this form is used to match you with the appropriate Teaching Support positions as they become available. It is also an opportunity for you to let us know the courses and areas you would be interested in to further develop your teaching skills.

Over the course of the summer, the School Resources Team works with Teaching Directors and Heads of Subject to match tutors and demonstrators to available positions, taking into account previous experience, expertise, knowledge, and development requests.

In cases where you have put yourself forward for a position that you didn't have previous experience on, the relevant member of academic staff will be encouraged to meet with you to establish whether you meet with the criteria required to perform the role; e.g. awareness and knowledge of the course content. This is not expected to take the form of a formal interview, but is a necessary step in order to maintain the quality of all courses. All new Tutors and Demonstrators will be interviewed and references obtained.

Over the course of the summer, the School Resources Team then communicates provisional offers of work to existing tutors and demonstrators, which can be subject to change as the availability of colleagues' changes, additional groups required to cover due to increased student numbers, etc. The timing of this communication varies between Subject Areas.

Once a tutor or demonstrator has accepted their provisional offer, College HR and the School Resources Team work to complete and issue the required annual refresh of hours being offered, and breakdown of hours information, which tutors must officially accept by emailing hca-teaching-support@ed.ac.uk before work can commence.

Tutoring and Demonstrating contracts

Your contract and contracted hours

On your appointment as an HCA Tutor or Demonstrator, you will be issued with a Guaranteed Hours contract which will be linked to the end of your third year of study as a PhD student. This will be updated annually, with an offer of a minimum number of contracted hours per session (if you are a registered PhD student, these will be per University guidelines).

If the School establishes a need to appoint any non-students, fourth, fifth year PhD students, their contract will be linked to the end of the semester they will receive payment for, which for some employees may result in a break in service.

Each tutor and demonstrator will also be provided with further information from the School Resources Team detailing the courses offered, and their allocation of hours that can be claimed for each assigned tutorial or demonstrating group.

Tutors and demonstrators are paid for all the work they are required to do by the School of History, Classics and Archaeology, including when such work relates to induction, required training and continuous professional development. Please see below for details of required Induction and Training.

Tutors and demonstrators must not work any additional hours, over and above those offered on the Breakdown of Hours letters, without the express permission of their line managers and the HR Team. Please contact the administrative line manager, hca-teaching-support@ed.ac.uk in the first instance. They will approve an increase in hours in conjunction with the academic line manager, course organiser, HR Team and where applicable, your PhD supervisor.

Tutors and demonstrators receive a contract which must be issued and accepted before the tutor or demonstrator commences duties.

Resignation

An employee intending to terminate their appointment with the University is required to give notice of their intention in writing to their line manager. The notice period is detailed in the relevant terms and conditions.

You must formally resign from your post detailing the reasons for your resignation and including the date you wish to resign. This must be sent to the administrative line manager, hca-teaching-support@ed.ac.uk and the HR team, hca-hr@ed.ac.uk. The administrative line manager will inform the academic line manager and appropriate Course Organisers. Please note your P45 will be sent to the address recorded in People and Money.

The notice period will not begin to run until notice is given in writing.

At the end of each session (during the early part of summer vacation), the School will identify and contact inactive Guaranteed Hours (GH) staff to confirm whether they wish to be considered for future Teaching Support vacancies.

For the purpose of this process, GH staff who haven't worked during Semester 1 or 2 of the previous session will be considered as inactive. If contacted, those who want to retain their contract for the following session will be asked to confirm their status within 4 weeks of receipt of the original message. Anyone who doesn't respond by the end of the 4 week period will be assumed to have resigned from their GH role. The School will then notify Payroll and ensure that all P45 and salary advice information is forwarded to the current home address held on the HR file.

If you currently have a Guaranteed Hours contract in the school and you are not available to teach next academic or you do not wish to continue teaching, please send an email to hca-teaching-support@ed.ac.uk and we will be able to advise you.

Absences

You must let the Tutor and Demonstrator Co-ordinator (hca-teaching-support@ed.ac.uk) and the appropriate Course Administrator know in all cases where you will not be tutoring or demonstrating your scheduled classes.

Swapping Tutorials

If you wish to swap an individual class due to another commitment the courses information on Teams gives a list of tutors / demonstrators on the course who may be able to swap with you. Before the swap can be finalised you will need to check that restrictions on hours worked to not prevent it and arrangements for the register for that class made so you must check with the Tutor and Demonstrator Co-ordinator (hca-teaching-support@ed.ac.uk) and the appropriate Course Administrator as above.

Reporting Sickness Absence

Employees must e-mail the Course Organiser, as well as the Tutor and Demonstrator Co-ordinator, hca-teaching-support@ed.ac.uk and Course Administrator, as soon as possible, ideally before 9.30am on the first morning of absence, to make them aware that they are unable to fulfil their tutoring or demonstrating commitments.

Emails must include the following details:

- A brief description of the nature of the absence
- Whether you intend to seek medical advice
- The tutorial group that will be missed (dates, times and name of course) • Expected duration of the absence

The Tutor and Demonstrator Co-ordinator will then make HR aware of the absence.

The tutor should then continue to liaise with the Tutor and Demonstrator Co-ordinator, Course Organiser and Course Administrator as required e.g. if the absence were to continue and result in another case of non-attendance from work this must be reported via e-mail again in the same fashion.

Tutors are able to claim for any tutorial hours missed by submitting this via People and Money Time Card as usual, but a note stipulating that the claim is relating to sick pay **must** be left in the comments section. Failure to declare this could result in the claim not being approved.

Please note that arrangements for cover must **NOT** be organised with your tutoring or demonstrating colleagues, due to restrictions on the maximum hours that certain categories of staff and students are permitted to work. The Course Administrator and Tutor and

Demonstrator Co-ordinator will liaise with your academic line manager or Course Organiser to arrange appropriate cover where possible.

Sickness absence

The University is committed to developing a working environment and working practices, which help, maintain and improve the well-being of employees and as such offer rounded policies relating to leave and absence

All Tutors and Demonstrators employed within in The School of History, Classics and Archaeology receive a contract which also contains a document outlining the Terms and Conditions of Service applicable to the role.

Entitlement to occupational sick pay is based on the amount of service you have attained on the first day of absence and this also applies to all Guaranteed Hours Tutoring staff.

However in order to ensure that this is correctly administered, the absence needs to be reported in an appropriate manner and the process and policy above needs to be followed.

Self-Certification

“Self-certification” refers to the period of time that you can be absent from work due to sickness without having to provide medical evidence/documentation to support the absence. This self-certification period is 7 calendar days and covers sickness of all natures.

Medical Certification

Either a ‘Sick line’ provided by a GP, or hospital documentation, should be provided for any absences lasting for 8 calendar days or more.

Please note that if you have been provided with a “sick line” covering a period to a certain date you should not return to work prior to this. If you feel well enough to do so please contact your GP who will issue a Fit to Work document; this may stipulate a phased return or if any reasonable adjustments are required to aid this process.

Keeping In Touch

Employees and their managers are responsible for making arrangements to keep in touch during an absence.

Returning to Work

If a tutor misses over 2 consecutive student facing work commitments the administrative line manager is advised to carry out and complete a Line Manager “Return to Work” form after a brief meeting with the employee on their first day back. This is then passed to HR who will record the absence in People and Money. This form can be useful for a variety of reasons:

- Encourage and promote good attendance levels
- Provide an evidence base if required for further discussion
- Highlight any potential areas of support and offer more bespoke guidance
- Assist in dealing with issues as soon as they become apparent

- Help provide a more reflective overview of sickness and absence within the School

Tackling Unsatisfactory Absences

Generally, a short-term absence is classed as being 4 weeks or less. An absence is deemed as unsatisfactory if:

- There are 3 or more instances of absence within a rolling 6 month period
- There are 10 or more days of short-term absence in a rolling 12 month period

Managers are expected to use an **informal approach** initially – making the employee aware during the return to work discussion that absences are a cause for concern.

When you are well again, you must contact your administrative line manager admin and Course Organiser as soon as you are able to return to your duties. The administrative line manager will liaise with the academic line manager where appropriate.

For more information please see the information on the [Leave, attendance, and absence policies](#) page on Human Resources website.:

University Policies

Please follow the link below for the Tutor and Demonstrator code of practice:

www.ed.ac.uk/files/atoms/files/tutorsdemonstrators_policy.pdf

As a Tutor or Demonstrator you are also an employee of the University. Therefore all the policies and staff benefits apply to you. This includes but not restricted Maternity and Paternity leave, Compassionate leave and the Capability policy. www.ed.ac.uk/human-resources/policies-guidance/a-to-z-policies www.ed.ac.uk/human-resources/staff-benefits

*Please note that the annual leave policy and other policies may not be applicable. To find out if a policy is applicable please contact hca-teaching-support@ed.ac.uk.

Dignity and Respect

The University 'Dignity and Respect' policy applies to staff and students, based on the principle that 'it is the responsibility of all students and staff to ensure that we communicate, interact and conduct ourselves in a way that ensures we treat others fairly and with respect at all times'. If you feel that a tutorial debate, for example, has crossed the line between rigorous debate and disrespect or personal abuse, and that you have been unable to resolve this problem within the tutorial, you should have no hesitation in contacting the course organiser or one of our Dignity and Respect Advisors www.ed.ac.uk/human-resources/health-wellbeing/dignity-respect-advisors

For more information, and the full 'Dignity and Respect' policy, see www.ed.ac.uk/files/atoms/files/dignity_and_respect_policy.pdf

Equality and Diversity

The University has created a range of resources to raise awareness and understanding of equality and diversity issues and to provide online training in this area. See the Staff EDI training resources section at:

www.ed.ac.uk/equality-diversity

Professional ethics and the use of social media

The University has a social media policy which can be accessed here:

www.ed.ac.uk/files/atoms/files/social_media_policy-employee-use-of.pdf

Further guidance on the use of social media is provided here:

www.ed.ac.uk/institute-academic-development/about-us/projects/digitalfootprint/resources

Induction and Training for Part-Time Tutors and Demonstrators

It is essential that all Tutors and Demonstrators attend all of the required induction and undertake the training sessions mentioned below.

You will be paid for your attendance.

University training courses

New tutors and demonstrators must complete the following training courses as part of their tasks assigned through the People and Money HR system. Continuing tutors and demonstrators should keep up-to-date with this information. Please follow the links below for more information and login details for each course.

[Anti-Bribery and Corruption](#)

[Challenging Unconscious Bias](#)

[Data Protection](#)

[Equality and Diversity Essentials](#)

[Information Security Essentials](#)

[Responding to Disclosures of Sexual Violence](#)

[Health and Safety](#)

[Induction to the University](#)

[Health and safety awareness](#)

[Fire safety awareness](#)

[Healthy Working](#)

New tutors and demonstrators may also find it useful to consult the [On-boarding - Induction](#) pages on the Human Resources website, especially [Making the most of your on-boarding](#).

School of History, Classics and Archaeology Induction

Attendance is required at the following mandatory sessions:

- University Systems including new Learn Ultra session
 - Wednesday 13th September 2023 - 14.00 – 16.00 – Teviot Lecture Theatre
- School Tutor and Demonstrator Induction
 - Thursday 14th September 2023 - 10.00 – 13.00 – Teviot Lecture Theatre
- Subject Area training sessions, as appropriate
 - Archaeology tutors - Friday 15th September 2023 – 10.00 – 11.00 – Room G.10
 - History tutors - Friday 15th September 2023 – 11.30 – 12.30 – Room G.16
 - Classics tutors - Friday 15th September 2023 – Room G.16
 - Non-Languages – 14.00 – 15.30
 - Languages – 15.00 – 17.00
- Course Specific training sessions
 - Course organisers will arrange course specific meetings
- Recordings of these sessions and the slides shown will be made available afterwards on the website at [Training and support for tutors and demonstrators](#)
- If you were unable to attend any of the sessions you must watch the recordings. You can claim for watching these, up to the length of the actual meeting.

Institute for Academic Development (IAD)

In addition to in-house training within HCA, the University offers training to tutors and demonstrators from across the University through the IAD, in the form of orientation and advanced courses, online resources, networking, and support for gaining professional accreditation for teaching from the Higher Education Academy (HEA).

See www.ed.ac.uk/institute-academic-development/learning-teaching/developing-as-a-new-teacher

The IAD also has a mailing list for tutors/demonstrators and can support tutors who wish to seek HEA accreditation: www.ed.ac.uk/institute-academic-development/learningteaching/staff/tutors-demonstrators

Observation and Mentoring

Individual teaching observation and mentoring are vital components of our tutor training. Each new tutor should be observed by a member of academic staff (either the course organiser or another member of the subject area) during one nominated tutorial class, during the semester. Following the observed session, tutors will receive feedback on their teaching, and an opportunity to discuss any problems or concerns they (or the observer)

may have. In some cases, a further scheduled observation later in the semester may be required.

Being observed during teaching can sometimes be a cause of anxiety, but the purpose of this exercise is to provide constructive and supportive feedback and advice. Remember that your observer has also been through this process, so try to think of it as a useful part of your development, rather than a 'test'. Having a member of academic staff attest to your ability to teach can also be a very useful addition to a job application.

Tutors are also encouraged to observe each other's teaching sessions, which can be a great way to learn new techniques and ideas to bring back to your own classroom. The permission of the relevant course organiser should always be sought before observing another member of staff.

Annual Reviews

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 their academic line manager 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:

[Situations when an annual review may not take place.](#)

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.

Representation on School-level Committees

On an annual basis, we will call for tutor representatives from each of our three Subject Areas to stand on our School-level Committees.

Nominations will be requested for 2 representatives from Archaeology and Classics and 4 representatives from History at the start of semester one. In the event we receive more applications than representative slots, an election will be held.

Representatives will be asked to serve on our PG PT Tutor Liaison Committee, which meets four times annually. They will also be called on to ensure their subject area is represented at Undergraduate Studies Committee and Subject Area meetings.

Further information on the remit and membership of the Committee is available on the Teaching Support Webpages, see

www.ed.ac.uk/history-classics-archaeology/about-us/working-with-us/teachingsupport/useful-information-for-tutors/pgpt-tutor-liaison-committee

Systems Access

Staff Accounts

All guaranteed hours staff will get a staff account which is automatically generated when your contract is set up.

We will send you the staff username/password (should you not already have one) which you will need to access this account.

Please be aware that this account will only be active during the period you are tutoring and will expire like a normal staff account at the end of your tutoring period. See the University's account expiry policy for information (<http://bit.ly/2vbiW5D>)

Having two accounts can make life quite complicated – sometimes you will think you've logged out as a student but the browser will still think you are logged in with that student account (and vice versa). This is very confusing when you are trying to access University systems like EUCLID, Learn Ultra and MyEd. We'd recommend using two browsers – if you use one for your student log-in and another for your staff log-in, when you need to use both, this should keep problems to a minimum.

Please note: when you are on-campus, using Internet Explorer on a PC will mean you are automatically logged into Office365 as the user you've logged into the PC as.

You will use your staff account for:

- [MyEd](#)
- [Email](#)
- [Euclid](#)
- [Learn Ultra](#)
- [People and Money](#)
- [Teams](#)
- [SharePoint](#)
- [Resource booker](#)

Staff card

As a tutor and demonstrator you must have a University card, which will give you access to buildings and libraries. If you do not already have a card you will need to apply for a new one. Information on how to do this will be provided with your contract.

Print credit

Tutors receive a printing quota and you can use the credits for printing or copying, on all University cloud printers. Please email hca-teaching-support@ed.ac.uk if you do not have this by the time tutorials start.

Email

Your staff account will come with an email account/address.

It is vital that you ensure you check this email account on a regular basis to ensure you do not miss important communications.

Communications regarding your Tutoring or Demonstrating role will be sent here and this is also the email address that will be added to the Learn Ultra course site to allow students to contact you.

This email address will also be added to a School HCA Guaranteed Hours mailing list, to receive information applicable to the whole group.

Euclid

Access will be arranged to Euclid for those who do not already have it. Please email hca-teaching-support@ed.ac.uk if you do not have access to the system by the time tutorials start.

You will use Euclid to view student Adjustment Schedules and access registers for Attendance and Engagement Monitoring for the courses you are tutoring on. The course administrators will grant access to these for your individual courses. Please contact them if you do not have access to the correct courses.

Further information on the use of Euclid is in the [Tutoring and Demonstrating](#) section.

Learn Ultra

Learn Ultra is the university VLE and contains the sites for the individual courses you will be tutoring on. Marking and Turnitin access is through Learn Ultra. The course administrators will grant access, please contact them if you do not have access to the correct courses.

For further information see the [Tutoring and Demonstrating](#) section.

People and Money

People and Money is the university HR system.

Your contract is processed through People and Money, see more information in [Tutoring and Demonstrating contracts](#).

You must also submit your hours worked through the People and Money Time Cards to receive payment. The next section, [Claiming for guaranteed hours work](#), gives details of how to do this.

Teams

There are two lots of information available to you on Teams. You will be emailed links giving you access to the relevant Teams.

Course information

The screen shots are examples only.

