School of History, Classics and Archaeology

2023/2024 Tutors and Demonstrator Induction

10.00	Introduction to Tutoring and Demonstrating within the School	Director of Teaching Dr Alasdair Raffe
10.40	Further training opportunities, IAD and where to find out more	HCA EdTA lead Dr Esther Mijers
10.50	UCU Union	Siân Davies
11.05	Academic Conduct and Turnitin checking	Academic Conduct Officer Dr David Lewis
11.25	*BREAK*	
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12.45	Questions	Director of Teaching Dr Alasdair Raffe

This session is being recorded

TUTOR AND DEMONSTRATOR INDUCTION

Alasdair Raffe, Director of Teaching

ABOUT YOUR COURSES

- The DRPS is the gold standard for course information http://www.drps.ed.ac.uk/
  - Once published, course details cannot be changed
- Each course has a LEARN site
  - LEARN template is fixed
  - Resource lists for reading lists

TEACHING: WHEN AND WHERE

- Teaching times
- Room information/bookings
- Map: https://www.ed.ac.uk/maps/maps
- Students can and do change courses in first few weeks
- Information:
  - For students: Student SharePoint site
  - For staff: Teaching and Supporting Students in HCA Teams site

GETTING READY FOR TEACHING

- Attend subject-specific training sessions
- Attend course-specific meetings
  - Course team meeting
  - Marking meeting
  - Post-mortem team meeting
- Remember that you are a facilitator
- Read the University Tutors and Demonstrators Policy https://www.ed.ac.uk/files/atoms/files/tutorsdemonstrators_policy.pdf

TIPS FOR TEACHING

- Use the course material for tutors prepared by the Course Organiser
- Browse the courses and resources available from IAD https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/tutors-demonstrators/resources/infographics
- Tutors and demonstrators events and resources mailing list https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/tutors-demonstrators/mail-list

TEACHING – YOUR RESPONSIBILITIES

- If your tutees ask for additional help with academic matters outside tutorial or office hours direct them to the relevant lecturer or course organiser
- If your tutees approach you with pastoral issues please direct them to their Student Adviser: hca-sso@ed.ac.uk
- If you have any concerns about the behaviour/conduct/welfare of any of your tutees please contact their Student Adviser or if immediate intervention is required contact emergency services
- Do not provide your tutees with handouts or additional information/tips on assessments, etc. without first consulting the Course Organiser
  - All students must be given the same opportunities to access course information/help

STRUCTURE OF THE ACADEMIC YEAR

SEMESTER 1

WELCOME WEEK

11 TEACHING WEEKS

APPR. 1 REVISION WEEK

APPR. 2 EXAM WEEKS

WINTER BREAK

SEMESTER 2

5 TEACHING WEEKS

1 FLEXIBLE LEARNING WEEK

6 TEACHING WEEKS

SPRING BREAK

1 REVISION WEEK

4 EXAM WEEKS

SUMMER BREAK

RESITS IN AUGUST

ASSESSMENT & FEEDBACK

- Turnitin: report problems to Course Organiser
- Guidance on Good Academic Conduct: https://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/assessment-and-feedback/academic-conduct
- Feedback turnaround time
  - Course Administrator/Course Organiser will advise on turnaround times
  - Check whether any late work has been submitted

HCA'S USE OF THE COMMON MARKING SCALE

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				

ASSESSMENT & FEEDBACK

- Subject area specific grade descriptors https://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/assessment-and-feedback/school-s-regulations/school-grade-descriptors
- Word counts
- Late work: penalties applied by TO

MODERATION

- Marked components of summative assessment worth 20%+ of course mark must be moderated
- Moderation ensures fairness, consistency and transparency
- Review of marking and feedback: sampling (firsts, fails, borderlines)
- Guidance on the moderation process is on the moderation form
- Moderators will contact you to discuss any recommended changes

SUPPORTING STUDENTS

- Adjustments
  - Accessible and Inclusive Learning Policy https://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf
  - Equality and mainstream adjustments https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/mainstreaming
  - Individual adjustment schedules
- Central Extensions and Special Circumstances (ESC) system https://www.ed.ac.uk/student-administration/extensions-special-circumstances

COURSE FEEDBACK

- Why do we collect feedback from students?

- Online form for the collection of feedback: use in class in week 9 or 10

SUPPORT: WHERE TO GET HELP

- Your Course Administrator
- Your Course Organiser
- Tutor and Demonstrator Co-ordinator: Anne Brockington
- Director of Teaching: Alasdair Raffe
- Director of Students (Senior Tutor): Catriona Pickard
- Teaching Directors:
  - Zubin Mistry (History)
  - Aaron Pelttari (Classics)
  - Ulf Schoop (S1)/Guillaume Robin (S2) (Archaeology)
- PGPT Liaison Committee
- Teaching and Supporting Students in HCA Teams site