HIST08035 Medieval Worlds

Semester 1
Course Organiser Richard Sowerby Richard.Sowerby@ed.ac.uk
Course Admin Marketa Vejskalova Marketa.Vejskalova2ed.ac.uk@ed.ac.uk

| Per Group | | | | |
|-----------|-------------|---------|----------|-------------|
| Contact | Preparation | Marking | Feedback | Total hours |
| 10 | 10 | 12 | 5 | 37 |

| Classes | Weeks 2 to 11 |
|---------|---------------|
|---------|---------------|

| Marking | per student | | per group | |
|---|---|-----------|-----------|--|
| | 2 x 750 word Source Commentaries submission dates (40%) | 0.50 | 6 | |
| submission dates 2,000 word Essay (60%) | 0.50 | 6 | | |
| Total | 1.00 | 12 | | |

Submission dates should be checked to the latest information on the course Learn page.

Marking is for up to 12 students per group, whether submitted on time or late.

If you have 13 or more students in your group please email for further advice -

hca-teaching-support@ed.ac.uk

Weekly hours per group

These figures are to give you an overall feel of the shape of the semester. The marking and feedback hours are only an approximate guide.

Marking hours for each submission are divided in two, with half allocated in the week of submission and half in the following week.

Feedback hours are divided in two, with half allocated in the week following each submission.

| | | Contact | Preparation | Marking | Feedback | Total hours |
|----------------|--------------------------|--------------------------|-------------|-----------|----------|-------------|
| Semester 1 | Week 1 | 18/09/2023 to 24/09/2023 | | | | |
| | Week 2 | 25/09/2023 to 01/10/2023 | 1 | 1 | | 2 |
| | Week 3 | 02/10/2023 to 08/10/2023 | 1 | 1 | | 2 |
| | Week 4 | 09/10/2023 to 15/10/2023 | 1 | 1 | | 2 |
| | Week 5 | 16/10/2023 to 22/10/2023 | 1 | 1 | 3 | 5 |
| | Week 6 | 23/10/2023 to 29/10/2023 | 1 | 1 | 3 | 5 |
| | Week 7 | 30/10/2023 to 05/11/2023 | 1 | 1 | | 2.5 |
| | Week 8 | 06/11/2023 to 12/11/2023 | 1 | 1 | | 2 |
| | Week 9 | 13/11/2023 to 19/11/2023 | 1 | 1 | | 2 |
| | Week 10 | 20/11/2023 to 26/11/2023 | 1 | 1 | | 2 |
| | Week 11 | 27/11/2023 to 03/12/2023 | 1 | 1 | | 2 |
| | Revision | 04/12/2023 to 10/12/2023 | | | 3 | |
| Exams - Week 1 | 11/12/2023 to 17/12/2023 | | | 3 | | 3 |
| Exams - Week 2 | 18/12/2023 to 24/12/2023 | | | | 2.5 | 2.5 |
| Total | | 10 | 10 | 12 | 5 | 37 |

If you are unable to take a scheduled class

If you wish to swap an individual class due to another commitment please see below the list of tutors / demonstrators on the course who may be able to swap with you.

Before the swap can be finalised you will need to check that restrictions on hours worked to not prevent it. To check email -

hca-teaching-support@ed.ac.uk

You must also contact the course admin so the registers can be amended, email -

Marketa.Vejskalova2ed.ac.uk@ed.ac.uk

If you are unable to take a class due to illness or other personal circumstances please email for further advice -

hca-teaching-support@ed.ac.uk

Tutors

Anne Brockington

In the top part of the spreadsheet the tariffs per group for the different elements of work for the course are shown.

In the **Per Group** section gives the tariffs per group that match to the information given in your Breakdown of Hours.

The **Classes** section shows the weeks in which the Contact and Preparation will take place.

The different assignments to be marked are shown in the **Marking** section and the individual tariffs for these which make up the Marking figure at the top and in the Breakdown of Hours.

Please note the tariffs for some History courses have changed this year.

If feedback is included the tariff will be 5 hours per group.

HIST08035 Medieval Worlds

Semester 1

Course Organiser Richard Sowerby Richard.Sowerby@ed.ac.uk
Course Admin Marketa.Vejskalova2ed.ac.uk@ed.ac.uk

Per Group

| Contact | Preparation | Marking | Feedback | Total hours |
|---------|-------------|---------|----------|-------------|
| 10 | 10 | 12 | 5 | 37 |



| Classes | Weeks 2 to 11 |
|---------|---------------|
|---------|---------------|

| Marking | per student | per group |
|---|-------------|-----------|
| 2 x 750 word Source Commentaries submission dates (40%) | 0.50 | 6 |
| submission dates 2,000 word Essay (60%) | 0.50 | 6 |
| Total | 1.00 | 12 |

Submission dates should be checked to the latest information on the course Learn page.

Students per group, whether submitted on time or late.
 If you have more students in your group please email for further advice -

hca-teaching-support@ed.ac.uk



In the lower section the information is split by semester week. These figures are to give you an overall feel of the shape of the semester. The marking and feedback hours are only an approximate guide.

Marking hours for each submission are divided in two, with half allocated in the week of submission and half in the following week. Feedback hours are divided in two, with half allocated in the week following each submission but of course it may be that you have "office" time each week.

Weekly hours per group

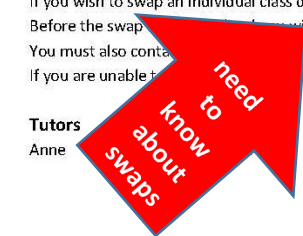
These figures are to give you an overall feel of the shape of the semester. The marking and feedback hours are only an approximate guide.
 Marking hours for each submission are divided in two, with half allocated in the week of submission and half in the following week.
 Feedback hours are divided in two, with half allocated in the week following each submission.

| | Contact | Preparation | Marking | Feedback | Total hours |
|-------------------|--------------------------|-------------|-----------|----------|-------------|
| Semester 1 | | | | | |
| Week 1 | 18/09/2023 to 24/09/2023 | | | | |
| Week 2 | 25/09/2023 to 01/10/2023 | 1 | | | 2 |
| Week 3 | 02/10/2023 to 08/10/2023 | 1 | | | 2 |
| Week 4 | 09/10/2023 to 15/10/2023 | 1 | | | 2 |
| Week 5 | 16/10/2023 to 22/10/2023 | 1 | 1 | | 5 |
| Week 6 | 23/10/2023 to 29/10/2023 | 1 | 1 | | 5 |
| Week 7 | 30/10/2023 to 05/11/2023 | 1 | | 2.5 | 4.5 |
| Week 8 | 06/11/2023 to 12/11/2023 | 1 | | | 2 |
| Week 9 | 13/11/2023 to 19/11/2023 | 1 | | | 2 |
| Week 10 | 20/11/2023 to 26/11/2023 | 1 | | | 2 |
| Week 11 | 27/11/2023 to 03/12/2023 | 1 | | | 2 |
| Revision | 04/12/2023 to 10/12/2023 | | 3 | | 3 |
| Exams - Week 1 | 11/12/2023 to 17/12/2023 | | 3 | | 3 |
| Exams - Week 2 | 18/12/2023 to 24/12/2023 | | | 2.5 | 2.5 |
| Total | 10 | 10 | 12 | 5 | 37 |

If you are unable to take a scheduled class

If you wish to swap an individual class due to another commitment please see below the list of tutors / demonstrators who may be able to swap with you.
 Before the swap you will need to check that restrictions on hours worked to not prevent a swap. hca-teaching-support@ed.ac.uk
 You must also contact your tutor so the registers can be amended, email - hca-teaching-support@ed.ac.uk
 If you are unable to attend due to illness or other personal circumstances please email for further advice hca-teaching-support@ed.ac.uk

Tutors
 Anne



The total hours in the lower section will match to the information in the top section and again that given in your Breakdown of Hours.

If you are unable to take a tutorial please see the information at [Absences](#) above about what you must do. This includes [swapping tutorials](#).

Teaching in HCA 2023-24

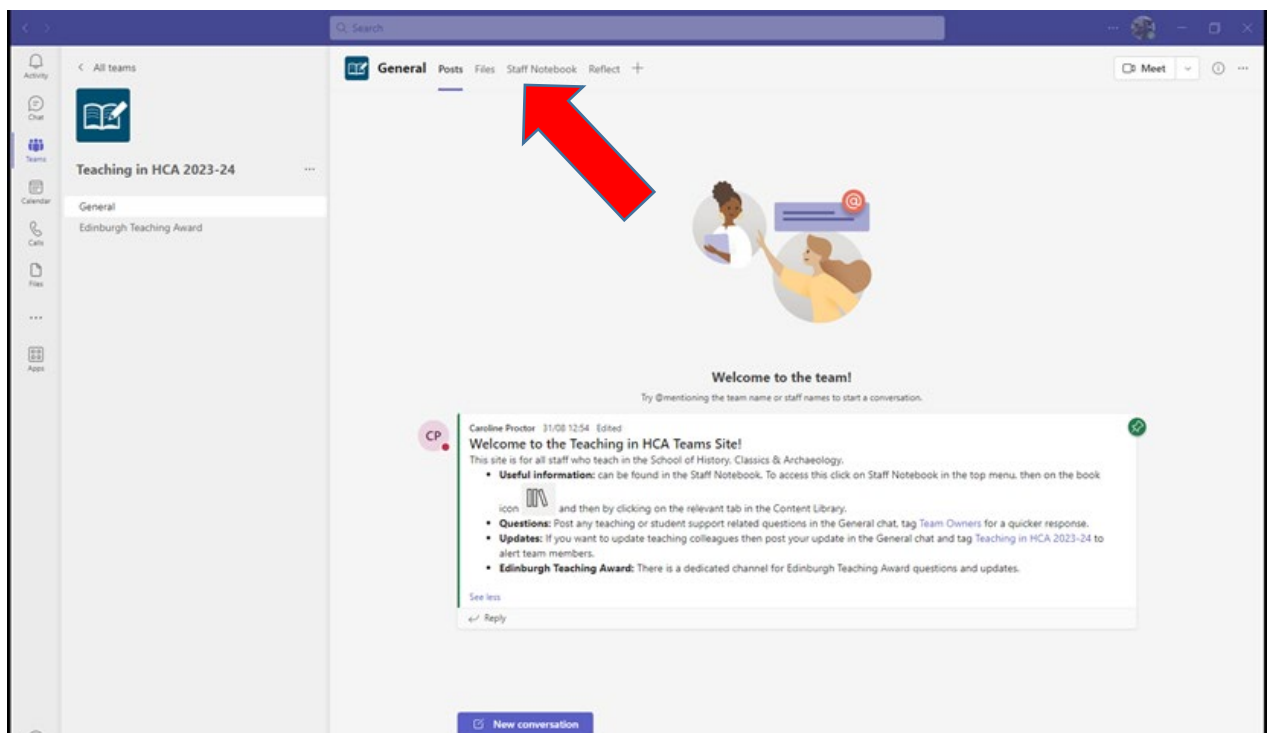
The information that was previously on the **Teaching in HCA** Learn site will now be available to you on Teams in the **Teaching in HCA 2023-24** Team. This site is for all staff who teach in the School of History, Classics & Archaeology and it contains a large amount of helpful information, whether you are new or experienced. You may find the **Teaching Tips and Advice** section particularly useful.

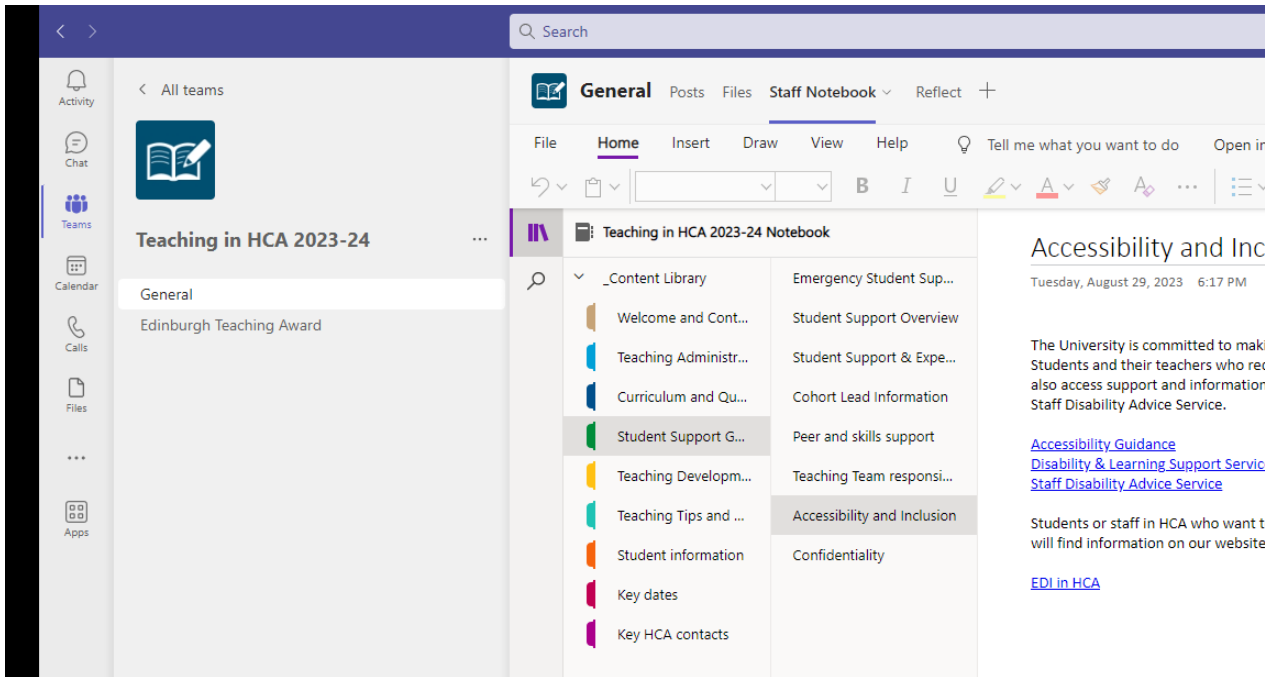
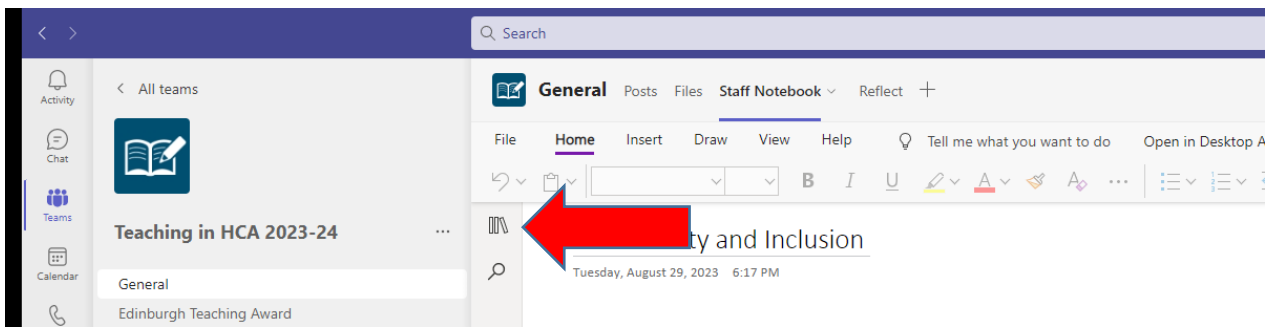
- **Useful information:** can be found in the Staff Notebook.
To access this click on Staff Notebook in the top menu,



then on the book icon and then by clicking on the relevant tab in the Content Library. The screen shots below show where these are situated.

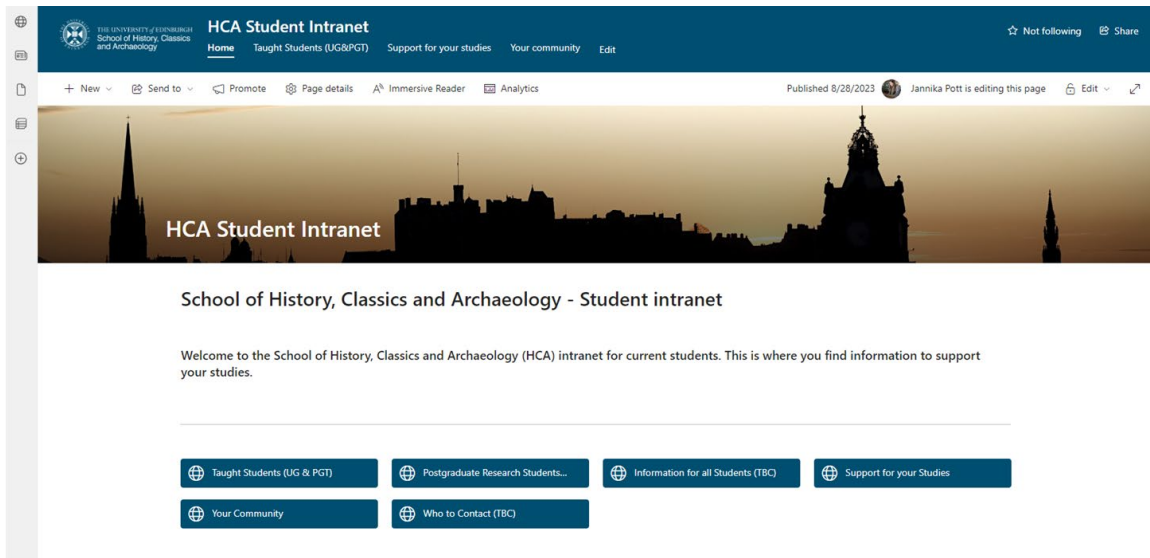
- **Questions:** Post any teaching or student support related questions in the General chat, tag Team Owners for a quicker response.
- **Updates:** If you want to update teaching colleagues then post your update in the General chat and tag Teaching in HCA 2023-24 to alert team members.
- **Edinburgh Teaching Award:** There is a dedicated channel for Edinburgh Teaching Award questions and updates.





SharePoint

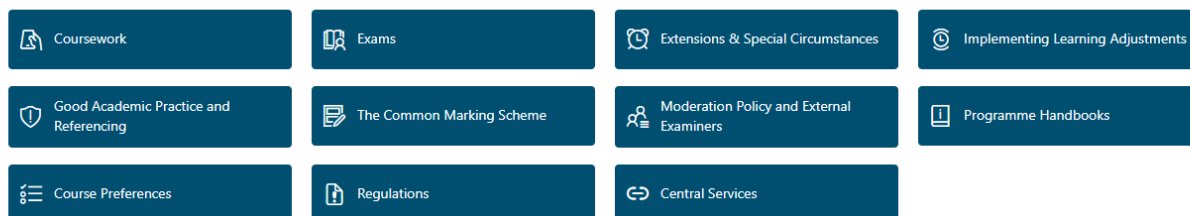
Tutors and demonstrators will be given access to the School's intranet for current students, [HCA Student Intranet](#). This will provide you with information and is also the place to direct students in your classes to. Programme handbooks for each of subject areas can also be found on this site.



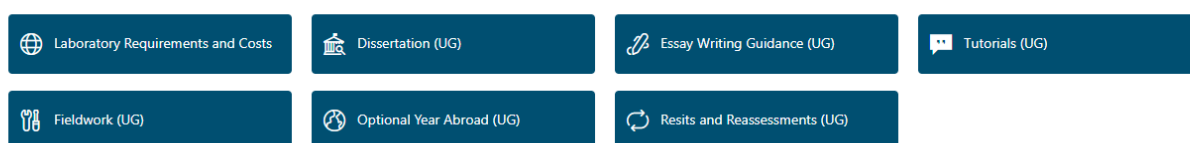
Linked from the front page, you may find the most useful sections are:

Taught Students (UG & PGT)

Essential Information for all Taught Students



Information for Undergraduate Students



and

Support for your Studies (UG & PGT)

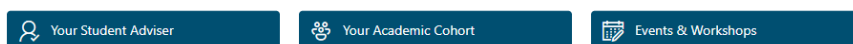
Find out where to access the right support for you.

This page offers information on how to access guidance and support to help you get the most out of your studies and experience as a student in HCA.

From September 2023, the University of Edinburgh has introduced a new model of student support, to provide enhanced support to all students. In HCA, we provide support through joined-up teams of specialist staff who work alongside academics, university services and fellow students.

The HCA Student Support and Experience Team (SSET) is the gateway to all aspects of support. If you are not sure who to approach with an issue or query, your Student Adviser will always serve as a first point of contact.

Top Links



I need help with...



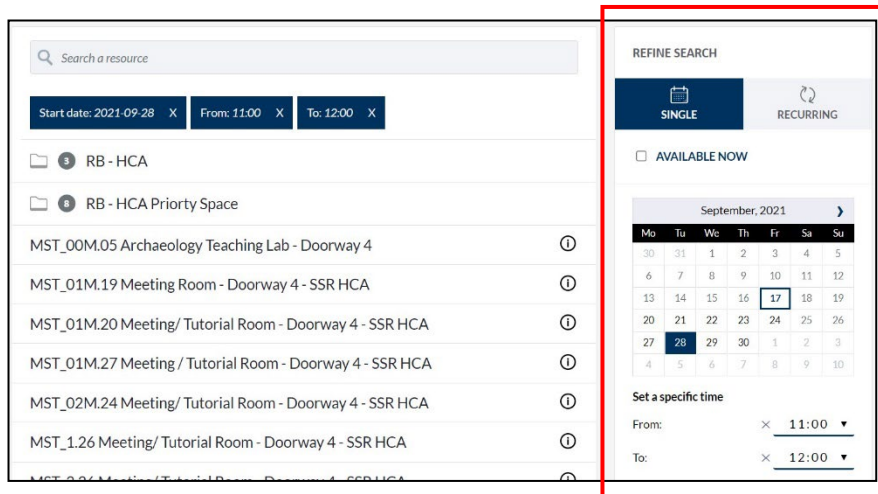
Room bookings

You can book rooms to meet with students through the Resource Booker as follows.

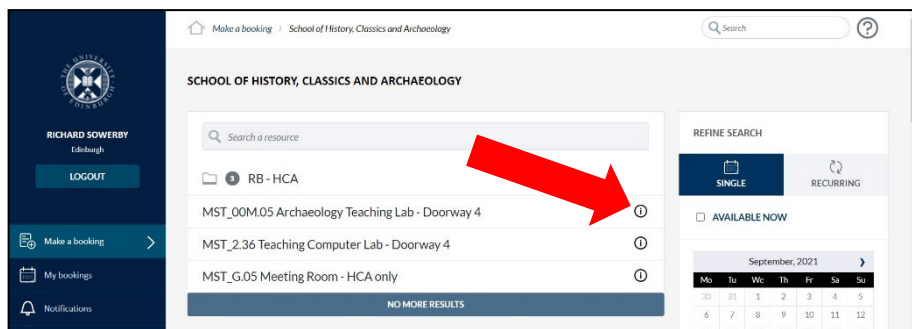
How to book rooms through the Resource Booker

Step 1: Visit <https://resourcebooker.ted.is.ed.ac.uk/> or via MyEd.

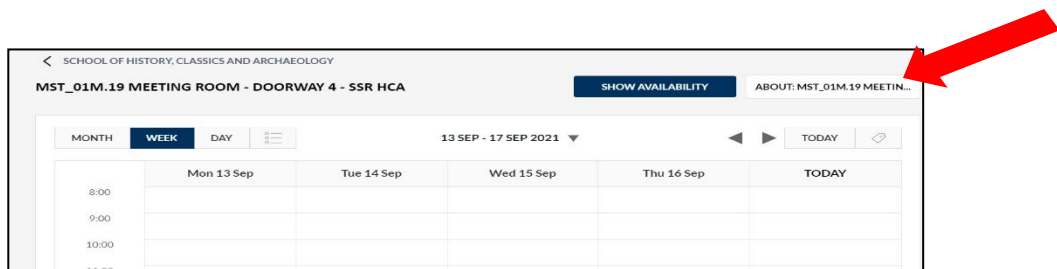
If instead you want to see what rooms are available at a specific date/time: you can refine your search in the menu to the right:



If you need to view room information before you make your booking (e.g. how large the room is), then you can either click here...

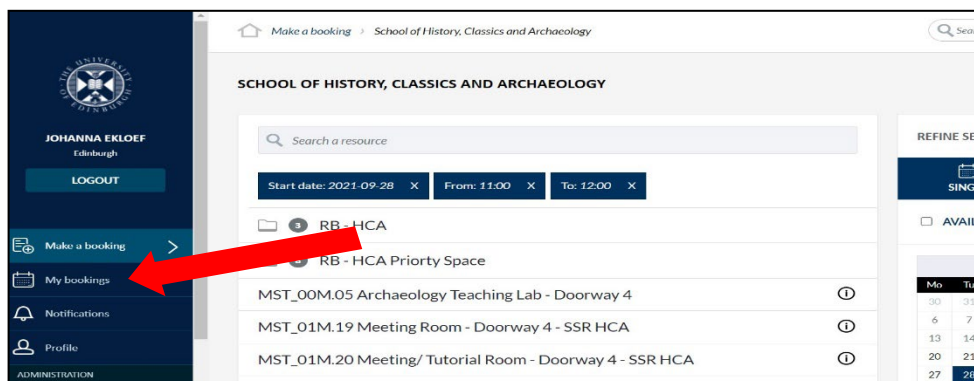


or



You can view and amend all your current bookings by choosing 'My bookings' in the left-hand menu.

NB: if the window is minimised, only the calendar icon will show.



Claiming for guaranteed hours work

In order to receive payment, tutors and demonstrators must submit their claims for hours worked using the University's People and Money system.

Tutors, demonstrators and Teaching Support staff are paid monthly in arrears and payments can only be made on basis of hours input via a Time Card in People and Money.

The deadline for submission of the Time Card is, unless otherwise advised, THE LAST DAY OF THE CALENDAR MONTH. The December deadline will be earlier due to the Christmas closure; the exact date will be advised once it is known.

A reminder to submit claims will be sent by email a few days before the **end of the month deadline**. Please make sure you submit your claim by this deadline to allow time for checking and approval in time to be passed to Salaries for payment. Inaccurate claims may result in delayed payment. We cannot guarantee that late claims will be processed and paid in time.

You are advised to input and **SAVE** your hours during the month and then **SUBMIT** your claim on or before the last day of the calendar month. Only one claim can be submitted per month and you should claim hours worked regularly at the end of the month in which they were worked.

The hours claimed must match the hours specified in your Breakdown of Hours. Preparation time must be claimed and must match the corresponding tutoring or demonstrating time.

Timescales for Time Cards

The standard timescales for each month are:

| | |
|--|---|
| 1 st to last day of the calendar month | Enter and save entries to Time Card |
| Last day of the calendar month | Submit Time Card |
| 1 st of the next month to payroll deadline, usually 10 th of the month | Any adjustments required to Time Card contact hca-teaching-support@ed.ac.uk or hca-hr@ed.ac.uk as appropriate |
| Payroll deadline for ten days, usually 20th of the next month | No changes to or viewing of Time Cards |
| At least two days before Pay day | Payslip available |
| 28th of each month, unless a weekend when previous Friday | Pay day |

It is important that you do not go back into view your Time Card once you have submitted it.

General guidance

University guidance can be found at:

[People and Money demo videos](#)

- Time recording
 - [People and Money - Employee - How to create timecards – 6 mins](#)

[People and Money user guides](#)

- Time recording
 - [Employee Guide - How to Generate Time Card \(1.1 MB PDF\)](#)

Make sure you also follow the HCA specific guidance below.

Logging into People and Money

- Log into MyEd using your Staff UUN and Password
- Select “Staff Resources”- “People and Money”
- **Select the Company Single sign on option:**

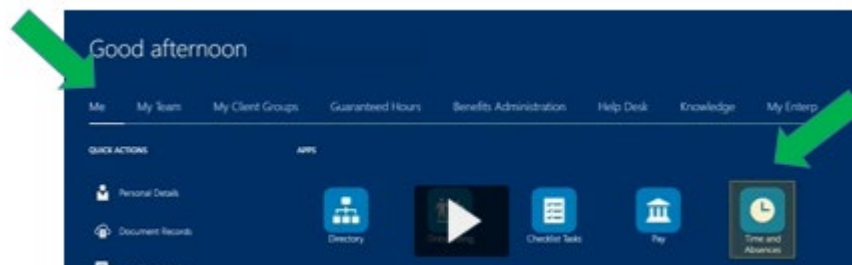
Company Single Sign-On

- Do NOT enter your login details on this screen as you will log in through MyEd

Accessing Time Cards

From the People and Money home screen

- Select “Me”
- Select “Time and Absence”

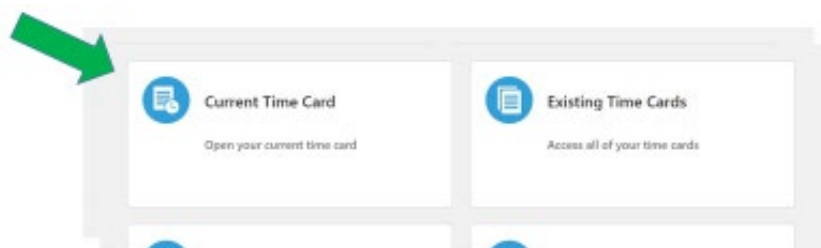


Claiming your hours worked

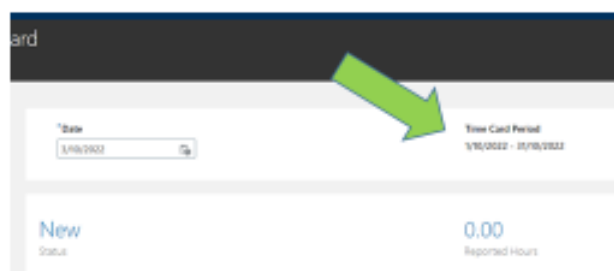
You should input and save your hours as you work them during the month.

Creating a **NEW** Time Card

- Select “Current Time Card”



- Check the “Time Card Period” is correct for the month you wish to input hours for



It is easiest to input hours within the month that they have been worked but there may be occasions where you need to input them after the month has finished.

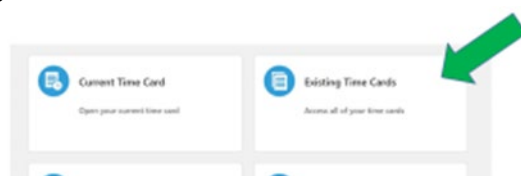
- Click “Add” to create a new Time Card
 - You can only submit one Time Card per calendar month
 - You can only claim for one month per Time Card

You can only claim hours from the date your contract starts.

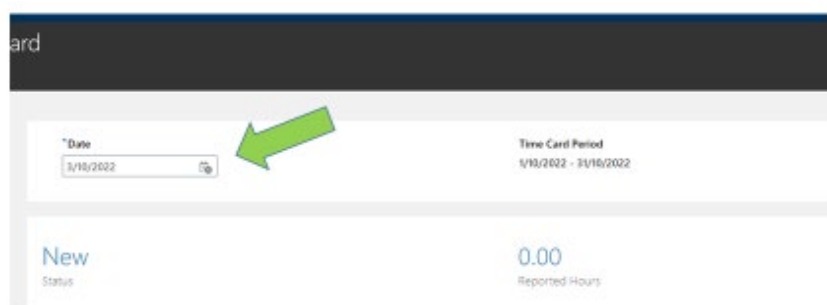
Creating a **NEW** Time Card after the end of the month

You MUST only add a Time Card for a previous month before the payroll deadline so liaise with Tutor and Demonstrator Co-ordinator beforehand.

- Select “Existing Time Cards”



- Click “Add” to create a new Time Card
- You will need to change the “Time Card Period” in the “Date” field right at the top on the left of the screen that today’s date. Change this date back to a date in the month you want the Time Card to be for.



This will then change the Time Card Period to that month.

Entering information in Time Card

The screenshot shows a web form for entering time card information. The form is divided into two main columns. The left column contains dropdown menus for: *Assignment Number, *Time Type, Department, Job, Fund, Cost Centre, Analysis, and Portfolio. The right column contains: Periodicity (set to 'Hourly'), Alternate Rate, Course Codes, Work Category, *Select Dates, and Quantity. At the bottom, it shows 'Mon, Feb 14' and '4.00 Hours' with 'Overtime x 1.5' below it. A red 'X' is placed over the 'Alternate Rate' field. A large green oval encircles the 'Department' and 'Job' fields. Another large green oval encircles the 'Course Codes' and 'Work Category' fields. In the top right corner, there are 'OK' and 'Cancel' buttons, with the 'OK' button highlighted by a red box.

Do NOT enter anything into

- Fund
- Cost Centre
- Analysis
- Portfolio
- Periodicity
- Alternate Rate

Assignment Number

- **If you have more than one assignment across the university be careful to check you are using the correct assignment number**
 - You can find your assignment number under the Employment Info section in your Personal Info page on People and Money and on your staff card or your payslip.
 - When entered the **Department** and **Job** fields below will be populated, check these are correct.

Time Type

- **This should always be “Guaranteed Hours”**
 - If you get an error message when choosing the Time Type check that the Department and Job fields have populated. If not wait until they have and try the dropdown again.

Course codes

- This is actually the course name
 - Please be very careful when choosing this as there are a number of very similar course names
- Course details are required when claiming the following Work Categories
 - Tutoring

- Demonstrating
- Preparation Time
- Marking
- When using the Work Category “Other Work Types” include course details when claiming
 - Feedback
 - Course meetings
- When using the Work Category “Other Work Types” don’t include course details when claiming
 - School or Subject Area Induction
 - Training courses

Work Category

- **Only use the categories below**
 - Tutoring
 - Demonstrating
 - Preparation Time
 - This MUST match the Tutoring / Demonstrating time claimed
 - If you are claiming Preparation Time for Tutoring / Demonstrating to be claimed on the next month’s Time Card add a note in the Comments box
 - Marking
 - Other Work Types
 - Feedback – **Course codes** required
 - Course meetings – course details required and details MUST be added in the Comments box
 - Induction meetings / training - details MUST be added in the Comments box

Claiming Induction / Training / Course Meetings

You should claim for attending or watching the recordings of Induction sessions, attending Course Meetings or completing the People and Money training courses on your Time Card.

You MUST add details in the Comments box

- which meeting / training course
- in person or recording
- course meetings please include the course code
- induction meetings and training do not need a course code

In Quantity give the hours worked to the nearest ¼ hour (0.25)

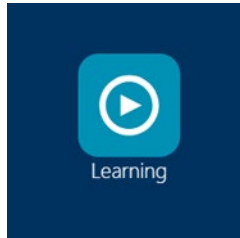
People and Money Training

To claim for completing the People and Money training courses on your Time Card you can find the time taken as below.