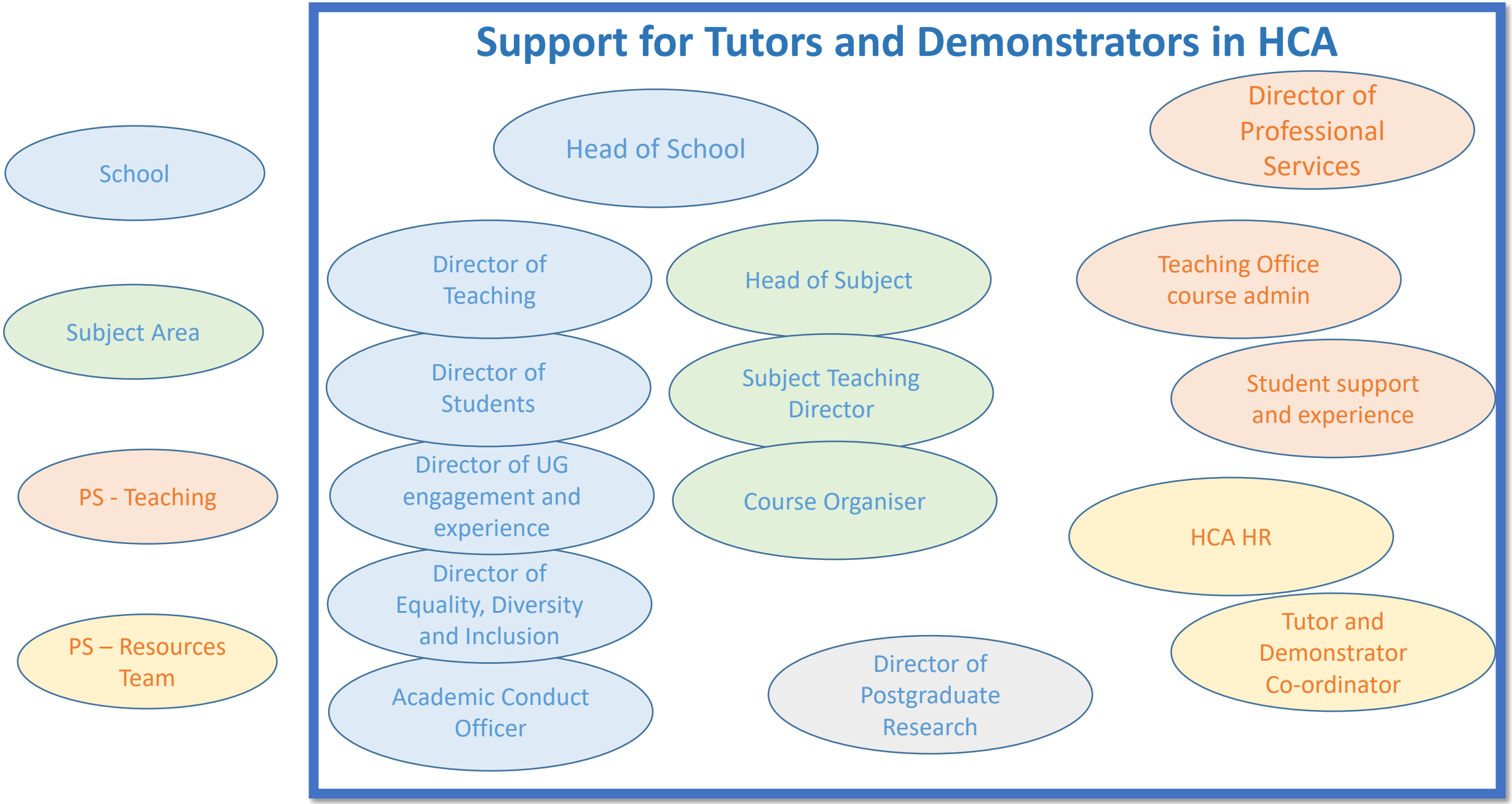
YOUR VOICE & TRAINING OPPORTUNITIES

- PGPT Liaison Committee
- The Institute for Academic Development (IAD) https://www.ed.ac.uk/institute-academic-development
- Teaching and learning resources https://www.ed.ac.uk/staff/teaching-matters/teaching-learning-resources
- Teaching Matters https://www.ed.ac.uk/staff/teaching-matters

TEACHING ACCREDITATION

- Edinburgh Teaching Award (EdTA) https://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/teaching-award
  - Teaching accreditation: Associate Fellowship of the Higher Education Academy
  - Administered by IAD
- Introduction to Academic Practice (IntroAP) https://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/intro-ap

Support for Tutors and Demonstrators in HCA



ANY QUESTIONS?

School of History, Classics and Archaeology

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Further training opportunities

Dr Esther Mijers, HCA EdTA lead

e.mijers@ed.ac.uk

Continuing Professional Development (CPD) Framework for Learning and Teaching

Institute for Academic Development (IAD)

Tutors and Demonstrators

Workshops

Resources

Mailing list

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

Teaching accreditation

Introduction to Academic Practice

Postgraduate Certificate Academic Practice (not running until further notice)

Edinburgh Teaching Award (EdTA)

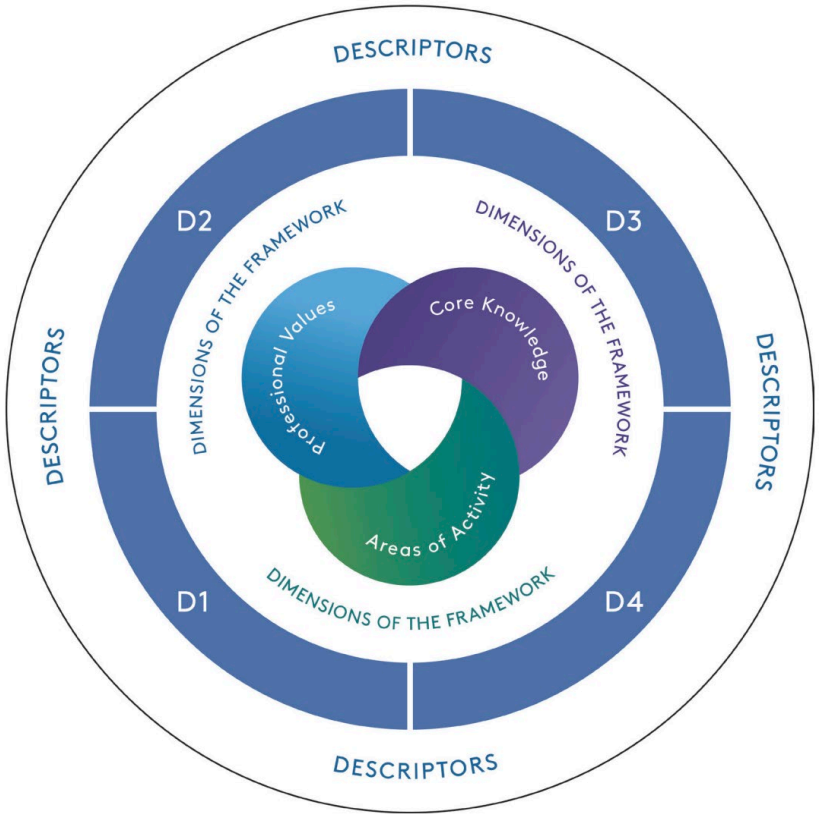
EdTA

The University of Edinburgh's route to the four fellowship categories of the Higher Education Academy, accredited by Advance HE; Associate Fellow, Fellow, Senior Fellow and Principal Fellow.

- (Inter)nationally recognised
- Portable

Professional Standards Framework

4 categories



Professional Standards Framework

demonstrates to learners and other stakeholders the professionalism that colleagues and institutions bring to teaching and/or supporting learning.

acknowledges the wide variety of local and global contexts in which higher education operates, and the diverse practices and roles that contribute to high-quality learning.

identifies three related sets of Dimensions: Professional Values, Core Knowledge and Areas of Activity.

presents, through four Descriptors, incorporating the Dimensions, a set of criteria statements against which individuals may evidence their practice.

fosters critically evaluative, reflective and evidence-informed approaches to teaching and/or supporting learning in diverse academic or professional settings.

enables individuals and institutions to review and enhance practices in teaching and/or supporting learning, providing a focus for initial and continuing professional development.

provides a structure to support institutions and individuals in advancing higher education practices to meet the evolving needs of learners and society, such as acting in support of the United Nations Sustainable Development Goals.

provides a structure through which individuals and institutions may gain recognition for approaches that support high-quality learning.

Advance HE Fellowship of the HEA

- Edinburgh Teaching Award Category 1 = Associate Fellowship
- Edinburgh Teaching Award Category 2 = Fellowship
- Edinburgh Teaching Award Category 3 = Senior Fellowship
- Edinburgh Teaching Award Category 4 = Principal Fellowship

Support in HCA

EdTA

Self-driven, mentored, reflective
(blog posts, collection of evidence)

Handbook

Wordpress site

Meeting tba

Teams channel

Teaching Circle

School of History, Classics and Archaeology

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University and College Union

Edinburgh

Introduction to UCU

14 September 2023

Guaranteed Hours Tutor Induction,
School of History, Classics and
Archaeology

What is a trade union?