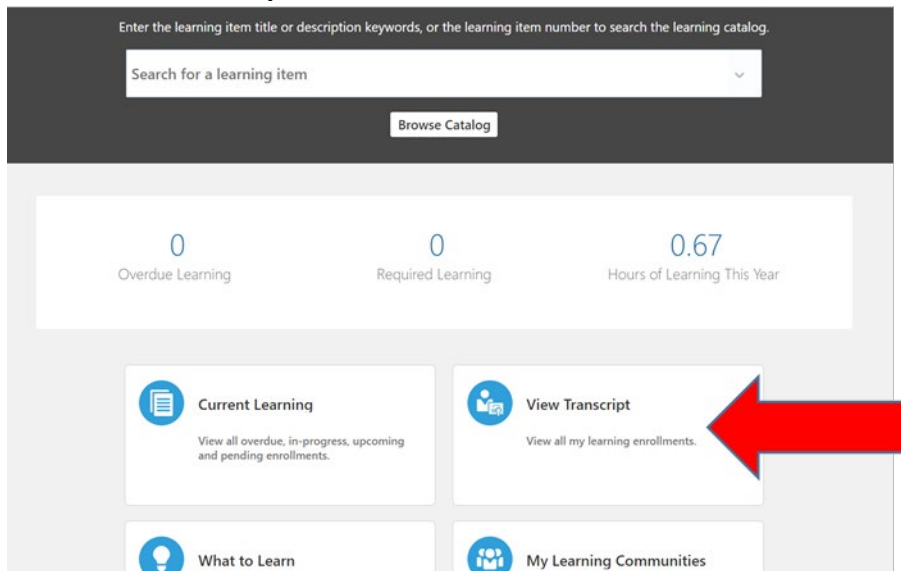
Round the hours worked to nearest ¼ hour (0.25) and you MUST add details in the Comments box of the training course you are claiming for.

- From the main screen in People and Money

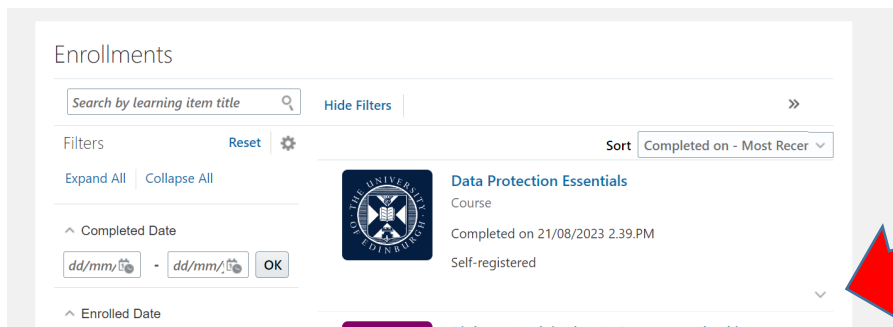
- Click on Learning



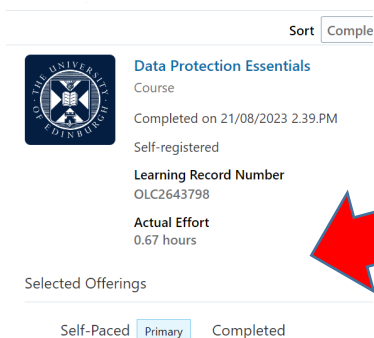
- Then **View Transcript**



- Click on the arrow at the bottom of the section for the course



- **Actual effort** shows hours to be claimed (to the nearest ¼ hour (0.25))



Select Dates

- Only use the multiple days function if everything completely identical, including **Course Codes** and **Work Category**
 - either clicking on multiple dates in the calendar
 - or using **Add another date**
- If you have swapped classes with another tutor you should enter the dates you actually worked
- Once you have selected the date you must click off the calendar to choose it

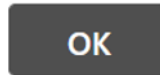
Quantity

- The number of hours worked
- This should be to the nearest ¼ hour, entered as 0.25
- Preparation Time **MUST** match the Tutoring / Demonstrating time claimed
- The hours claimed must match the hours specified in your Breakdown of Hours
- Hours claimed for any one day should be reasonable, standard working day 7 hours
- Weekly hours worked and claimed **MUST** take into account any applicable restrictions, eg. visas

Saving Entries

Once you have entered all the required information

- Click on “OK” at the top right



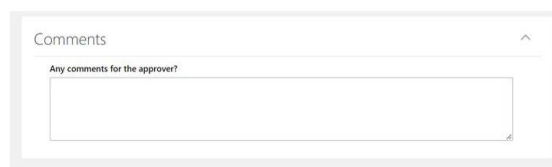
You can only access the Comments box once you have saved your entries.

Entering Comments

- Scroll to the bottom of the screen and click the arrow at the right of the Comments box



This will open up the Comments box for you to enter necessary details



- There is only one comments field per Time Card for all entries.
- Comments must include the date and number of hours each comment relates to
- Hours claimed under **Other Work Types** need a comment as follows:
 - Induction meetings / training - details **MUST** be added
 - Course meetings – details **MUST** be added and **Course codes** required
 - Feedback – no comment needed but **Course codes** required

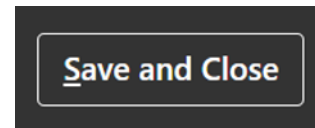
You will need to Save your Time Card once you have entered any Comments.

Saving your Time Card

If you do not also save your Time card entries will be lost.

Once you have entered all the required information and comments

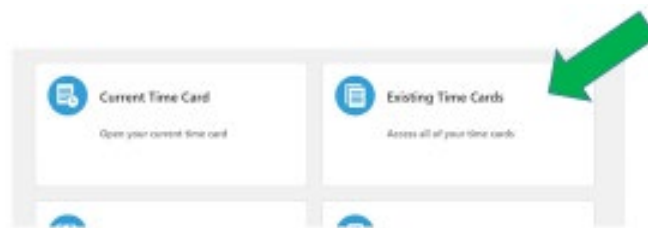
- Scroll to the top and click on “Save and Close” at the top right
- The claim will now show as **Saved** in your list
- Do **NOT** click Submit



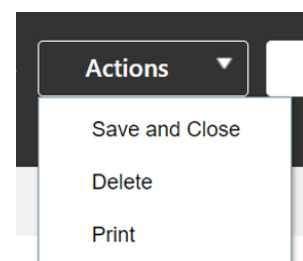
Adding to an **EXISTING** saved Time Card

Only make changes to SAVED Time Cards NOT Submitted or Approved.

- Log into “Time and Absence” in People and Money
- Select “Existing Time Cards”



- Click on the date of your Saved claim
- Add entries as usual
- To amend existing entries
 - Click on the pencil icon at the right of the entry
- Add an extra comments
 - Remember there is only one comments field per Time Card for all entries so make sure you add and don't overtype
- Scroll to the top, click on “Actions” at the top right
- Choose “Save and Close”
- Do **NOT** click Submit



If you do not save your Time Card entries will be lost

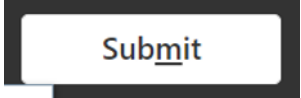
Submitting your monthly claim

In order to be paid you MUST submit a Time Card.

You must only submit one claim per month and you must submit your claim on or before the last calendar day of the month.

Once you have submitted your claim it is important that you do not go back into view your Time Card, as explained in the Timescales for Time Cards section above.

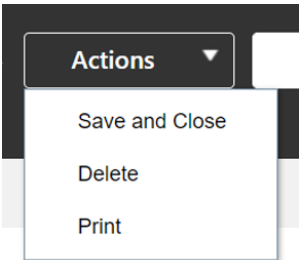
- Once your claim for the month is complete
- In the Time Card scroll to the top and click on “Submit” at the top right
- Any changes or additions needed to submitted or approved Time Cards
 - Contact hca-teaching-support@ed.ac.uk
 - Additional entries for previous months should be added to your current Time Card with a note in Comments, do not enter on to the previous Time Card
- Please make sure you are checking your staff email once you have submitted for any queries about your Time Card



Printing your Time Card

You can save a PDF copy of your Time Card to refer to once you have submitted it.

- Scroll to the top of the Time Card
- Click on “Actions” at the top right
- Choose “Print”



This gives you a print preview of your Time Card which you can then save as a PDF.

All the details you have entered, including Work Category, Course Code etc. are shown, though please be aware that the details are shown twice in a slightly different order.

| Time Card | | |
|---|--|-----------------|
| Name | | |
| Period: 19/04/2023 - 30/04/2023 | | |
| Person Number: 123456 | | |
| Person Information | | |
| Assignment Number E123456 | Manager Anne Brookington | |
| Job Tutor (C1) (ACAD - Tutors and Demonstrators) | Position Tutor (C1) (ACAD - Tutors and Demonstrators) | |
| Location William Robertson Wing | Department History, Classics and Archaeology | |
| Time Card Details | | |
| Time Card Status Saved | | |
| Overtime Day Start Time | Overtime Period | |
| Resubmission Status | Resubmission Reason | |
| Comments 18 Apr - Global Economy Marking Meeting | | |
| Time Totals | | |
| | Reported Time | Calculated Time |
| Total Hours | 11.50 | 11.50 |
| Scheduled Hours | 30.00 | 30.00 |
| Schedule Deviation | 42.00 | 42.00 |
| Absence Hours | 0.00 | 0.00 |
| Reported Time by Entry Date | | |

| 19/04/2023 | | 4.00 Hours |
|--------------------------------|--|--|
| Assignment Number | E123456 | Hourly |
| Periodicity | Hourly | Guaranteed Hours |
| Time Type | History | History |
| Department | Tutor (C1) (ACAD - Tutors and Demonstrators) | Tutor (C1) (ACAD - Tutors and Demonstrators) |
| Job | The Global Economy since 1750 | Early Modern History: A Connected World |
| Course Codes | Preparation Time | 4.00 Hours |
| Work Category | | |
| 30/04/2023 | | 4.00 Hours |
| Assignment Number | E123456 | Hourly |
| Periodicity | Hourly | Guaranteed Hours |
| Time Type | History | History |
| Department | Tutor (C1) (ACAD - Tutors and Demonstrators) | Tutor (C1) (ACAD - Tutors and Demonstrators) |
| Job | The Global Economy since 1750 | Other Work Types |
| Course Codes | | |
| Work Category | | |
| 18/04/2023 | | 1.00 Hours |
| Assignment Number | E123456 | Hourly |
| Periodicity | Hourly | Guaranteed Hours |
| Time Type | History | History |
| Department | Tutor (C1) (ACAD - Tutors and Demonstrators) | Tutor (C1) (ACAD - Tutors and Demonstrators) |
| Job | The Global Economy since 1750 | Other Work Types |
| Course Codes | | |
| Work Category | | |
| Calculated Time by Earned Date | | 4.00 Hours |
| Assignment Number | E123456 | Hourly |
| Periodicity | Hourly | Guaranteed Hours |
| Time Type | History | History |
| Department | Tutor (C1) (ACAD - Tutors and Demonstrators) | Tutor (C1) (ACAD - Tutors and Demonstrators) |
| Job | The Global Economy since 1750 | Other Work Types |
| Course Codes | | |
| Work Category | | |
| 30/04/2023 | | 4.00 Hours |
| Assignment Number | E123456 | Hourly |
| Periodicity | Hourly | Guaranteed Hours |
| Time Type | History | History |
| Department | Tutor (C1) (ACAD - Tutors and Demonstrators) | Tutor (C1) (ACAD - Tutors and Demonstrators) |
| Job | The Global Economy since 1750 | Other Work Types |
| Course Codes | | |
| Work Category | | |

| 09/04/2023 | | 2.50 Hours |
|-------------------|--|--|
| Assignment Number | E123456 | Hourly |
| Periodicity | Hourly | Guaranteed Hours |
| Time Type | History | History |
| Department | Tutor (C1) (ACAD - Tutors and Demonstrators) | Tutor (C1) (ACAD - Tutors and Demonstrators) |
| Job | Early Modern History: A Connected World | Marking |
| Course Codes | | |
| Work Category | | |
| 18/04/2023 | | 1.00 Hours |
| Assignment Number | E123456 | Hourly |
| Periodicity | Hourly | Guaranteed Hours |
| Time Type | History | History |
| Department | Tutor (C1) (ACAD - Tutors and Demonstrators) | Tutor (C1) (ACAD - Tutors and Demonstrators) |
| Job | The Global Economy since 1750 | Other Work Types |
| Course Codes | | |
| Work Category | | |

Time Card PDF

Time Card
Name
 Period 1/04/2023 - 30/04/2023
 Person Number 123456

Person Information
 Assignment Number: E123456
 Manager: Anne Brookington
 Job: Tutor (CI) (ACAD - Tutors and Demonstrators)
 Position: Tutor (CI) (ACAD - Tutors and Demonstrators)
 Location: William Robertson Wing
 Department: History, Classics and Archaeology

Time Card Details
 Time Card Status: Saved
 Overtime Day Start Time: Overtime Pay: Overtime Pay: Overtime Pay:
 Reimbursement Status: Reimbursement Status: Reimbursement Status: Reimbursement Status:
 Comments: 18 Apr - Global Economy Marking Meeting

Time Totals

| Reported | Approved | Unapproved | Unpaid |
|--------------------|----------|------------|--------|
| Total Hours | 11.00 | 0.00 | 0.00 |
| Scheduled Hours | 30.00 | 0.00 | 0.00 |
| Schedule Deviation | 42.00 | 0.00 | 0.00 |
| Absence Hours | 0.00 | 0.00 | 0.00 |

Reported Time by Entry Date

| Entry Date | Hours |
|------------|-------|
| 1/04/2023 | 4.00 |
| 3/04/2023 | 4.00 |
| 4/04/2023 | 2.00 |
| 18/04/2023 | 1.00 |
| 1/04/2023 | 4.00 |
| 30/04/2023 | 4.00 |

Date

Quantity

Course Code

Work category

Comments box text

Total hours claimed - ignore other totals

Duplication of entries - ignore

Queries

If you have any queries not covered here please do email: hca-teaching-support@ed.ac.uk.

Tutoring and Demonstrating

The Learn Ultra system contains all information pertaining to individual courses such as course information, or individual details such as essay questions, primary sources, journal articles, tutorial lists and in some cases, lecture notes. These pages are also used for posting announcements regarding lectures, revision sessions, and essays. Many courses make use of e-learning resources for key texts, which are also accessed via Learn Ultra. All students enrolled on the course automatically have access to the Learn Ultra site for that course and you should encourage them to check these materials regularly. Tutors should be given access to the course pages, via MyEd, www.myed.ed.ac.uk: if you do not have access please ask the relevant Course Administrator to add you to the system. You will need to provide them with your staff UUN.

Please also make use of the information available on Teams at [Teaching in HCA 2023-24](#) and on SharePoint at [HCA Student Intranet](#).

The Students

A single group may include students from many different cultural and linguistic backgrounds. This can have a significant impact on the group dynamic and will affect how students participate in your tutorial or demonstration. Recognising the different backgrounds and skills of individual students can help to ensure that each student receives appropriate attention, and that a healthy discussion and learning environment is maintained at all times.

Students will also come from different educational backgrounds, which can affect how they act in, and react to the tutorial or demonstrating environment. For instance, some will be confident and vocal, while others will be more reserved. Some examples of student backgrounds include:

- Scottish students, who may have come straight from taking their Highers (at age 16-17) or who may have stayed on at school to the age of 18, doing additional Highers, Advanced Highers or A-Levels in one or more subjects.
- Students who have come through the English school system are likely to have taken AS-Levels followed by A-Levels or the International Baccalaureate at age 17-18.
- Overseas students who come to the University on academic exchange (either for one semester or a whole year) or for a normal undergraduate degree programme.
- 'Mature' students of all ages and backgrounds who often come to the University from employment or transitional courses.
- Students who have taken a gap year after leaving school and may be more confident than those who have come straight from school.
- Some students may have learning difficulties or special needs, of which you should be aware when conducting your tutorials. This information is made available through the EUCLID system.

Students therefore come to their tutorials or demonstrations with different needs and expectations, which are not always immediately apparent or communicated directly to the tutor. As the tutor or demonstrator you should try to be aware of the different levels of

ability and attainment within any one group. Providing students with the opportunity to introduce themselves during the first tutorial can be one way for you to get a sense of some of these differences and expectations at an early stage (see 'The First Tutorial' below).

Not only does educational background impact on students' experiences, so too does their initial choice of subjects and their chosen degree programmes. Scottish undergraduate degrees require four years of study and for the first two years students are required to study three courses per semester, one or two of which are normally taken from outside their major subject area. All courses must be passed to progress on to the Honours programme in their chosen degree for the final two years. If they do not progress to the Honours stage, students can transfer to the three-year Ordinary Degrees, or BA in Humanities.

In most cases, students in first- and second-year tutorials will be intending to progress on to an MA Honours programme in a degree offered by the College of Art, Humanities and Social Sciences, but some may be studying for the BA. Students on joint Honours programmes are also common, for example those studying for an MA in English Literature and History or Architectural History and Archaeology. A good proportion of your students will be taking your course as an 'outside' subject and their main interests will therefore lie in another school; this means that you could be teaching History, Classics or Archaeology to a first-year student registered for a degree in, for instance, Engineering, Informatics or Law. Visiting and exchange students from universities abroad may also be present. All of these factors can have an impact on how the students in your tutorial or demonstrating group react to, absorb and interpret the information from the course, and on how they approach the written coursework.

Whatever degree your students are taking, the course on which you are teaching (provided it is a first- or second-year course) should constitute about one third of the student's workload for that semester. It is a good idea to remind your students of this during the first tutorial!

Students with 'Adjustments'

The University is required to make 'reasonable adjustments' to accommodate the learning needs of students with learning difficulties, with conditions such as dyslexia the most commonly encountered. Agreed adjustments for individual students are provided by the Student Disability service and **must be implemented**.

You will need to check adjustments for students in Euclid, the course administrators will organise access to the correct courses. Adjustments will continue to be added throughout the academic year so make sure you check regularly for any updates.

In addition, a number of adjustments have now been 'mainstreamed', meaning that they must be implemented or allowed regardless of whether or not a specific request has been received. For tutors, the most relevant mainstreamed adjustments are the following:

5. Students shall be notified by email of changes to arrangements/announcements such as changes to courses/room changes/cancellations.

6. Students shall be permitted to audio record lectures, tutorials and supervision sessions using their own equipment for their own personal learning.

For the full policy, see:

www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf

If you have any questions regarding adjustments please speak to the Student Support and Experience Team, hca-ss@ed.ac.uk.

Administration

Administrative duties are an important part of the tutor's role. Your administrative tasks will include:

- **Taking note of attendance:** We are required to monitor the engagement and attendance of all of our students. For students on taught programmes, this is partly done by recording attendance at all small scale teaching events (i.e. pre-honours tutorials).

Recording formally starts from Week 3 of teaching onwards in both semesters. In the case of Tier 4 / Student visa students, this is so that we can produce robust data for compliance audit by the UKVI. If we fail to demonstrate comprehensive recording/robust monitoring processes, the University could lose its licence to admit international students, which would also adversely impact on-programme Tier 4 / Student visa students who may need to transfer elsewhere. It would also affect our ability to employ staff requiring visas. In the case of non-Tier 4 / Student visa students, this is for reasons of pastoral support in line with a directive from College to apply the monitoring process to all students.

The mechanism for recording the data is by means on an online 'app'. There is a shortcut to the app on the desktop machines in teaching rooms. The web address for the 'app' is <http://edin.ac/student-attendance-recording> Tutors leading UG and PG small group teaching should record attendance data via the 'app' in class. There is also an option to print out your register, record attendance manually, and enter the data after the class takes place, but it will then be your responsibility both to print the register initially and to then input the data after the class (this has to be done by the end of the working day during which the class has taken place) - this is not the responsibility of course administrators. Please note, EUCLID has two-factor authentication. If you do not know your memorable word, please get in touch with IS, [Contact the IS Helpline](#).

Once you click on the app, you will log in and will then be presented with a screen listing details of all your courses/groups (which support staff will have pre-populated by the start of week 3 – if you look before week 3, the list might not be complete). Click on the relevant course/group, then record either a tick (present), a cross (absent) or 'E' (exempt, e.g. if you have been told about illness or unavoidable absence) against each student name. When you are taking registers, if any student isn't present, please remember to record an X to denote their absence rather than leaving it blank - otherwise, no data is recorded, which will cause problems when we

run the reports for monitoring that students are engaging satisfactorily. You can change this retrospectively if you determine there is a satisfactory reason to grant an exemption.

If a class does not take place for any reason (illness, individual feedback meetings are held with students) please email the details to hca-engage@ed.ac.uk. Further information and online training is also available at www.studentsystems.is.ed.ac.uk/staff/user_guides/student_engagement/. Any technical problems with the app, please contact the School IT Team (hca-it@ed.ac.uk) giving details of the issue.

- **Recording student participation:** Some courses require that you make a note of students' participation in tutorials and provide each with a mark at the end of the semester – check with your course organiser to see if this is the case and for the criteria according to which students should be assessed. Please note that there is no blanket policy for marks of 0 for non-attendance.
- **Communication with the course organiser, course administrators and your students:** This should always be done through your University e-mail account – remind your students to check this account regularly. The course organiser should be informed of any students who are having particular difficulties in understanding the course material.
- **Reinforcing deadlines:** Students will need to be reminded of upcoming deadlines for assignments – as well as of the fact that having coursework for other subjects due on the same day as well as computer problems of any type are not acceptable reasons to request an extension.
Note: Managing the submission of coursework is the responsibility of the Teaching Organisation. Coursework will not be submitted directly to tutors.
- **Extensions and Learning adjustments:** All extensions and requests to apply a learning adjustment regarding submission **MUST** be submitted via the Extensions and Special Circumstances Service, see www.ed.ac.uk/student-administration/extensions-special-circumstances.

The School does not have the power to grant extensions.

From September 2023

- the standard extension length for all coursework assignments will be four days
 - language assignments an exception with shorter extensions
 - the Extra Time Adjustment approved by the Disability and Learning Support Service will allow students with this adjustment an extra 7 days
 - The final deadline for students to submit late work will continue to be 14 days after the published deadline.
 - The very small number of exceptions will be dealt with by the course administrator

Make sure you check the Extensions/Late Submissions dropbox during the above period.

- **Electing a tutorial representative:** Tutors are not required to recruit tutorial representatives.

Support and Pastoral Care for Students

As you are one of the most regular points of contact between students and the University, you may be the first to spot when a student is having difficulties of an academic or personal nature.

- You are expected to support students with course / topic-related academic queries.
- You are NOT expected to address questions relating to the student 'journey' or provide specialist wellbeing support and you should not attempt to do so.
- Each undergraduate student has an allocated **Student Adviser**, who is their first point of contact for academic queries and wellbeing concerns. These are part of the **Student Support and Experience Team**.

•

Every student also has a **Cohort Lead** who provide subject-area specific / specialist academic support.

- The **Student Wellbeing Service** provides support with issues that are affecting a student's health, wellbeing, studies or personal life. To refer a student to the HCA Wellbeing Adviser please see [Student Wellbeing Service](#).
- If you are unsure who to approach on any matter, the Student Support and Experience Team will always serve as a first point of contact, please contact hca-ssso@ed.ac.uk.
- The Student Support and Experience Team also support students with personal problems or ill-health that affect their studies and advise on extensions and special circumstances. If a student wishes to change the courses they are enrolled on or their degree programme they will also guide them through the process.
- **Peer Support** schemes also operate within HCA which are run entirely by student volunteers. The support they provide is subject to change from year-to-year in order to best reflect the needs of the student body at that time. For further information see www.ed.ac.uk/history-classics-archaeology/informationcurrent-undergraduates/your-studies/support-and-advice/peer-support.
- For academic issues such as poor performance in class or coursework, or language difficulties, it may be necessary to speak to the student either before or after the class, or in designated feedback events (see below) or refer the student to the course organiser or their cohort lead. Where a student discloses a complex or personal issue

to you, which is beyond your remit as an academic tutor to deal with, encourage the student to refer the matter to their Student Adviser or Cohort Lead or another appropriate person or service, for example, the Wellbeing Adviser or the Student Counselling Service. Always respect the student's confidentiality. Deal directly only with course-related problems.

- Please be aware that, as our students are adults, we require written permission from them to disclose any information to third parties. This includes parents, partners and other family members.
- Tutors should be available to meet with students at the point of the semester when coursework marks are being returned. Tutors are expected to claim for that feedback event.
- A number of branches of the University offer courses which can help students with academic and/or personal issues. The Institute for Academic Development (IAD) runs a series of workshops on learning and studying for undergraduates, for which see www.ed.ac.uk/schools-departments/institute-academic-development. The Institute for Academic Development also runs a course for tutors to give guidance on advising students on personal and academic matters.
- The English Language Teaching Centre provides English language support for international students, for which see www.ed.ac.uk/schools-departments/englishlanguage-teaching.
- The EUSA Advice Place, Student Counselling, and the Student Disability Service also offer various types of support for students. Links to these and other services are available at www.ed.ac.uk/history-classicsarchaeology/information-current-undergraduates/your-studies/support-andadvice/general-help-and-support
- Encourage students to contact you as soon as they are aware of an issue that has the potential to affect their academic performance, but remember what your own capabilities and duties are.
- If a student is distressed, the 'Helping Distressed Students Guide' provides useful guidance: www.ed.ac.uk/student-disability-service/staff/supporting-students/helpdistressed-students. It is best to consult this before a student comes to see you, but its guidance can also be helpful on the spot.
- If you have serious concerns about a student, or if you believe that a student is at risk, please contact the Student Support and Experience Team. Or, in an actual emergency or outside office hours, phone 2222 – the University Security Department. This number is better than 999 because Security will guide the emergency service to the correct building. If calling from a mobile phone or from outside the University network, the emergency number is (0131) 650 2257.

Feedback from Students

Written feedback is sought from students for every course, and can often help new and more experienced teaching support staff to assess critically their own teaching techniques. The feedback questionnaires address all aspects of the course. Feedback is analysed by course organisers and the findings discussed at course meetings at the end of the year.

Some staff like to have more direct access to feedback and will ask students to discuss with them what they felt worked about the tutorials and what did not. Be aware that some students may feel uncomfortable about discussing the course face to face, and others may feel too comfortable!

Staff-Student Liaison committee Meetings are held each semester by subject area, and are another opportunity for students to provide feedback. These are organised by the Teaching Organisation.

Tutoring

Tutorials in Context

Tutorials are an essential component of undergraduate teaching, particularly for first- and second-year (pre-honours) courses. They are designed to complement the course lectures and independent study, providing a secure environment in which students can develop their skills of critical analysis. Tutorials enable students to develop oral presentation skills through the discussion and debate of academic arguments, and through formal presentations. Written skills are also developed through the completion of coursework. **A tutorial is not another lecture**; the preparation, participation and engagement of students are vital to a successful tutorial.

All HCA pre-honours courses are semester-long. A semester-long course typically lasts 11 weeks. For individual course information, check with your course organiser. Most first- and second-year courses have two to three lectures per week and one tutorial either every week or every other week (again this can vary from subject to subject). If you find you are tutoring on a course that contains new subject matter for you, it might be useful to attend the lectures which are on offer for that course (it is normal courtesy to ask the lecturer before doing this, and please note that payment is not provided should you wish to attend any of the course lectures).

Tutorials usually (but not always) begin in week 2 of the semester. Course organisers will normally give advice on tutorial topics and reading. Many courses will have this material prepared and listed by the course organiser and lecturers on the courses' Learn Ultra sites.

You will typically teach 50 minutes for each tutorial and this counts as one class contact hour. For each class contact hour you are expected to have spent an additional hour working on preparation and administrative duties such as recording attendance. It can seem like the preparation time is actually much longer than this for new tutors, but the process gets easier the more experience you have, and as you repeat your preparation for different tutorial groups on the same course. The course organiser will allocate the number of tutorials you will be assigned and the course administrator for your course will notify you of their time and place.

The Roles of the Tutor

Tutoring is a job that comes with many parts. Aside from the contact hour with the students, you will be expected to prepare for the teaching, ensure the timely marking of essays and assignments and provide students with constructive feedback.

The provision of support and pastoral care for individual students is provided by Student Advisers, Cohort Leads and the Student Support and Experience Team. Tutors and Demonstrators are not expected to provide this support.

Tutorials and Students

The tutorials themselves are about active engagement and participation, rather than being another hour in which the students engage with the information and arguments presented in a lecture. Tutorials should provide an environment where students can express views and opinions on particular problems within the subject, and help students organise the material and ideas they have accumulated from lectures and private reading, in a way which will help them with essays, assignments and exams.

Tutorials should allow students to:

- Widen their knowledge of the subject area, complementing the information they obtain from lectures and private study.
- Develop problem-solving skills and critical thinking.
- Discuss themes and issues, developing strong communication skills.
- Develop group and teamwork skills.

All students should be encouraged to debate, express opinions, and question assumptions and explanations which are offered by others, raising critical awareness and enabling students to place their knowledge within a wider context.

Students come to tutorials with their own expectations about what is required of them. It is helpful, therefore, to discuss with them what a tutorial is, and what it is not (i.e. a lecture). You should make it clear that the students have their own responsibilities to the tutorial process – their advanced preparation and contribution is vital to a successful tutorial – as well as what your own role will be throughout the course. The tutor's role is to **channel but not dominate** the discussion. This can sometimes be difficult, particularly in the early tutorials when nerves can make a new tutor fill the awkward silences that will, inevitably, occur. If students do not respond immediately to a question or theme, try rephrasing it or dividing them into smaller groups to see if this helps stimulate discussion (more on this below).

Students' participation depends not only on how much advance preparation they have done (something that is hard to regulate and enforce), but also on the general atmosphere of the tutorial. Many students may not initially have the confidence to speak up in front of a group of their peers, and it is important, as far as possible, to create an atmosphere where they know they can speak up with confidence and without the fear of being embarrassed or derided. Let them know that it is OK to ask questions and that any contribution is worthwhile and valid. The students should feel that **the topic is worth discussing, and that they can learn from each other.**

Tutorial Preparation

Different tutors have different ways of preparing for their classes, but, particularly for the first few classes, it can be a good idea to have more than one approach or strategy prepared (group work, mini-presentations, etc.).

The key point to remember for tutorial preparation is that you need to be **flexible**. You should:

- **Plan for different situations**, such as the students being unprepared, or their general mood affecting the course of the tutorial. Discussions in small groups or class debates can sometimes liven up the room.
- **Be responsive to your students**. Certain topics may take up more or less time than anticipated, and you need to be prepared to adjust your tutorial accordingly. Being able to cope with these changing circumstances is one of the key skills you will develop as a tutor.

Here are some general guidelines which can help you get started:

- Familiarise yourself with the reading list for the tutorial and the way in which the topic fits with the lecture series. If the topic has not been covered yet in the lectures, for example, students may find it harder to grasp certain concepts.
- You are not expected to know everything. New tutors often feel that they should read everything on the reading list to prepare for every eventuality and question (which is impossible to do). If you are unfamiliar with the topic, have a look at the reading, but remember you need to get the students to think critically about their topic and you do not need to memorise everything yourself.
- Some tutors find that making preparatory notes can help, particularly for the first few tutorials, while you are finding your feet. Make a list of sub-topics which could be discussed in pairs or among the group as a whole. Some of the course handbooks will contain a few introductory questions for each week's reading.
- For courses which use primary sources or surviving objects, tutors should make themselves familiar with the source or object in question. For objects or teaching aids make sure you follow the procedures required by the subject area in question for using these objects, such as careful handling and making sure they are returned to the correct place. See your course organiser for more information.

A tutor's job also includes ensuring that students come to the next tutorial knowing what to expect. This process can be encouraged by discussing some of the ground rules in the first tutorial. It is essential to stay one step ahead by being aware of the tutorial topics which are coming up in the weeks ahead. Being aware of the context of the tutorials can help you to encourage the students to think about the wider themes of the course. Think of a few questions relating to the next week's reading which you can put to your class. This will help students to focus their attention on a particular aspect of the topic and will give them an idea of what you expect from them in the following week. You may decide, for example, to divide the class into groups and give each one a different reading on which to focus.

Learning outside the classroom

You may wish to encourage your students to visit sites of historical interest or museums or art galleries relating to the course. If you feel that a visit to a historical site would be of benefit to students taking the course, you may wish to suggest this to the course organiser.

Marking and Feedback

The marking of assignments and essays can be one of the most time-consuming aspects of being a tutor, especially when you are new to the task. The job can also be quite stressful, as you are working under the added pressure of knowing that marks go towards a student's final grade, something of which the students themselves are very well aware. The marking of assignments is vital, as it lets the course organisers see how well students have understood the subject matter, and it lets the students themselves see where they are (and are not) making progress.

Typically, course work counts for only a certain percentage (e.g. 40%) of the overall course mark. In some cases the remaining component of the overall mark comes from the degree exam. As a part-time tutor you will not usually be involved in examination marking.

If you are involved in the marking of coursework, it may be useful to discuss with your tutorial groups what markers are looking for in a piece of written work. Check with the course organiser early in the semester to find out whether or not you will be marking the coursework of your own tutorial groups. Particularly for first-year courses, it can be helpful to set aside some time early in the semester to discuss briefly what is expected from written assignments. Requirements will vary from course to course, so it is important that you are clear as to the expectations of the course organiser. Some courses will have different types of coursework, such as essays and source-based analyses. If this is the case, make it clear to students what type of assignment they should be writing and when.

Note: each Subject Area has a set of marking criteria, which are helpful to both tutors and students.

Support and advice is always available from your course organiser with regards to marking, and in some cases, meetings will be held to establish more precisely the marking requirements for a particular course. For new tutors, course organisers may read over sample papers, discussing possible marks and any issues that may arise. The course organiser will monitor the marking and ensure that moderation is undertaken in accordance with HCA policy. Many will wish to see a sample of your marked essays (some organisers like to see them all) to double check; they will also provide you with feedback on your marks and comments.

In most cases you will not be the only tutor on the course, therefore the Course Organiser will arrange "Marking Schools" that all Tutors must attend. During the Marking Schools the Course Organiser you will talk through marking in relation to the Course. The Course Organiser will discuss marking techniques and judgement, making clear the standards expected for marking. This session will also help you phrase your comments on students' papers in a constructive and encouraging manner. If you have trouble with a particular essay and want a second opinion, ask your course organiser. Likewise, if you suspect academic misconduct, make this known through the appropriate channels as soon as possible, please see the detailed information available at [Notification of Suspected Academic Misconduct](#).

Providing prompt, constructive feedback on essays and assignments is an essential part of the tutoring process and a key priority of the School. To ensure that feedback is provided in

a timely manner, all batches of coursework carry a turnaround schedule, which indicates the precise dates by which the various marking processes **must** be completed.