- A trade union is a democratic counterweight to the power of the employer in a workplace.
- It is a membership organisation, i.e., run by and for its members, to defend and improve pay, working conditions, and pensions (deferred pay) for members.
- Members in a trade union use their collective knowledge and power to influence employers and challenge workplace injustice and exploitation.

University and College Union (UCU): who we are

UCU is the largest trade union in the UK for workers in post-16 education (universities, colleges, prisons, adult education, and other education providers). We are:

- Postgraduate students
- Lecturers
- Researchers
- Instructors, tutors, demonstrators
- Professional staff and managers
- Admin, library and computing staff

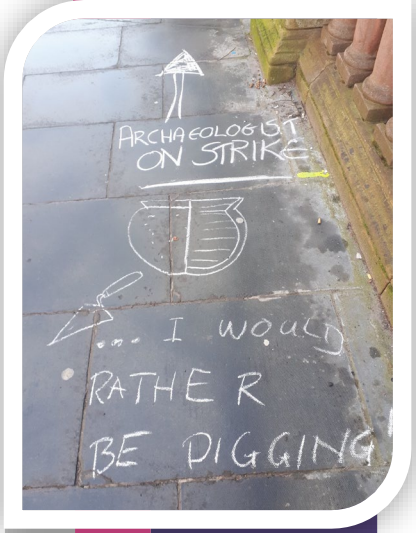
UCU Edinburgh

UCU Edinburgh is the University of Edinburgh branch of UCU.

UCU Edinburgh organises and negotiates with the University alongside the two other recognised campus trade unions: **Unite** and **Unison**.

UCU University and College Union

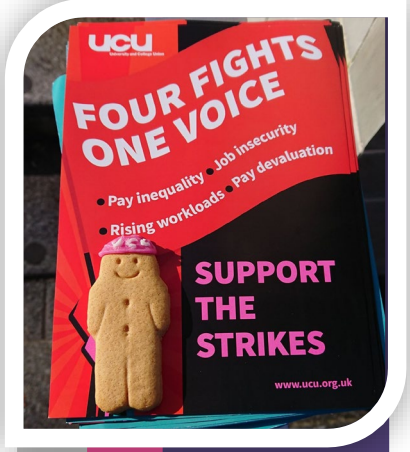
Edinburgh



HCA UCU Edinburgh local contacts:

- Sonia Tycko
- Megan Hunt
- **Murdo Homewood - PGR local contact** (murdo.homewood@gmail.com)
- **Siân Davies – PGR local contact** (sian.davies95@icloud.com)
- Robert Suits

Local contacts are your first point of contact within the union if you are experiencing issues at work – LCs can offer advice where appropriate, or connect you with an expert within the union



What have UCU Edinburgh members done for tutors?

Campaigning and negotiating over many years led to:

1. Discontinuation of zero-hour contracts as standard for hourly-paid tutors.
2. Payment for marking in addition to the paid preparation time for tutorial.
3. Payment for attendance at training and meetings.

Full details on UCU Edinburgh website

But there is still a lot more to do!

Can students or postgraduates join UCU??

Yes! There are two free membership options available.

-> If you are an enrolled PhD researcher who is also contracted to teach at the higher education institution at which you are registered for your PhD studies, we offer free membership for up one year. Select '**Standard Free**' membership when joining.

Can students or postgraduates join?

- UCU's 'student membership' category is open to students training to teach in post-school education, including PGCE students.
- If you are a postgraduate student at a university or HE college and are planning a career in higher education (but are not an employed postgraduate student) you are also eligible for student membership.
- This category of membership is free while you complete your studies.

You can claim tax relief on your subscription

- UCU members are entitled to offset a proportion of subscriptions paid against tax paid (less any voluntary contribution made to the Education Support).

- When completing a tax form, claims should be made under the section relating to 'professional fees and subscriptions'. The allowable figure to be entered should be 67% of the total subscriptions paid for each year.
- https://my.ucu.org.uk/app/answers/detail/a_id/469/

Current industrial action

- Strike action on the following dates:

25, 26, 27, 28 and 29 September 2023

- Ballot for further action going out soon, you can join and take part in that vote!

Issues for tutors: anti-casualisation

UCU's anti-casualiation work focuses on campaigning to improvie the working conditions of workers in the university who are on fixed term, fractional, and/or hourly paid contracts. More broadly, anti-casualisation seeks to combat the increasing drive of academia towards more reliance on casualised labour, and what this means for the future of the university sector.

Key issues for anti-casualisation include:

- staff employed on fixed term contracts
- staff doing pro rata/informal work
- PhD students and other staff members working as tutors
- improving job conditions for guaranteed hours/fixed term contract staff
- inconsistent work
- Pay gaps, and pay disparities across departments for equivalent work
- access to pensions

Anti-casualisation in UCU Edinburgh

- We work for each other and all casualised staff when discussing and negotiating with UoE, particularly during quarterly meetings between UCU and UoE HR
- We work with the Postgrad-PostDoc (PGPD) Network to improve working conditions for PGRs, postdocs and other casualised staff
- We organise an anti-casualisation sub-committee to hear about and discuss your issues with UCU Edinburgh.
- We keep members updated on relevant matters via meetings and the union newsletter.
- Analyse possible breaches of the **collective agreement** reached between the university and UCU Edinburgh in 2019

Key provisions from the collective agreement

a. GH staff are not requested to and do not undertake activities for which they will not be paid;

b. the activities they are requested to do are consistent with the grade profiles against which they have been appointed;

c. hourly rates of pay in line with the grade profile will be consistent across the University;

d. it is made clear to GH staff, and to those who work with them, any course-related lectures or other work related activities that GH staff must attend, and that such attendance will be classified as paid work;

e. paid time for induction, requisite training and a specified amount of professional development (CPD) is built into the hours that are guaranteed, paid in line with the grade for the role performed

Also: https://www.ed.ac.uk/files/atoms/files/guaranteed_hours_guidance_on_management_of.pdf

KNOW YOUR RIGHTS

As casualised staff it is very important that you know your rights so that you can exercise them. This card outlines your employment rights and provides links to further information.

- **You should have a contract with a full statement of your terms and conditions when you start your job:** www.ucu.org.uk/writtenterms
- **You should have the same access to work facilities as other members of staff including computing facilities, photocopying and secretarial support.** If you don't and the reason is because you are part-time or fixed-term then you may be able to challenge your employer.
- You have the legal right to join a union.
- Your employer has a legal responsibility for the health, welfare and safety of staff. This extends beyond the physical environment and includes workload and stress.
- You should have a safe and healthy workspace: www.ucu.org.uk/safemembers
- Employment law provides protection for workers against discrimination at work on the grounds of sex, sexual orientation, race, disability, religion or belief and the membership of or non-membership of a trade union.
- If you have been working for more than two years you are entitled to redundancy pay.

ucu
University and College Union

What can you do?