Your students will be looking to you for encouragement and for advice on how they might improve. **Written feedback should always be constructive, encouraging and respectful;** never write anything that you would not say to a student's face. In almost all cases within our School, work for credit is now marked anonymously. This sometimes makes it difficult to provide useful, personalised feedback, and it makes sensitivity all the more important.

Coursework submitted 'complete and on-time' is required to be returned to students within 15 days. You should also expect late submissions and those with extensions and / or with a learning adjustment applied regarding submission. Please be aware these may well be submitted to a separate dropbox, please consult with the course administrator as to where to find them.

Some courses will set aside time for individual meetings with students to discuss their feedback. This is a chance for you to encourage students over their progress and go over any issues they might have. Your course organiser will be in touch to discuss how this feedback event will be structured and you will be paid for the feedback event.

If you encounter a student who is unhappy with their mark, try to meet with them to discuss it and explain (tactfully) where the assignment could have been improved. Explain to them that marks are moderated and refer them to the explanation on Learn Ultra. If this does not resolve the issue, the student should be referred to the course organiser.

eMarking

The College has a requirement for all course assessment to be submitted electronically by students and for feedback to be returned to them electronically, where 'pedagogically appropriate'. The easiest way to deal with the assignments is to mark them electronically. If you foresee any issues with doing this, please speak to the course organiser as soon as you can.

You can find guidance on how to do eMarking in pre-honours courses at <http://bit.ly/2vEz00u> (for where the students are split into tutorial groups). If you are tutoring on a course where you are the sole marker, there are different instructions so please let us know (hca-it@ed.ac.uk).

The School's use of the University's Common Marking Scheme

The School of History, Classics and Archaeology uses a modified version of the University's 100-point mark scale. In the First Class band (70–100), marks progress in increments of five in the top two bands (i.e. 80, 85 etc.) and between 70 and 80 the increments are as follows: 70, 72, 75, 78, 80. The Fail band has a first step which indicates a clear fail but is designed to be recoverable (i.e. 38), before falling in increments of ten (30; 20; 10; 0). The remainder of the scale (38–70) will progress in increments of two marks, thereby removing odd numbers. This change is intended to promote:

| First | Upper 2nd | Lower 2nd | Third | Fail |
|-------|--------------|--------------|-------|------|
| 100 | 68 | 58 | 48 | 38 |
| 95 | 66 | 56 | 46 | 30 |
| 90 | 64 | 54 | 44 | 20 |
| 85 | 62 | 52 | 42 | 10 |
| 80 | 60 | 50 | 40 | 0 |
| 78 | | | | |
| 75 | | | | |
| 72 | | | | |
| 70 | | | | |

The First Tutorial

The first tutorial with a new group of students can be a daunting experience for both new and experienced tutors, but there are some ways in which you can make the process a little less terrifying. Each tutor has their own way of approaching and dealing with tutorials – the ideas laid out below are just guidelines and you should experiment with what you think will work.

Before your first tutorial it is useful to have a look at the **course handbook** – each course will have one and it holds essential information for the students, including contact details, course requirements and the all-important essay deadlines. All students enrolled on the course will have access to an electronic copy through Learn Ultra (but it can be useful to come to the first tutorial with a few spare copies to ensure that everyone has one). Familiarising yourself with these pieces of information will help you field questions in the first few weeks of tutorials.

Introductions

It is important the students in the tutorial group get to know each other as it can help build confidence and ease discussion. Different tutors have different methods for breaking the ice in the first meeting (some more awkward than others), but often the easiest thing to do is to get the students to introduce themselves to the group, by saying where they are from, what degree they are studying for, what year they are in, why they chose this course, and what they expect from it. (Variations of this theme would be to make them talk to the person to their right and then introduce that person to the rest of the group rather than introducing themselves.) Ensuring that everyone introduces themselves means that everyone has spoken in the tutorial, helping to set a precedent for the rest of the semester – it can also help you to start remembering individual student’s names. Don’t forget to introduce yourself – they will be just as interested to know who you are as they are about each other.

If there are any second-year students in the class you could ask them what their experiences of tutorials have been in the past. This can open up discussion of how tutorials work, and help to establish some of the ground rules of student preparation and participation.

Administrative Details

These are unavoidable in the first meeting and you may find that you have to reiterate them on a number of occasions depending on whether or not new students join later in the semester. Some tutors find it helpful to draw up a list of issues to be covered and procedures to be followed, a few examples of which are as follows:

- Inform the group that tutorials are mandatory and that absences should be explained to you and/or the course administrator (or organiser, as applicable). Check with the course administrator for the specific procedures required, but generally more than two unexplained absences in a row should be reported by you to the course organiser and/or the course administrator. Some courses may have stricter rules. Explain your own availability and provide contact details.
- Ensure that the students are aware of Learn Ultra and what it contains for that particular course and remind them to keep checking their University e-mail account. Please note for email communications University staff can only use a student's University email account.
- Encourage them to get to grips with the library as soon as possible.
- Use this opportunity to reiterate the course requirements which will be set out on the course Learn Ultra site. You should discuss and explain what you expect from the students in terms of participation and coursework, or whether there are any mandatory presentations to be made.
- Draw their attention to the information about academic conduct and plagiarism which can be found on the HCA Student Intranet.
- Some tutors find it helpful to distribute a hard-copy sheet with their name, contact details and key information. A sample introductory sheet is included at the end of this handbook.

Once everyone has been introduced and administrative matters have been dealt with you could ask them what they think the subject they are studying is. For example, what do they think archaeology is? What do they think is meant by 'social' history? What is meant by the term 'medieval'? Getting them to talk about these general issues can be a good way for you to introduce what the tutorials will be about and how you intend to run them. Emphasise that questions are welcome and that the success of the tutorial depends on the students' willingness to participate.

Sample 'Introductory Sheet' for First Tutorial

This is taken from a European History course but could be amended to suit any tutorial.

EUROPEAN HISTORY 1a (1500-1789) - INTRODUCTORY TUTORIAL

Welcome. My name is Dr X. I am a lecturer on the European History 1a course and your tutor for the semester. We meet here at this time every week up until and including Week 11. My email address is: x@ed.ac.uk

Course Handbook (on Learn Ultra): It is important that you download this or refer to it regularly. It contains information on lecture dates and tutorial topics, essay questions and

deadlines, referencing guidelines and reading lists. Most of your questions should be answered by the handbook.

Essay Deadlines: The first assignment, an essay, is due in Week 5 Monday 13 October. Essays must be submitted ...

Lectures: These are a way to acquire some of the basic knowledge you will need for tutorial discussion, and to write essays and respond to exam questions. The lecturers set the exam questions so it is worth knowing what they think is important! Hand outs may be provided at these lectures and many power point slides will be shown and made available on course materials in Learn Ultra.

Tutorials: These are compulsory. Get in touch via e-mail if you miss a tutorial. If you miss one without letting me know, you will receive an e-mail from the Course Organiser. Your Student Adviser will be informed if there are continual absences. You will also be assigned a tutorial performance mark at the end of the year based on attendance and contributions in class, and on your online journal.

Reading: All books recommended in the handbook are available in the Main University Library, many of them (and all essay and primary source analysis reading) in HUB reserve or online as e-reserve. This means you will be able to access key texts.

Presentations: During Weeks 7-10 two-three members of the group will give a short presentation on a selected topic each week. Groups and topics will be agreed in Week 3 and short reading lists provided by me, if necessary. See overleaf for some advice on giving presentations.

10 tips on how to give a 10-minute presentation

1. In order to communicate effectively to your audience do think about who they are and what the limits of their knowledge are likely to be.
2. In preparing you should probably spend about an hour for each 5 minutes of your presentation.
3. In 10 minutes you will have to focus on only a few points.
4. Once you have set your objectives you must determine your structure. If you have chosen to answer a single question you must prioritise the main arguments relevant to your answer. A question-orientated presentation may involve a number of questions and brief solutions, although beware of tiring the audience with dry repetition. Ring the changes!
5. Some of you may have chosen to present a theme and this may be communicated best by means of a sequential argument; with a fluid and linked series of arguments building up to a final conclusion.

6. You may have decided to focus on one incident or text or other piece of historical evidence and a pyramid approach may work effectively here: Begin with your focus on the piece of evidence and gradually build up the broader context as a way of demonstrating the wider significance (and relevance to the course theme).
7. A typical structure for your presentation:
 - a. Introduce topic/problem/question. Why is it important?/puzzling?/interesting?
 - b. Summarise or survey briefly the existing literature on the subject, highlighting major debates about it.
 - c. Explain how your reading has proceeded – what did you find difficult to grasp, and how did you overcome these difficulties? What problems remain? Can the audience help you with x, y, and z?
 - d. Your argument about this topic and outline of future investigations
8. You should only use visual aids (power point slides) if you feel that they are absolutely necessary and that you cannot convey your argument without an image/glossary/bibliography/graph. Try writing and giving the presentation without them first and then choose a limited number (around FIVE) which most effectively support your argument.
9. Your pace of delivery should be steady, not rushed or too slow, and your eyes should be up and turned towards the audience.
10. A little tip: a little repetition can be USEFUL

Learning to Deal with Problematic Situations in Tutorials¹

No matter how much you prepare, issues will always arise which you had either not foreseen or which you are unsure how to deal with. Even if you are teaching a number of tutorials on the same course, it can be surprising how much each group can differ in energy and response from week to week. The following are some of the more common situations which can cause tutors some problems:

Students who have not prepared

Unfortunately this can be a common situation and it can be the result of any number of reasons. Often a student may not have prepared because of a heavy workload where tutorial preparation takes a low priority. The best way to handle such situations is to pre-empt them as much as possible – in this case by suggesting a couple of questions to bear in mind while carrying out the next week's reading. You can then use these questions to open the discussion at the beginning of the tutorial and the students will have some knowledge of what to expect. This can be taken a step further by assigning particular readings to students – this not only can create an interesting discussion as different students will have been

¹ See D. Hounsell and S. Thompson (eds.) *Tutoring and Demonstrating: A Handbook*, (Edinburgh, 1995), available on-line at <https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/tutorsdemonstrators/resources/handbook>

exposed to different perspectives, but also ensures that each week they are doing the required reading. As always, however, you should remember that you are not there to provide another lecture for the students – if they do not seem to have done the work, do not be tempted to give them a summary of the reading or a solution to the debate.

Encouraging quiet students

For first-year students in particular, the first few tutorials can be a daunting experience. You might be lucky enough to have a group of students who all participate and contribute throughout the semester. It's likely, however, that some students will be more reluctant to participate than others, which can become a frustrating situation for the tutor. One of the most effective ways to help students build their confidence in public speaking is to divide the class into smaller groups, giving them a particular topic or problem to discuss. Discussing issues within a smaller group will help build the confidence of those students who do not like speaking in front of large numbers of people. Each group can then summarise their discussion to the rest of the class. If you have a number of students who are not participating, it can help to put these students in the same small group. If there is space and it is possible to do so, move around the room just to see that the discussion is flowing (and relevant!).

Students who dominate the discussion

In some ways learning to deal with dominating, talkative students is harder than encouraging the quieter students to participate. Students who regularly contribute should not be discouraged as they are important to a successful tutorial. If they talk too much, however, they can intimidate the quieter, less confident students. Once again, dividing the class into small groups can help. As with the quieter students, if you have a number of students who tend to dominate put them in the same sub-group so that other, quieter students have the opportunity to talk. Some tutors adopt the approach of allocating a question-per-student to ensure that each student has a chance to speak – while this can be helpful in ensuring that no one student dominates a tutorial, it can be perceived as 'being picked on' by some of the students and can have a debilitating effect if not carried out with sufficient sensitivity (also make sure that you ask open questions which require some thought and analysis, otherwise you will end up with a lot of one word answers!).

Handling difficult questions

The thought of being faced with a question to which you do not know the answer can be a scary one for both new and old tutors alike. You are not expected to know everything. If you do not know the answer (or if you are not sure) there are a number of ways in which you can handle this. First of all, by admitting you do not know the answer can earn you some respect from the students and it means that you do not try to answer a question without knowing the facts yourself (a slippery slope). You can try opening up the question to the rest of the group – this can be a good way to stimulate debate. If this does not produce an answer either you or the student could find out the solution and bring it up in the following class.

Dealing with inaccurate points made by students

As with difficult questions, it is inevitable that at some point you will be faced with a student producing an inaccurate statement. It is not always prudent to correct the student – particularly if it is only a slightly inaccurate statement and if the student has been hesitant about participating, correcting them could easily discourage them from speaking up in future. Just as awkward questions can be handled by opening them up to other students, inaccuracies can sometimes be resolved by turning the point into a debate rather than you simply correcting the statement and providing the students with the answer. If a tutor constantly picks up on mistakes and draws attention to them this can create a negative atmosphere and discourage future participation. Like marking and providing feedback on written assignments, dealing with inaccurate statements should be dealt with in a constructive and positive manner.

Examples of Teaching Methods for Tutorials²

There are many options when it comes to the format of tutorials and ultimately it will depend on the structure of the course and the expectations of the course organiser. Some suggestions for running a tutorial include:

Open Debate

This is the most common method used in tutorials, as it allows students to express their ideas as they occur to them, leaving the tutor to moderate and lead the discussion when necessary. The tutor can initiate the discussion with the questions which had been given to the class the previous week (see 'Tutorial Preparation' above), or can assign a student to think of some questions which have come out of the reading (see below). Open discussion is a fun way to run a tutorial, but care needs to be taken in a number of areas. Make sure that the students do not over-generalise their statements (this is common if insufficient preparation has been done in advance) and make sure that their points, as much as possible, are analytical and critical of the reading and themes which have been set. You should also take care that each student gets a chance to speak and the class is not dominated by a few confident speakers.

Organised Debate

This is similar to the above, but requires greater coordination by the tutor. The class is divided into as many groups as are required to represent the various views on the topic. Give the groups about 10-15 minutes to prepare their main points and then have each group deliver their findings and deliberations to the rest of the class – with each student presenting a point. The opposing groups will then have the chance to respond to the points raised. If the class is large enough you can assign a group of students to act as the chair to the debate, deciding which group provided the most compelling arguments. This activity has many different variations which you can experiment with. The main advantage of this method is that it helps to give the students a sense of control over the class, and its interactive nature can make for a lively tutorial.

² See S. Habeshaw, T. Habeshaw and G. Gibbs, *53 Interesting things to do in Your Seminars and Tutorials*, (Bristol, 1987) for further ideas.

Syndicate Groups

This can be an effective and rewarding way to manage your tutorial. By dividing the class into groups you can encourage quiet students to participate, as well as stimulate some interesting discussion. Divide the class into groups of 3 or 4 and present them with a topic to discuss. Each group can be given a different sub-topic to talk about, or you can give each group the same theme and see if they come up with different ideas. This is a useful way to break up a complex topic. Once they have discussed between themselves, each group should present back to the class the themes and ideas they have developed.

Mini-Presentations

This can be a good way to ensure that each student contributes throughout the semester. Assign a student each week to introduce the reading – it only has to be a couple of minutes and they do not have to have read every single item on the list. Ask them to think of some questions which occurred to them while doing the reading and put these questions to the class. What did they like about a particular reading or topic? Do they agree with the points put across? Getting them to concentrate their thoughts into a couple of minutes can be a useful exercise for the students and can raise some points for further discussion throughout the tutorial.

Tutorials based on a Primary Source or Surviving Objects

Having a primary textual source or a surviving object to discuss can provide a useful structure to a tutorial. Start with an examination of the source – ask the students what they understand the source or object to mean and what its purpose was/is. If it is a textual source you could get a student to read out an extract and then get the class to discuss it. You should get the students to think about the provenance of the source, what it says, who it was written or created by, and why. Then you can move on to the wider context of the source – what does it say about the period in general and how does it relate to the wider themes of the course? If secondary reading has been suggested along with the primary source it can be helpful to discuss this and see if they can identify any changing interpretations of the source.

Tips for Essay Writing

1. As the pre-honours courses attract students from across the University you may find that you have students who are not used to writing a humanities or social science essay. It is useful therefore to set aside some time within the first few weeks of the semester to go over a few essay guidelines with your students. You need to be careful, however, that you do not overload them with advice. Try to stick to basic guidelines: the students should know that they can ask you for help but not that you are going to hand them everything on a plate. You should also refer students to the relevant programme handbook for your subject area, available on the [HCA Student Intranet](#) SharePoint site. Resources are also provided by the IAD through their Study Hub, see: www.ed.ac.uk/schools-departments/instituteacademic-development/undergraduate/learning-resource.

The tips below may not be applicable to all courses, but they should hold at least some relevance:

Planning

Encourage students to **plan in advance**. You will get sick of saying it, but keep reminding them about up and coming deadlines. The sooner they start to plan for it the sooner they can start getting hold of the relevant items of bibliography. Access to bibliography is getting easier with increasing digitisation, but there will still inevitably be some scramble for books and journals as the deadline approaches. Ask them to be considerate of other students and, if they are lucky enough to get hold of a book, not to hold on to it once they have finished with it.

Remind the student to **read the question and make sure they have understood it properly**. This sounds obvious, but it is a necessary piece of advice which can often get overlooked. If the question is based on a primary source, do they understand the primary source? Can they put it into context? Is it a multi-faceted question? And, can they answer it?

Once they have understood the question, suggest that they keep it in mind as they are making notes from the reading. Having the question written down in front of them will help focus their minds while they are absorbing the information from their reading.

You will inevitably get asked 'How much should I read for the essay?' to which there is no right answer; it depends on many variable factors. The best advice you can give is to say that they read a good selection of the sources from the suggested reading list; in some cases some items will really be essential. When they feel that they are picking up on information which they can see as a potential theme or strand of the essay, then they are getting close.

Suggest that they **write a plan for the essay** – this will help them to organise their thoughts and should prevent them from presenting you with an essay that is a stream of consciousness.

Writing

Essays for humanities or social science subjects essentially have the basic structure of an introduction, main text, and conclusion. Once they have completed a draft they should read it through to make sure that the conclusion matches the plan set out in the introduction – and making sure that they answer the question.

Suggest that they print out drafts of the essay – seeing it on paper rather than on a computer screen can draw their attention to things which they might have missed and will make them more conscious of how the essay reads to another person. Reading it critically on paper can also help the structure and flow of the argument.

Correct referencing is essential. Some subject areas and courses have prescribed or preferred methods of referencing to which you can direct students: ask your course organiser. Otherwise, it can sometimes help to produce a quick and easy guide to footnotes and references for the students early in the semester so that they have something to follow. Make sure they include a bibliography – formats differ from subject area to subject area and from course to course, so check with your course organiser if there is a particular method they would prefer.

Internet sources such as Wikipedia should not be used – the student cannot know who wrote the entry and what that person’s knowledge or background is. To avoid confusion, as a general rule you could say do not use internet sources **apart** from those whose authorship is clearly identified and reputable, but you may want to go further than that.

Make sure they stick to the word limit: some courses penalize for essays which are significantly over or under the required limit, check with your course organiser if this is the case. Part of the exercise is for students to formulate and support their arguments in a clear and concise manner: they might find the word limits frustrating, but they are important.

Further Information

A number of sources have been used to compile this handbook, and if you wish further information or ideas they can be good place to start.

The Institute for Academic Development has a useful website which contains both resources and information about their courses: www.ed.ac.uk/institute-academic-development.

IAD also provide a handbook: www.ed.ac.uk/institute-academic-development/learningteaching/staff/tutors-demonstrators/resources/handbook

Habeshaw, S., Habeshaw, T., and Gibbs, G., *53 Interesting things to do in Your Seminars and Tutorials*, (Bristol, 1987)

Marton, F., Hounsell, D. and Entwistle, N., (eds.) *The Experience of Learning: Implications for teaching and studying in higher education*, 3rd (Internet) Edition, Edinburgh: University of Edinburgh, Centre for Teaching, Learning and Assessment. See especially Chapter 12: Enabling and Shaping Understanding through Tutorials, www.ed.ac.uk/institute-academic-development/learning-teaching/staff/experience-of-learning.

Advance HE resources page: [Knowledge Hub | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/knowledge-hub).

Demonstrating

Guidelines for Demonstrators

Demonstrating forms an important part of the delivery of the SHCA teaching programme and your contribution is greatly valued.

Health and Safety in the Labs

As a demonstrator you have a responsibility to familiarise yourself with the SHCA laboratory regulations and safe practice guidelines. The regulations and guidelines are detailed in the SHCA Laboratory Users Handbook, see below.

Lab demonstrators must attend a Laboratory Health and Safety Induction Session prior to working in the labs, and should attend this session at least once every three years thereafter. Details of the annual Laboratory Health and Safety Induction Session will be circulated to all lab users by the lab technician.

You are also expected to be familiar with the particular safety profile of the lab in which you are working/demonstrating. This information can be found in the blue Health and Safety Information folders that are kept in each lab, which provide detailed information on the University's Health and Safety Policy relevant to each particular lab, such as chemical and biological hazards and radiation protection.

Make sure that you know what to do in an emergency. In particular, you should know:

- (i) how to call for help;
- (ii) the location of the nearest First Aid cabinet;
- (iii) how to find a first-aider;
- (iv) how to calmly and safely evacuate the laboratory;
- (v) the locations and mode of operation of extinguishers; and (vi) the location(s) of the technical or supervisory staff on duty.

It is also important that demonstrators ensure that students work safely in the laboratories.

Good Practice and Lab Hygiene

Your behaviour in the lab classes should set a good example for the students. It is important to note that food and drink are not permitted in any of the SHCA labs. This is because the labs contain computing equipment and expensive specialist equipment/apparatus that may be damaged by liquid spills, as well as archaeological materials and chemicals that may be contaminated by, or contaminate, food and drink.

If you do see anyone (staff or students) taking food or drink into the labs please politely remind them that they must leave any food and drink outside the lab. If a student needs to drink or eat during the class they must leave the lab to do so. Note: students don't need to ask permission to leave the lab for this, or any other, reason.

Lab coats should be worn at all times in the labs. This is to minimise the risk of personal injury or harm should there be any spills of chemicals or other hazardous materials and to prevent contamination to, or by, archaeological materials. Additional protective personal equipment appropriate to the task in hand should also be worn. If you do see lab users (staff or students) not wearing lab coats in the labs please gently remind them to do so.

Everybody handling human remains should consult the Archaeology Ethics and Standards document which can be found under 'Archaeology Guidelines' on the School's Ethics Procedures website (www.ed.ac.uk/history-classics-archaeology/research/ethicsprocedures/procedures).

Use of Equipment and Consumables

There are a wide range of facilities and numerous pieces of apparatus/equipment that can be used for teaching/demonstrating. Please discuss your requirements with the course organizer, lab superintendent or lab technician well in advance of teaching/demonstrating to ensure that any equipment and consumables you need will be available for your class.

Apparatus/equipment or samples that have to be left for an extended period should be accompanied by an 'Apparatus Working' card that indicates the name of the responsible person and a contact number/email.

Any equipment borrowed for teaching/demonstrating must be signed for and used on the understanding that the signatory is responsible for proper use and safe return.

If you are using lab consumables during the lab class and stock is getting low, please ensure that you inform the course organizer or the lab technician before stock runs out. Similarly, the lab technician or lab superintendent should be notified of all breakages. This ensures that repairs or replacements can be sought promptly.

What can Students Expect of a Demonstrator?

Demonstrators should assist students in lab classes, explaining concepts and methods, and helping students with exercises and activities. Demonstrators are not there to tell students the answers, but to facilitate student learning and understanding.

If students are requesting attention beyond the remit of a demonstrator, or are asking for assistance outside of demonstrator hours, be assertive and ask them to redirect their questions to the class organizer.

Students may also seek to discuss pastoral issues with demonstrators. If a student does approach you, please remember that there are many people in the University who are specifically employed to help students. Significant pastoral issues should be referred to the Student Support and Experience Team or the Cohort Lead.

Contacts

If you are experiencing any difficulties arising from working as a demonstrator you should in the first instance discuss these issues with the course organizer. If this does not resolve the issue you should approach the Head of Subject Area.

Summary of Lab Facilities and Uses

Lab 3.20 (Chemistry lab)

The main activities carried out in this lab are (i) the extraction of collagen from archaeological human and animal bone samples for isotope analysis and radiocarbon dating, and (ii) analytical x-ray fluorescence.

Teaching and demonstrating are restricted to activities that require the use of hazardous chemicals or other specialist equipment housed in this lab. Lone working is not permitted within this lab and use is only granted with prior permission and at a time that is convenient for the lab technician or lab superintendent.

Lab 00M.03 (Microscope lab)

This lab is principally intended for analysing samples using microscopy. The sensitive nature of the microscopes housed in this lab means that activities that create dust or particulates are not permitted. However, this lab can be used for teaching/tutoring small classes as well as for individual research (by staff and students). Note: priority will be given to teaching/demonstrating of microscopy and individual research that involves the use of microscope work.

Demonstrators making use of the microscope must ensure that all users are working in accordance with the guidelines laid out in the University's *Microscope Workbench Checklist*, a copy of which is placed in the blue Health and Safety Information folder within this lab. It is also available online:

www.docs.csg.ed.ac.uk/Safety/includes/guidance/Microscope_workbench_checklist.pdf

Any intended activities in this lab **must** be discussed with and approved by the Lab Technician in advance.

If you are using this lab for teaching/demonstrating this should be indicated by placing a sign on the door of the lab indicating the date and time of the class, and giving other users as much notice as possible. Time slots in this lab can be booked by filling in the Lab Space Booking form on the outside of the door. Lab space can be booked via the booking form up to one week in advance. To book further in advance students/staff will be required to email Robin Bendrey robin.bendrey@ed.ac.uk and/or the lab technician (HCA-labs@ed.ac.uk) explaining the need for lab access and how much time access is required for.

Lab 00M.05 (Teaching lab)

The teaching lab is used for lectures and teaching large class sizes. When not in use it can be used for individual research by staff and students. Synbone experiments also take place in this space. While the lab is used extensively for osteoarchaeological purposes, it is not

reserved exclusively for this and can be used for laying out and analysing other archaeological material.

Lab 00M.07 (Teaching and research lab)

This lab can be used for teaching/tutoring small classes as well as for individual research (by staff and students). Priority will be given to teaching/demonstrating.

Note: while the lab is used extensively for osteoarchaeological purposes it is not reserved exclusively for this and can be used for teaching/demonstrating of non-osteoarchaeological classes as well as laying out and analysing other archaeological materials.

The refrigerators in these labs can be used for any non-hazardous materials that require cold storage. However, this can only be done by prior arrangement with the lab technician or lab superintendent. All stored materials should be clearly labelled with a name and contact phone number/email address. Any materials not labelled in this way may be disposed of without notice. Note: priority will be given to the storage of prepared Synbone, both pre- and post-experimentation.

If you are using this lab for teaching/demonstrating this should be indicated by placing a sign on the door of the lab, indicating the date and time of the class, and giving other users as much notice as possible. Time slots in this lab can be booked by filling in the Lab Space Booking form on the outside of the door.

Lab G.18 (Wet processing and thin sectioning lab)

This lab is used for a range of post-excavation activities including cleaning of archaeological materials (e.g. wet processing and flotation), as well as housing the thin-sectioning equipment.

This is the only lab in which the sinks are equipped with sediment traps and deep enough for activities such as flotation and wet sieving, therefore all material that needs to be cleaned can be washed only in this lab. Note: it is the responsibility of the lab users to empty the sediment traps on a regular basis.

Other activities that should be carried out in this lab include gelatin preparation for Synbone experiments and post-experiment Synbone cleaning. Do not dispose of Synbone in any other sinks. Any other activities in this lab **must** be discussed with and approved by the lab technician or lab superintendent in advance.

This lab can be used for teaching/tutoring small class sizes in practical exercises, such as wet processing and post-excavation techniques.

If you are using this lab for Teaching/demonstrating this should be indicated by placing a sign on the door of the lab, indicating the date and time of the class, and giving other users as much notice as possible. Time slots in this lab can be booked by filling in the Lab Space Booking form on the outside of the door.

SHCA Laboratory User Handbook

Health and safety is of paramount importance in a laboratory environment, and it is essential that *Laboratory Regulations* and *Laboratory Safe Working Procedures* are fully understood and adhered to. As a lab user you are expected to be familiar with and to comply with these regulations and procedures.

For all Lab Users there will be a health and safety induction to attend prior to commencing work which will cover all reasonable precautions.

The principal purpose of this handbook is to provide information about the organisation, and regulations that govern the running of, the SHCA laboratories. Much of the information in this Handbook can also be found in the blue Health and Safety Information folders that are kept in each lab. These folders also provide more detailed information on the University's *Health and Safety Policy* that are relevant to each particular lab, such as chemical and biological hazards and radiation protection. Please ensure that you are familiar with the information contained within these folders.

The University of Edinburgh's full Health and Safety Policy and Codes of Practice can be found at the following link:

www.ed.ac.uk/health-safety/policy-cop

Contacts

Should you have any questions relating to the use of the labs or encounter any issues when using the lab facilities or equipment please contact either the lab technician (HCA-labs@ed.ac.uk) or the lab superintendent Robin Bendrey (robin.bendrey@ed.ac.uk; tel +44 (0)131 650 4562).

Laboratory Regulations

The following regulations apply to all of the SHCA labs:

1. Work safely at all times.
2. Risk assessment and safe system of work forms must be completed for all procedures being undertaken in the laboratory. This is the responsibility of the student and their supervisor.
3. Do not undertake any work unless the risks, if there are any, have been explained to you.
4. Laboratory coats or other protective clothing appropriate to the task in hand must always be worn. Laboratory coats should not be worn outside the laboratory area especially in areas of the building where food and drink are taken.
5. In addition to a laboratory coat, goggles and gloves should always be worn when handling chemicals of any type. With hazardous reagents additional precautions should be taken – follow the advice provided on Safety Data Sheets (SDS).
6. Laboratories must be kept clean and tidy at all times. Field samples, prepared samples, etc., when not in use must be clearly labelled and placed in a designated storage area.
7. All glassware, sieves, etc., must be washed, cleaned and sterilised (as appropriate) immediately after use.

8. When laying out human skeletal remains or other archaeological materials, foam mats and cork rings should always be used to minimise damage to this fragile, non-renewable resource.
9. No food or drink should be taken into or consumed in any laboratory.
10. Waste must be disposed of as indicated in the SHCA Laboratory Regulations and Safe Working Procedures Handbook.
11. In the event of an accident, or near-accident, inform the tutor in charge, the laboratory technician or the laboratory superintendent.

In the event of a medical emergency ring the University emergency number (telephone 2222) and ask for the Emergency service you require.

Laboratory facilities will only be made available to those willing to observe the laboratory regulations and safe working procedures.

Lab working practices will have been fully covered in your Health and Safety induction. It is the duty of everyone using the labs to keep fully up to date with any changes circulated by the University and to follow all guidelines. Failure to do so may mean access to the labs is withdrawn.

Use of labs

All lab space will be continue to be booked in advance with a class register taken in OOM.05. Users are advised to wash hands thoroughly, as per the guidelines listed earlier in the document, on entering and leaving each lab space. There is currently no requirement to wear gloves, apart from where necessary, for appropriate lab tasks. Ideally students will have their own lab coat that should be brought to and from each session, rather than it being stored in the labs, although we can provide one if necessary. After each session all worktops and seating used will be cleaned, as per University guidelines, at the instigation of whoever is supervising the lab session.

To book in advance students/staff will be required to email Robin Bendrey robin.bendrey@ed.ac.uk and/or the lab technician (HCA-labs@ed.ac.uk) explaining the need for lab access and how much time access is required for. This system will allow for contact tracing, if required, due to further Covid outbreaks.

Safe Working Procedures: general policy

The use of all facilities is conditional upon the user respecting safe working procedures. This includes the completion of Risk Assessments for all activities undertaken and the immediate reporting of accidents and near accidents so that action can be taken to rectify any problems arising from working procedures.

Health and Safety Regulations

Work in any lab or work area is covered by several pieces of legislation which dictate safe working practices. The most relevant legislation is the Health and Safety at Work Act (1974), part one, section seven of which states,

“It shall be the duty of every employee while at work to take reasonable care for the health and safety of himself and of other persons who may be affected by his acts or omissions at work; and as regards any duty or requirements imposed on his employer or any other person by or under any of the statutory provisions, to co-operate with him so far as is necessary to enable that duty or requirements to be performed or complied with”.

Note: in this context a student is deemed to be an “employee”. It follows that for the sake of the safe and accurate use of a laboratory a few simple rules should always be followed.

SHCA Laboratory Health and Safety Regulations

No food or drink should be taken into or consumed in any laboratory. Similarly eating utensils should not be taken into or stored in any laboratory. Laboratory glassware, fridges, freezers and ovens should never be used for food storage or preparation.

Protective clothing appropriate to the task in hand must be worn. Lab coats should be worn at all times in the labs. Lab coats should not be worn outside the laboratory areas. You should wash your hands after any activities involving archaeological materials or handling chemicals. Hand-washing sinks, which are clearly labelled, are available in each lab.

Poor housekeeping is a major cause of accidents and, in general, a safe working area is a tidy working area. Laboratories must be kept clean and tidy at all times. Apparatus and other materials that are not immediately required should always be returned to a safe storage place, and unwanted materials, particularly combustible and flammable items, should be disposed of safely and promptly. Cleaning of laboratory bench tops, storage cupboards, apparatus and equipment, and reagent shelves is the responsibility of all lab users. All glassware, sieves, etc., must be washed, cleaned and sterilised (as appropriate) immediately after use. All spills and breakages should be cleared up immediately (see below for guidance on waste disposal).

When laying out human skeletal remains or other archaeological materials, foam mats and cork rings should always be used to minimise damage to this fragile, non-renewable resource.

Visitors are not allowed into the laboratories except when accompanied by a member of academic staff or the lab technician. Any visitors should be provided with appropriate protective clothing. Volunteers may work in the labs following completion of a Volunteer Form and with the agreement of the lab technician or lab superintendent.

Knowing the Risks: carrying out a “Risk Assessment”

It is a legal requirement that we complete and have on file risk assessments for all activities undertaken in the laboratories. Guidance on risk assessment procedures can be found in the Health and Safety Commission Approved Codes of Practice, the Health and Safety Executive’s booklet "COSHH Assessments" and the Scottish Universities’ "COSHH Handbook". Electronic copies of these publications can be found on the University Health and Safety website. Forms are also available for COSHH Manual Handling risk assessments.