- Join the union (it's free!)
- Discuss union issues openly to show solidarity in times of action.
- Let us know about problems you have with contracts/People and Money/any issues of hours and pay
- Asked to do extra work or cover lectures/marking? *"further your career"?* Let us know!

Contact your PGR local contacts (Siân and Murdo) or branch anti-casualisation officer Jonny Denis

sian.davies95@icloud.com

murdo.homewood@gmail.com

jonathan.dennis@ed.ac.uk

University and College Union

Join today!

http://www.ucu.org.uk/join

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Academic conduct and Turnitin checking

Academic conduct and Turnitin checking

School Academic Conduct Officers:

- David Lewis (david.lewis@ed.ac.uk)
- Mark Newman (m.newman@ed.ac.uk)

E-mail address for all queries and flagged coursework:

hca-misconduct@ed.ac.uk

Further guidance and information can be found on the relevant Teaching Support page here.

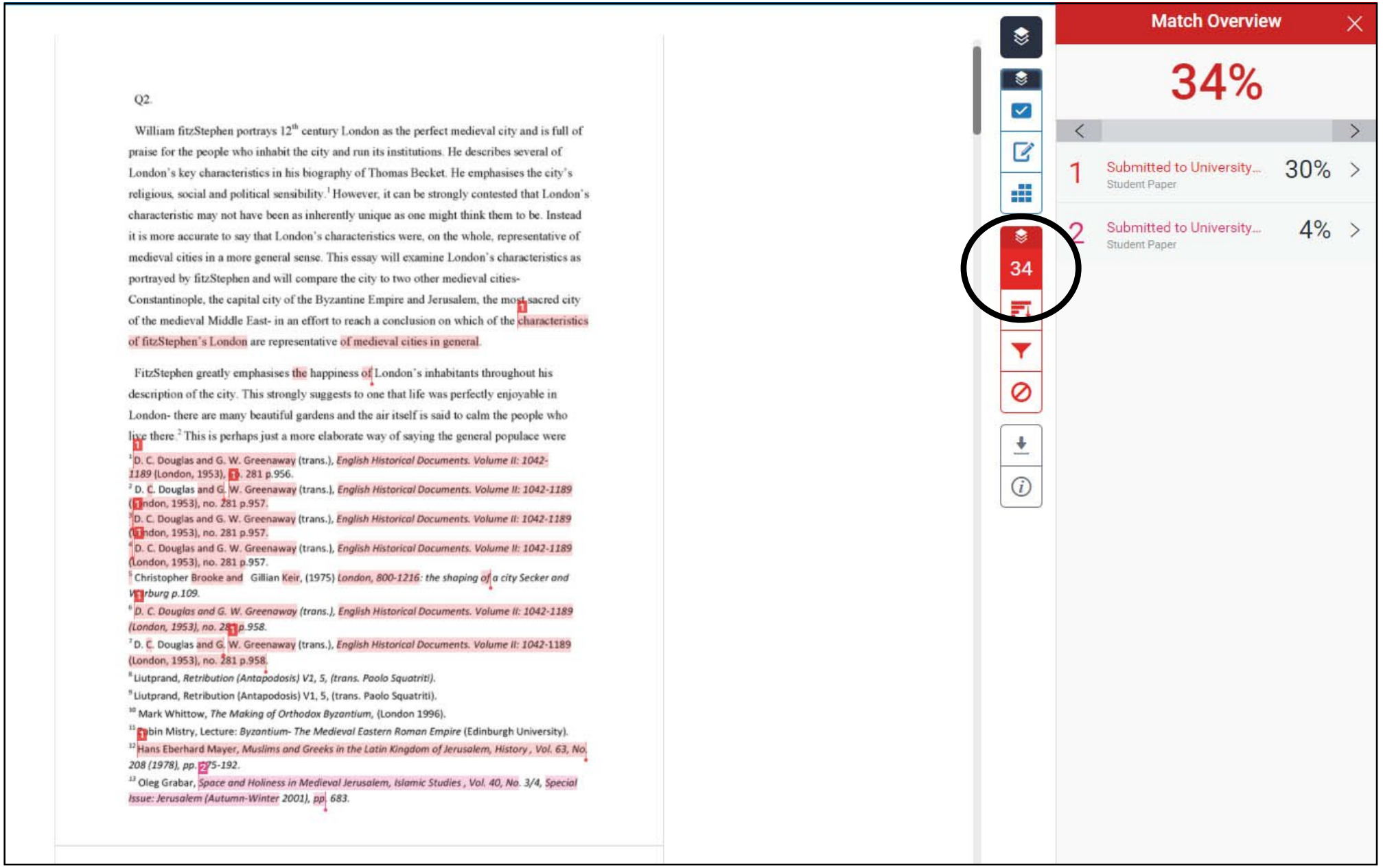
View Assignments

Submit | export

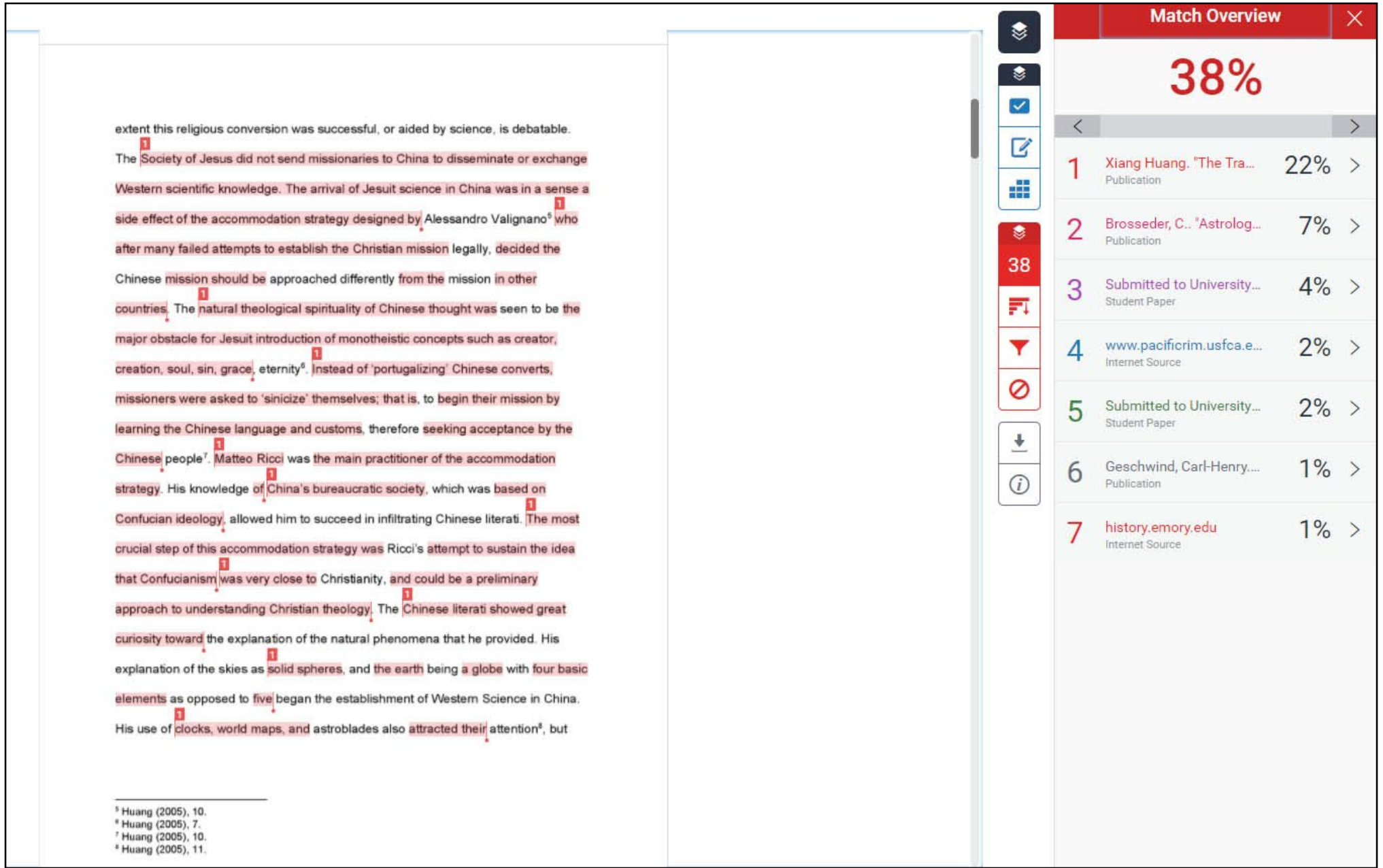
GradeMark Report | Roster Sync | Edit assignment settings | Email non-submitters