Risk assessment forms must be completed prior to the start of work. Assessing risk involves examining the extent of the likelihood of a substance/chemical or protocol causing harm, in the actual circumstances of the work activity in question, and if it were to what the severity of the outcome could be (worst case scenario). The risk assessment should include,

- (i) recognition (of hazardous properties);
- (ii) evaluation (of risk, likelihood and severity of outcome); and
- (iii) control (implementation of measures to achieve and maintain adequate control of risk).

Risk assessments should be reviewed annually and updated whenever the original risk assessment is no longer valid.

It is the responsibility of individual supervisors to ensure that all the necessary information, instruction and training have been provided to allow students and staff to work safely in the laboratories. If you have not been asked to read and sign a risk assessment for any activity that you are undertaking that involves risk please ask to see one or notify the lab technician or lab superintendent.

Further details on Risk Assessments and forms can be found at the following link:

www.ed.ac.uk/health-safety/online-resources/risk-assessments

Lone Working

Lone workers are those who work by themselves without close or direct supervision. All activities that require lone or out of hours working require a specific Lone Working Risk Assessment to be completed. This risk assessment will include general elements, e.g. routine building access arrangements for staff, students, etc., as well as elements specific to particular work activities and protocols.

In line with the Health and Safety Policy, any proposed out of hours work that entails a potential risk of serious personal injury, fire or other significant hazard (should control measures for some reason fail), is prohibited. All such work must be scheduled within periods of expected building occupancy, with all necessary control measures and emergency procedures in place.

Guidance and advice on lone and out of hours working issues are available from the following links:

www.docs.csg.ed.ac.uk/Safety/ra/LOOH_notes.pdf

www.ed.ac.uk/health-safety/guidance/workplaces-general/looh

Handling Chemicals

Many of the chemical reagents that are commonly used are potentially dangerous. For this reason it is advisable to become acquainted with them before use. It is particularly important to remember that some chemical reagents, which may be relatively innocuous in themselves, can, when mixed together, produce dangerous substances or reactions. For this reason analytical protocols should not be modified without first checking with someone who has the knowledge to assess the likely results of the changes.

Familiarise yourself with the properties of the chemicals with which you are going to be working. This information can be found in the 'Chemical Hazards Book' kept in room 3.20. When given instructions do read/follow them - if in doubt ask! Reference can also be made to the Hazard Data books supplied by chemical companies such as BDH which can be found in room 3.20. Read the labels on the reagent bottles before use, making sure that you have got the correct reagent (many of their names are very similar).

Goggles and gloves must be worn when handling chemicals of any type. Wear sturdy shoes – sandals and trainers/plimsolls offer little protection against chemical spills. Additionally, trousers offer more protection than skirts or shorts. Long hair should be tied back.

With especially hazardous reagents additional precautions should be taken. A PVC apron, heavy neoprene gloves, and a full-face visor are available. All gloves should be washed prior to removal and hands should then be washed following any work with chemicals. With dangerous reagents acquaint yourself with the appropriate procedures in the event of a spill or other accident; charts explaining the necessary precautions and safety measures are displayed in the appropriate areas.

When using strong acids, oxidising agents or alkalis, or handling any chemicals that give off toxic fumes, prepare all reagents in a fume cupboard; and always use suitable containers for storing and pouring the solutions. Great care must be taken when carrying chemicals – bottles should be carried in baskets or similar containers.

It is vital for the safety of subsequent users that when your work is complete users of the fume cupboard must remove all equipment and chemicals and thoroughly wash down all 13 contaminated surfaces. Remember also to wash off all traces of reagents from the outside of bottles before putting them away, and from gloves, aprons and other protective equipment before taking them off.

Most organic solvents are highly flammable and can form explosive mixtures with air. Many organic solvents form peroxides in storage. Organic peroxides are liable to decompose spontaneously and explosively. All solvents should therefore be stored in the solvent storage cupboard when not in use. Where possible avoid the use of hazardous chemicals.

The lab technician or lab superintendent should always be informed of any proposed work that will involve unusual or severe hazards (e.g. very toxic or radioactive chemicals, known or suspected carcinogens, highly flammable materials, compressed gases, etc.). **Never** pipette by mouth. Chemicals should only be used in the appropriate laboratories (see below) and must not be removed from the premises.

Work involving the use of chemicals must not be undertaken outside normal working hours (8.00 a.m. - 6.00 p.m. Monday-Friday) or at any time when in the event of an accident help would be unavailable.

Purchase, Delivery and Storage of Chemicals

All chemical (including consolidants and adhesives) purchases should be notified to the lab technician or lab superintendent to ensure that centrally held records of chemicals are kept up to date to adhere with Health and Safety legislation.

All chemicals, including consolidants and adhesives should be delivered to the Chemical Laboratory (Room 3.20) and all hazardous chemicals must be stored in this laboratory. Consolidants and adhesives may be stored in other labs upon completion of appropriate risk assessments and development of safe systems of work protocols. A hard copy of the risk assessment and safe systems of work protocol must be made available in the lab in which the chemical/consolidant/adhesive is being used.

All chemicals should be delivered with a safety data sheet (SDS) which should be consulted prior to use. Please consult the lab technician or lab superintendent prior to using any chemicals, consolidants, or adhesives that do not have an SDS supplied by the manufacturer.

Laboratory Fume Cupboards

Extractor fans must be on at all times when the fume cupboards are in use for experiments or when they contain volatile compounds. Keep hazardous chemicals at least 15 cm behind the sash of the fume cupboard. Always work with the sash in the lowest practical position and close the sash when the fume cupboard is left unattended. Do not position any equipment in the fume cupboard that will restrict closing the sash. Do not use the fume cupboards for the storage of chemicals or any other materials.

Please note: the fume cupboard in G.18 is a recirculating fume cupboard and may not be suitable for all tasks involving hazardous materials. Please discuss your requirements with the lab technician or lab superintendent before carrying out any activities in this fume cupboard.

Chemical Spills

You must also familiarise yourself with the locations and contents of the Hazard Warning Sheets and BDH/Merck Hazard Data Books – these provide information on the correct procedure for chemical spills as well as primary advice on first aid. You must consult these charts/books when producing your risk assessment. It is your responsibility to consult the BDH/Merck Hazard Data Book before using any chemical that you are unfamiliar with, and to ensure that you are aware of what to do in an emergency.

In all cases of chemical spillage onto skin or clothing the first step is to douse the affected area with clean cold water. Remove all affected clothing (you should have been wearing a lab coat) and wash skin thoroughly with water. A spill containment kit is available on the bench shelf in room 3.20.

Contact of any chemical with the eyes requires immediate rinsing with water – an emergency eye shower is located in room 3.20 and there are eyewash bottles in room 3.20 and other labs.

Note that contact with certain reagents, e.g. Formic acid, Bromine, etc. will always require medical attention, but emergency treatment by thorough rinsing of the contact area with water, ammonia solution (contained in eyewash bottles) and further water is recommended. Once the initial contamination has been doused, seek medical attention.

Disposal of Lab Waste

The disposal of chemical waste is controlled by legislation. Chemical waste should never be disposed of in sinks – if you are undertaking a protocol that produces chemical waste please discuss appropriate disposal procedures with the lab technician or lab superintendent. All containers of chemical residues/waste should be clearly labelled.

Any materials that come into contact with chemicals (including ‘sharps’, such as scalpels and broken glassware) should not be disposed of to landfill. There are designated disposal bins for contaminated materials in the labs - these will be either a yellow sack or a large yellow bin with purple lid.

Uncontaminated sharps (i.e. those which have not been in contact with chemicals or hazardous biological materials) should be disposed of in the small yellow bin with orange lid. Do not dispose of sharps in any other way.

Biological waste should not be disposed of to landfill. Please discuss appropriate disposal procedures with the lab technician or lab superintendent. For disposal of other materials, such as electrical equipment, batteries, lab plastics that are safe for disposal, and glassware that is safe for disposal, please contact the lab technician or lab superintendent.

General lab waste can be disposed of in a rubbish bin intended for landfill.

Guidance for the disposal of lab waste can be sought from the Waste from All Laboratories notice, which is displayed in each lab.

If you are uncertain as to how any particular form of lab waste should be disposed of, please consult the lab technician or lab superintendent.

Accident Prevention, Procedures and Reporting

It is the responsibility of laboratory users to find out what to do in case an emergency situation arises. You should determine, before any emergency occurs, the location of the telephones, the fire alarms, the emergency fire exits and the fire-fighting equipment, and the location of first aid materials.

Prevention:

Bring to the attention of the lab technician, the lab superintendent or your tutor any potential hazard to safety and health. This includes reporting faulty equipment and security breaches to the lab technician or superintendent.

Knowing what to do in an emergency:

All laboratory users should familiarise themselves with the position of fire alarm points and the safe route of exit in the event of a fire or fire-drill.

If you have not learned basic First Aid measures, or have not been trained in First Aid, you must familiarise yourself with the name(s) and location(s) of your nearest qualified First Aider(s).

First aid boxes can be found in every laboratory. You should familiarise yourself with the location of these boxes.

It is an essential requirement that you report (via the accident slips) the use of these boxes so that stocks can be maintained.

In the event of a serious accident that requires hospital treatment call the University of Edinburgh

EMERGENCY NUMBER 2222 and ask for an ambulance to be sent to Doorway 4 of the Old Medical School, Teviot Place. Emergency telephones are located outside each of the laboratories – familiarise yourself with their location. After calling for an ambulance, call for a First Aider. Arrange for someone to meet the ambulance in the courtyard. If emergency help does not arrive within 10 minutes repeat the call.

Accident, Incident / Occupational Ill Health Reporting

All accidents however minor should be reported to the lab technician or lab superintendent (room 3.20, telephone 502372). Near misses should also be reported to allow SHCA Health and Safety procedures to be reviewed and revised as necessary.

Reports can be made in two ways:

1. Filling out the forms in the *Accident, Incident / Occupational Ill Health Report Book* that is kept in each lab (first section of the book).
2. Filling out the online form: www.accidents.is.ed.ac.uk/

Use one method or the other, **DO NOT** use both methods for the same incident.

Any employee (this includes students) who feels that he/she is suffering from a health problem which may be work related, should report the matter.

Reports can be made in two ways:

1. Filling out the forms in the *Accident, Incident/Occupational Ill Health Report Book* that is kept in each lab (second section of the book).
2. Filling out the downloadable form: www.ed.ac.uk/health-safety/occupational-health/illhealth-accident-reporting/ill-health-reporting

Use one method or the other, **DO NOT** use both methods for the same health matter.

Further details about accident reporting can be found at the following link:

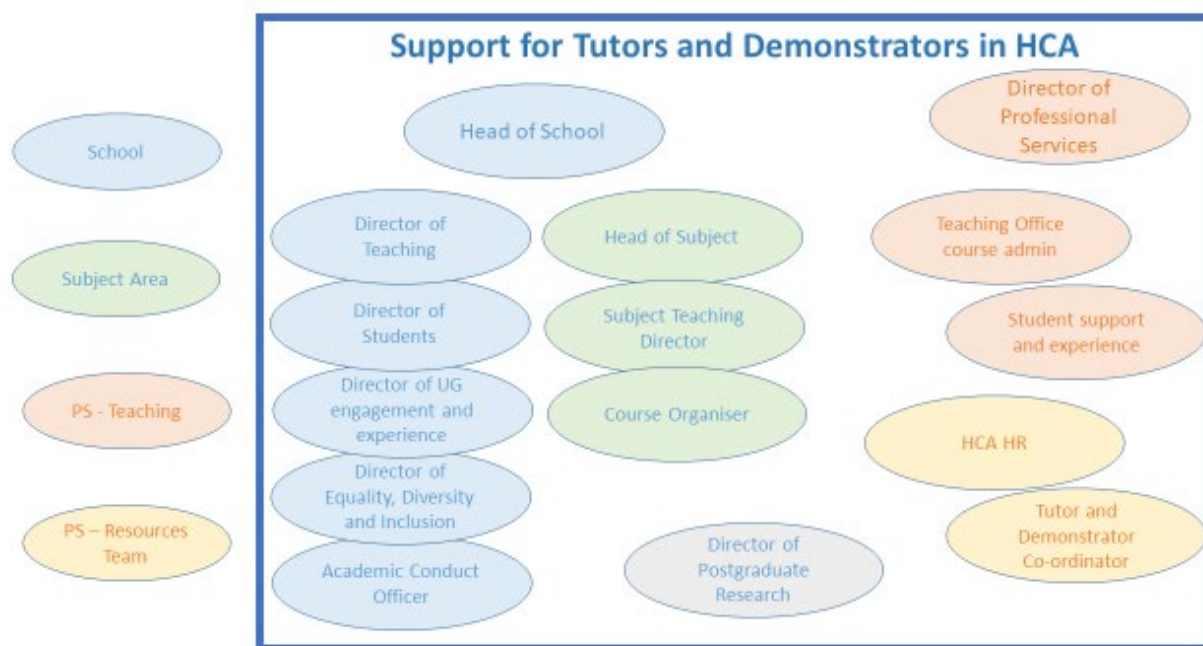
www.ed.ac.uk/health-safety/accident-reporting

Note: Laboratory facilities will only be made available to those willing to observe safe working procedures.

Useful Contacts

There are many people who will support you throughout your tutoring experience.

All staff employed by the School are listed on the website at www.ed.ac.uk/history-classics-archaeology/about-us/staff-profiles



School Resources Team

Tutor and Demonstrator Co-ordinator hca-teaching-support@ed.ac.uk

The Tutor and Demonstrator Co-ordinator is your first point of contact and will be able to assist with any queries that you have regarding payment for work, People and Money Time Cards claims, and your contract. They also provide administrative support to the PG PT Tutor Liaison Committee and administrative support for the allocation of work and application process for new tutors on an annual basis.

HR hca-hr@ed.ac.uk

HR within the school is able to assist with queries regarding your contract of employment, issues relating to pay and any questions regarding your employment with the university.

Line Manager

Your Line Managers are:

Academic

- Archaeology – Professor Jon Henderson
- Classics – Dr Benedikt Eckhardt
- History – Dr Zubin Mistry
 - Annual review
 - Oversight of performance
 - Oversight of academic training

Administrative

- Anne Brockington, Tutor and Demonstrator Co-ordinator
 - allocation of hours
 - approval of time card claims
 - absence management
 - systems training

Course Organisers

The course organiser should be your main point of contact for all matters related to a particular course, and can provide support over particular difficulties with the course content or the tutorials themselves. They may also be consulted if you are aware of a student having difficulties, but, the student's Student Adviser and Cohort Lead are the people responsible for the academic welfare of the student.

The Course Administrator is the key person to contact with any questions about the course or student issues.

Course organisers will arrange a briefing at the beginning of the semester to discuss the course and provide guidance to tutors on what is expected from the students in terms of participation and coursework. Later in the semester, course organisers will discuss marking and assessment with their tutors and moderate the marks and feedback of the tutorial groups. They will also organise a meeting at the end of the year for all tutors and lecturers on the course to discuss the outcomes of the course, remedy any issues that need to be resolved and discuss the feedback provided by the students.

Course Administrators

The course administrator is the principal administrative contact for any course. They will create the online registers for you to complete for each tutorial, and should be informed if any new students appear in your class. They will be able to give you access to Learn Ultra – you will need to provide them with your staff UUN – where you will be able to find the course handbook, and will be your main point of contact for collecting and returning marked coursework.

Other Staff

Academic Administrative roles

Subject Area

Directors of Teaching

- Archaeology – Dr Ulf Schoop (semester 1) and Dr Guillaume Robin (semester 2)
- Classics – Dr Aaron Pelttari
- History – Dr Zubin Mistry (Pre-Honours) and Dr Megan Hunt (Honours)

School

Director of Teaching – Dr Alasdair Raffe

Director of Students – Dr Catriona Pickard

Director of Equality, Diversity and Inclusion – Dr Julie Gibbings

Academic Conduct Officer – Dr David Lewis (semester 1) and Dr Julius Ruiz (semester 2)

Director of Postgraduate Research – Professor Ben Russell

Undergraduate Manager

The Undergraduate Manager line manages all Course Administrators and is responsible for the oversight of all undergraduate course administration; including the management of course structures, provision of effective feedback, oversight of examination processes and all related policy and regulatory requirements.

Curriculum and Quality Assurance Team

hca-cqa@ed.ac.uk

The Curriculum and QA Team is responsible for course scheduling, curriculum approval and quality assurance processes, across all undergraduate and postgraduate programmes. They also provides front-line administrative support to the School's Academic Conduct Officer.

Student Support and Experience Team

The Student Support and Experience Team offers a range of support to undergraduate and taught postgraduate students, both directly as Student Advisers and through assisting Cohort Leads. Please contact the team on hca-ss@ed.ac.uk.

More information on what they do can be found at: [Student Support Office | The University of Edinburgh](#).

Other Tutors and Demonstrators

Fellow colleagues are an important source of support and information for those who are new to the job. It is likely that at least one other tutor on the same course as you either has experience on that course or teaching experience in general. Try to talk to those who have tutored or demonstrated before to see what their experiences have been and how they have dealt with any difficult situations which arose during their classes. You can discuss teaching techniques with fellow tutors or demonstrators, gaining ideas of how you can vary your own classes. As noted above, talking over marking and assessment with fellow tutors can be beneficial, helping you to build your confidence and develop your skills of assessment.