AUTHOR	TITLE	SIMILARITY	GRADE	RESPONSE	FILE	PAPER ID	DATE
[redacted]	B101678 Which of the characteristics of ...	34%	58			62911348	27-Nov-2016
[redacted]	To what extent does Einhard's Charlemagn...	28%	58			62889362	27-Nov-2016
[redacted]	B103373- First Crusade Essay	28%	70			62891012	28-Nov-2016
[redacted]	B067305-1740 Words-How representative is...	27%	20			63099788	30-Nov-2016
[redacted]	B103297 - Could elite women like Anna Ko...	27%	52			62892680	27-Nov-2016
[redacted]	How did medieval people represent the di...	26%	56			62919414	28-Nov-2016
[redacted]	B077122	25%	52			62947975	28-Nov-2016
[redacted]	B092329	25%	62			62939053	28-Nov-2016
[redacted]	B103836- Essay	24%	62			63095455	30-Nov-2016
[redacted]	B105024	23%	68			62904414	27-Nov-2016
[redacted]	B103554_Medieval Worlds Final Essay	23%	66			62902538	27-Nov-2016
[redacted]	B101492 relationship between ecclesiasti...	23%	40			62924757	28-Nov-2016
[redacted]	B101624-Final Essay-King Roger II Sicily...	21%	40			62896293	27-Nov-2016
[redacted]	How did medieval people represent the di...	21%	48			62754659	24-Nov-2016
[redacted]	Which of the characteristics of William ...	21%	38			62944659	28-Nov-2016
[redacted]	B102967	21%	66			62537462	21-Nov-2016
[redacted]	B103505 Assessed Essay	20%	58			62946255	28-Nov-2016
[redacted]	B103320 - Is the prominence given to the...	20%	64			62749508	24-Nov-2016
[redacted]	B103227	20%	64			62882660	27-Nov-2016

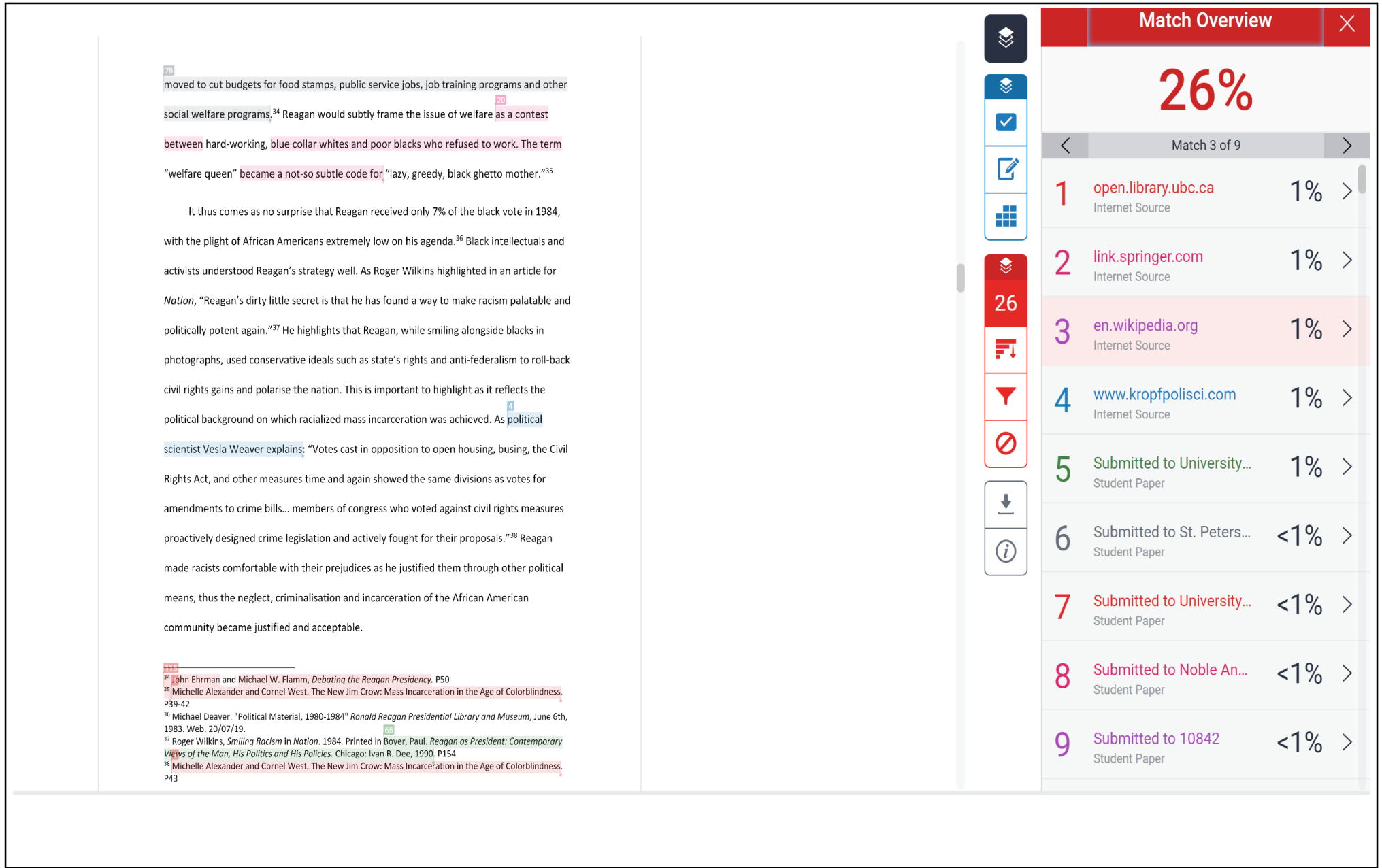
1) False alarm:



2) Extensive copying:



3) More common problems (e.g. improper paraphrasing):



moved to cut budgets for food stamps, public service jobs, job training programs and other social welfare programs.[34] Reagan would subtly frame the issue of welfare as a contest between hard-working, blue collar whites and poor blacks who refused to work. The term "welfare queen" became a not-so subtle code for "lazy, greedy, black ghetto mother."[35]

It thus comes as no surprise that Reagan received only 7% of the black vote in 1984, with the plight of African Americans extremely low on his agenda.[36] Black intellectuals and activists understood Reagan's strategy well. As Roger Wilkins highlighted in an article for *Nation*, "Reagan's dirty little secret is that he has found a way to make racism palatable and politically potent again."[37] He highlights that Reagan, while smiling alongside blacks in photographs, used conservative ideals such as state's rights and anti-federalism to roll-back civil rights gains and polarise the nation. This is important to highlight as it reflects the political background on which racialized mass incarceration was achieved. As political scientist Vesla Weaver explains: "Votes cast in opposition to open housing, busing, the Civil Rights Act, and other measures time and again showed the same divisions as votes for amendments to crime bills... members of congress who voted against civil rights measures proactively designed crime legislation and actively fought for their proposals."[38] Reagan made racists comfortable with their prejudices as he justified them through other political means, thus the neglect, criminalisation and incarceration of the African American community became justified and acceptable.

[34] John Ehrman and Michael W. Flamm, *Debating the Reagan Presidency*. P50
[35] Michelle Alexander and Cornel West. The New Jim Crow: Mass Incarceration in the Age of Colorblindness. P39-42
[36] Michael Deaver. "Political Material, 1980-1984" *Ronald Reagan Presidential Library and Museum*, June 6th, 1983. Web. 20/07/19.
[37] Roger Wilkins, *Smiling Racism in Nation*. 1984. Printed in Boyer, Paul. *Reagan as President: Contemporary Views of the Man, His Politics and His Policies*. Chicago: Ivan R. Dee, 1990. P154
[38] Michelle Alexander and Cornel West. The New Jim Crow: Mass Incarceration in the Age of Colorblindness. P43

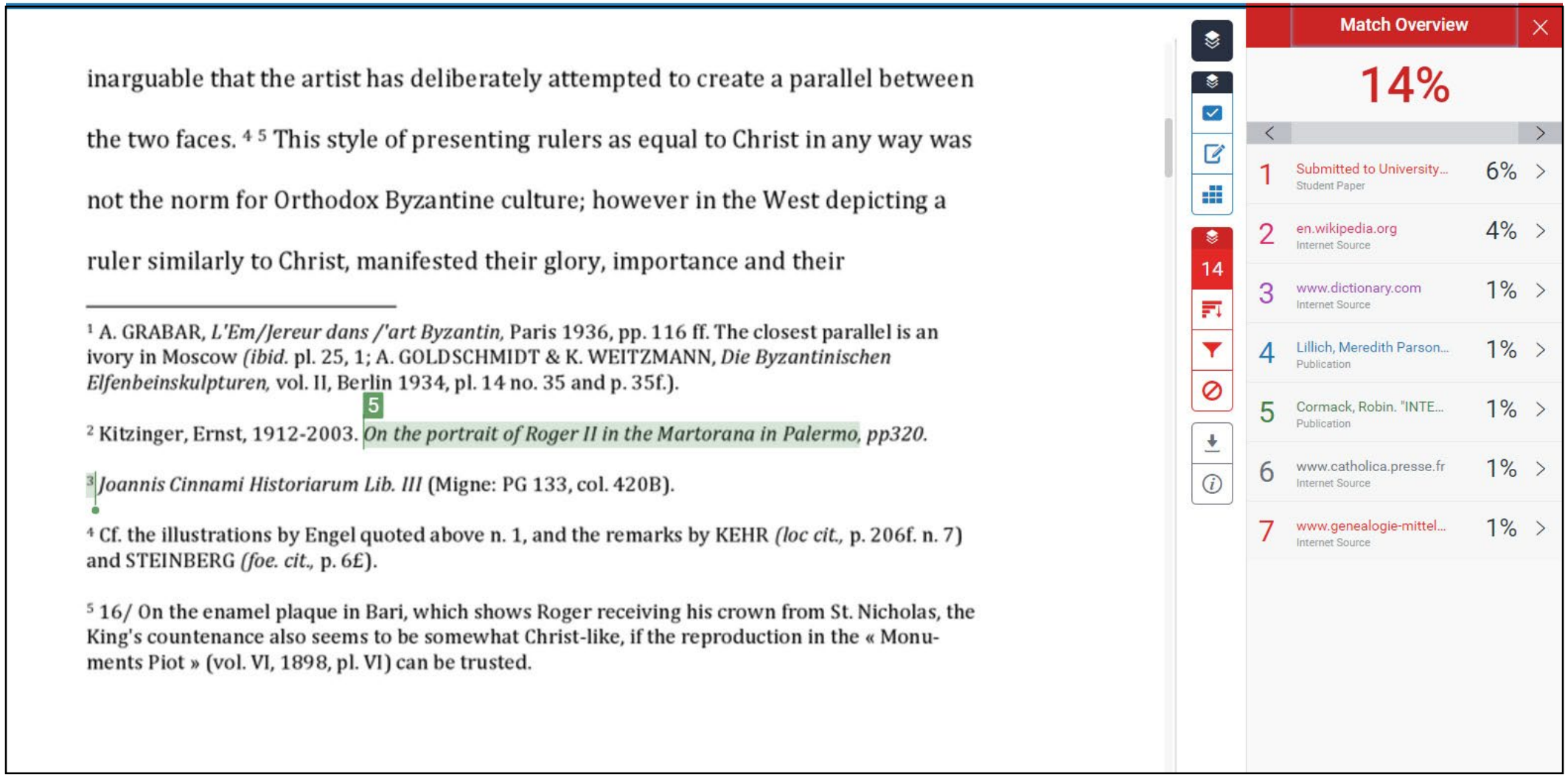
Match Overview

26%

Match 3 of 9

1	open.library.ubc.ca Internet Source	1%
2	link.springer.com Internet Source	1%
3	en.wikipedia.org Internet Source	1%
4	www.kropfpolisci.com Internet Source	1%
5	Submitted to University... Student Paper	1%
6	Submitted to St. Peters... Student Paper	<1%
7	Submitted to University... Student Paper	<1%
8	Submitted to Noble An... Student Paper	<1%
9	Submitted to 10842 Student Paper	<1%

4) Turnitin does not detect everything:



inarguable that the artist has deliberately attempted to create a parallel between the two faces. [4] [5] This style of presenting rulers as equal to Christ in any way was not the norm for Orthodox Byzantine culture; however in the West depicting a ruler similarly to Christ, manifested their glory, importance and their

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[1] A. GRABAR, *L'Em/Jereur dans /'art Byzantin,* Paris 1936, pp. 116 ff. The closest parallel is an ivory in Moscow *(ibid.* pl. 25, 1; A. GOLDSCHMIDT & K. WEITZMANN, *Die Byzantinischen Elfenbeinskulpturen,* vol. II, Berlin 1934, pl. 14 no. 35 and p. 35f.).

[2] Kitzinger, Ernst, 1912-2003. *On the portrait of Roger II in the Martorana in Palermo, pp320.*

[3] *Joannis Cinnami Historiarum Lib. III* (Migne: PG 133, col. 420B).

[4] Cf. the illustrations by Engel quoted above n. 1, and the remarks by KEHR *(loc cit.,* p. 206f. n. 7) and STEINBERG *(foe. cit.,* p. 6£).

[5] 16/ On the enamel plaque in Bari, which shows Roger receiving his crown from St. Nicholas, the King's countenance also seems to be somewhat Christ-like, if the reproduction in the « Monuments Piot » (vol. VI, 1898, pl. VI) can be trusted.

What to do if you spot plagiarism or have any other concerns:

1) Mark the essay as normal. (I find it easier to mark *before* looking at matches Turnitin detects). Don't deduct any marks, or refer to 'misconduct', 'cheating' etc., in your feedback.

What to do if you spot plagiarism or have any other concerns:

1) Mark the essay as normal. (I find it easier to mark *before* looking at matches Turnitin detects). Don't deduct any marks, or refer to 'misconduct', 'cheating' etc., in your feedback.

2) Email the course organiser asking whether reporting the case to HCA Misconduct is warranted

3) If so, email hca-misconduct@ed.ac.uk (and CC the course organiser) with the following information:
   - Student's exam number
   - Course name
   - Name of assessment and proportion of course (e.g. Essay, 40%)
   - Face value mark*
   - Brief summary of why you're flagging this piece of work

We'll let you know what happens next:

No formal action needed:

- No problem or so minor that it can be handled via feedback

Handled as 'poor scholarship' at School level:

- 'Poor scholarship' here has the technical meaning of plausibly accidental breaches of the rules. Don't send us cases just because you've come across e.g., a rubbish essay
- Ordinarily, student invited to a meeting with one of the School Academic Conduct Officers
- For minor cases, the student will be informed of the problems via email
- Possibly, mark reconsidered (< 10 marks); we will discuss with you

Mark penalty for 'academic misconduct' at School level

- A penalty of up to 10 marks can be imposed at School level

Referred to College level:

- Repeat offences / serious case
- Referred to College Academic Misconduct Officer
- Possible formal mark penalty (10, 20, 30 mark penalty; mark reduced to 0)

Things to bear in mind:

- Always refer: if in doubt, refer coursework to us.

- You don’t need to contact students yourself: we will. If you think there are grounds for discussing the issues with the student yourself, let us know.

- Time constraints: we aim to decide how a piece of work is being handled before marks and feedback are released to students (i.e. within the ‘15-day turnaround’). When you open Turnitin to mark your assignments, have a quick check of the similarity score column and mark the assignments with higher scores first – this will mean that problem cases get referred to us early on in the marking cycle

- If you suspect academic misconduct, you *must* report it – it is not an option to deal with it informally with the student. This ensures fairness across the board – that all students are treated equally. Run all such cases by your course organiser.

If any student you teach is worried or confused about good practice:

- Feel free to direct them to either of the School Academic Conduct Officers.

- ‘Guides to Good Academic Conduct’ available as PDFs on the School website (student-friendly, and tailored to each of the three subject areas): https://www.ed.ac.uk/history-classics-archaeology/information-current-undergraduates/your-studies/assessment-and-feedback/academic-conduct

Generative AI

- At present, detection technology is not sufficiently watertight to enable us to penalise suspected cases of AI use
- However, we can investigate if the essay contains fake references, which is a current glitch of ChatGPT
- Other grounds for suspicion: patches of perfect grammar, spelling and syntax followed by patches of poor grammar, spelling and syntax
- Regrettably, clever students will be able to integrate AI-produced material seamlessly with their own words
- If you have good *specific* reasons (such as the above) to suspect AI use, email HCA Misconduct

Academic conduct and Turnitin checking

School of History, Classics and Archaeology

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11.05	Academic Conduct and Turnitin checking	Academic Conduct Officer Dr David Lewis
11.25 to 11.35	*BREAK*	
11.35	Student Wellbeing and Intimate Relations Policy & Student Code of Conduct	Director of Students Dr Catriona Pickard
12.05	Peer Support	Director of UG engagement and experience Dr Tereza Valny
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STUDENT SUPPORT

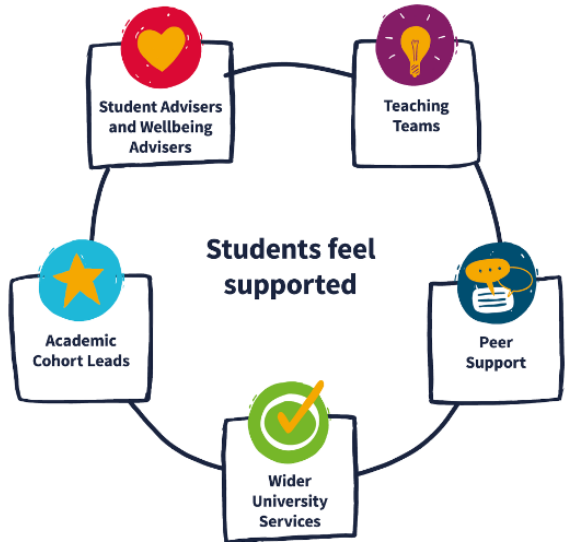
CODE OF STUDENT CONDUCT

DISCLOSURE OF INTIMATE RELATIONSHIPS POLICY

Catriona Pickard (Catriona.Pickard@ed.ac.uk) – Senior Tutor/Director of Students

Student Support:

- A high quality and consistent support ecosystem that meets students' needs, comprising:
  1. Academic Cohort Leadership
  2. Student Support and Experience Team
  3. Teaching Team
  4. Integrated Peer Support Network
  5. Wider University and external services
- [Student Support Framework (sharepoint.com)]



Student Support Structure:

- In the 2023/24 academic session all taught students will be assigned:
  - A dedicated Student Adviser
    - Student Advisers are students first point of contact for any academic or wellbeing related enquiries
    - HCA has 9 specialist Student Advisers, who are part the Student Support and Experience Team (hca-sso@ed.ac.uk)
  - An Academic Cohort Lead
    - A colleague who supports a cohort of students that are usually on the same degree programme
    - Facilitates student relationships with the academic environment

Student Support Structure:

- **Peer support:** for students seeking advice on generic academic skills
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    - https://uoe.sharepoint.com/sites/hss/hca/writing-centre
  - History/Classics/Archaeology peer mentoring
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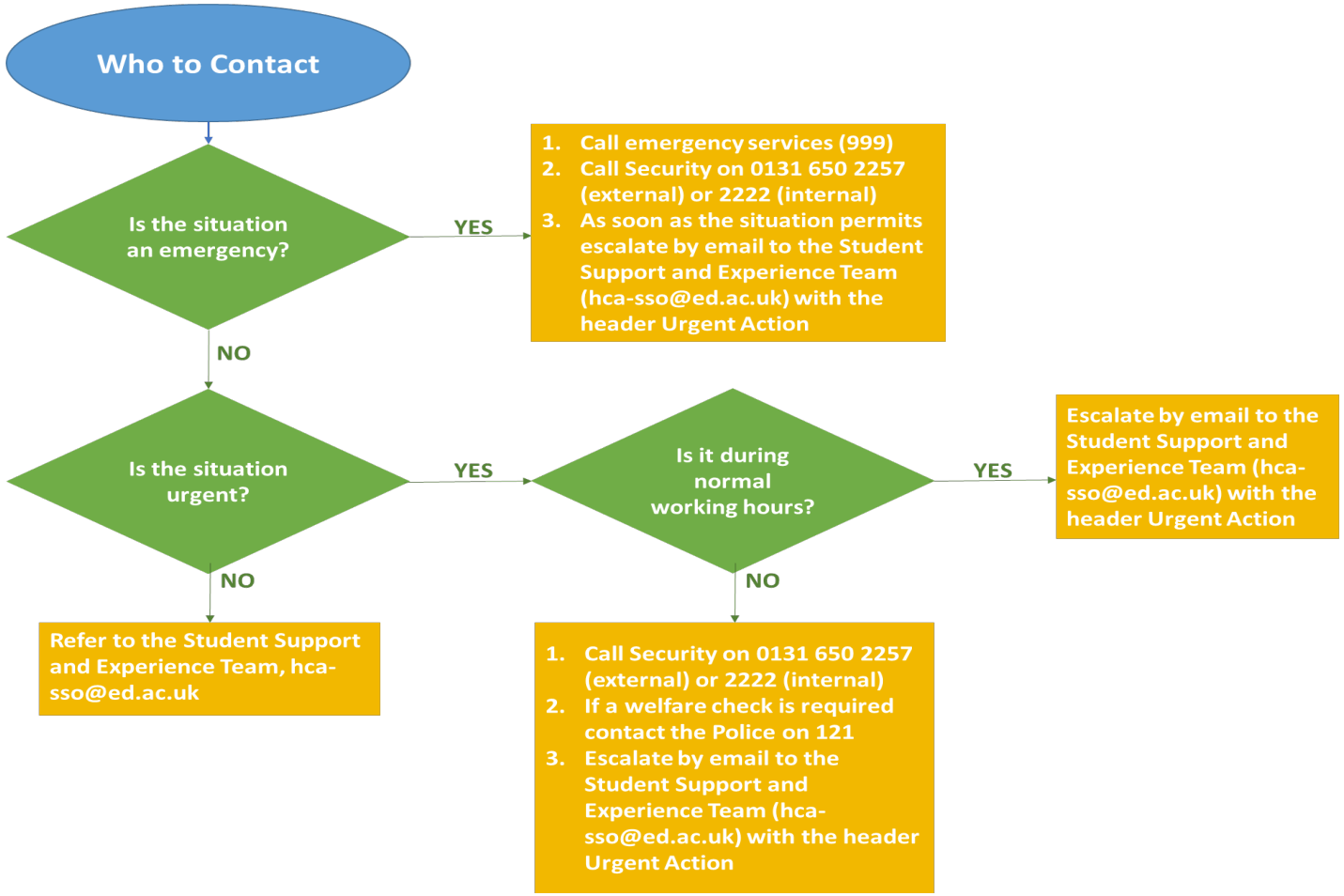
- IAD https://www.ed.ac.uk/institute-academic-development

Student Support Structure:

- **Teaching Teams:** course organisers, lecturers, tutors, demonstrators, etc.
- Responsibilities of Teaching Teams:
  - Know how to signpost students to support structures in the University
  - Be familiar with the Helping Distressed Students Guide and the HCA Escalating Student Cases guidance and be able to arrange support for a student who appears to be in severe distress
- Teaching colleagues are not expected to provide specialist wellbeing care and should not attempt to do so
- Student Wellbeing Service
  - Provides support for students with issues that are affecting their health, wellbeing, studies or personal life
  - Teaching teams may refer students to the Wellbeing Service, however, it is strongly advised that referrals are made via a Student Adviser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Is the situation an emergency?
YES
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2. Call Security on 0131 650 2257 (external) or 2222 (internal)
3. As soon as the situation permits escalate by email to the Student Support and Experience Team (hca-sso@ed.ac.uk) with the header Urgent Action
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- …and the procedures for dealing with allegations of unacceptable behaviour in a fair and consistent manner

Examples of misconduct:

- Disrupting academic or extra-curricular University activities
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- Minor disruptions can be managed in class: e.g., a student talking over you
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Disclosure of Intimate Relationships Policy:

- The Disclosure of Intimate Relationships Policy recognises that close and long-lasting relationships can and do develop between students and staff members, and between workplace colleagues
- The University does not wish to interfere in the personal lives of its students or staff. Nor does it seek to prohibit intimate relationships between consenting adults. However, it recognises that there are risks when one party is in a position of power, trust and authority relative to the other.
- The DIR Policy seeks to minimise risks and safeguard students and staff.

Policy Aims:

- Protect staff and students from
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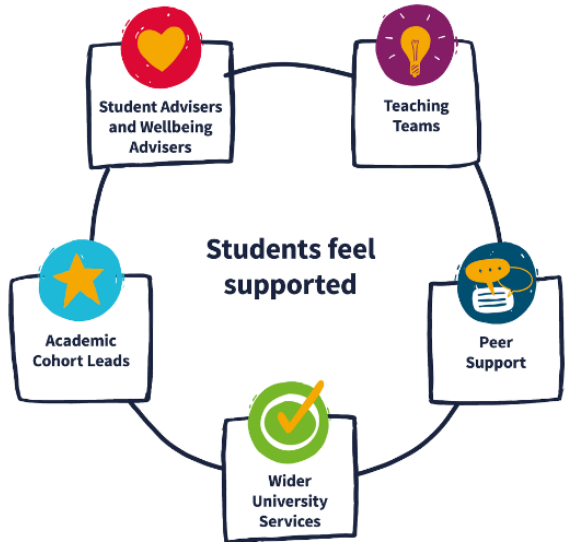

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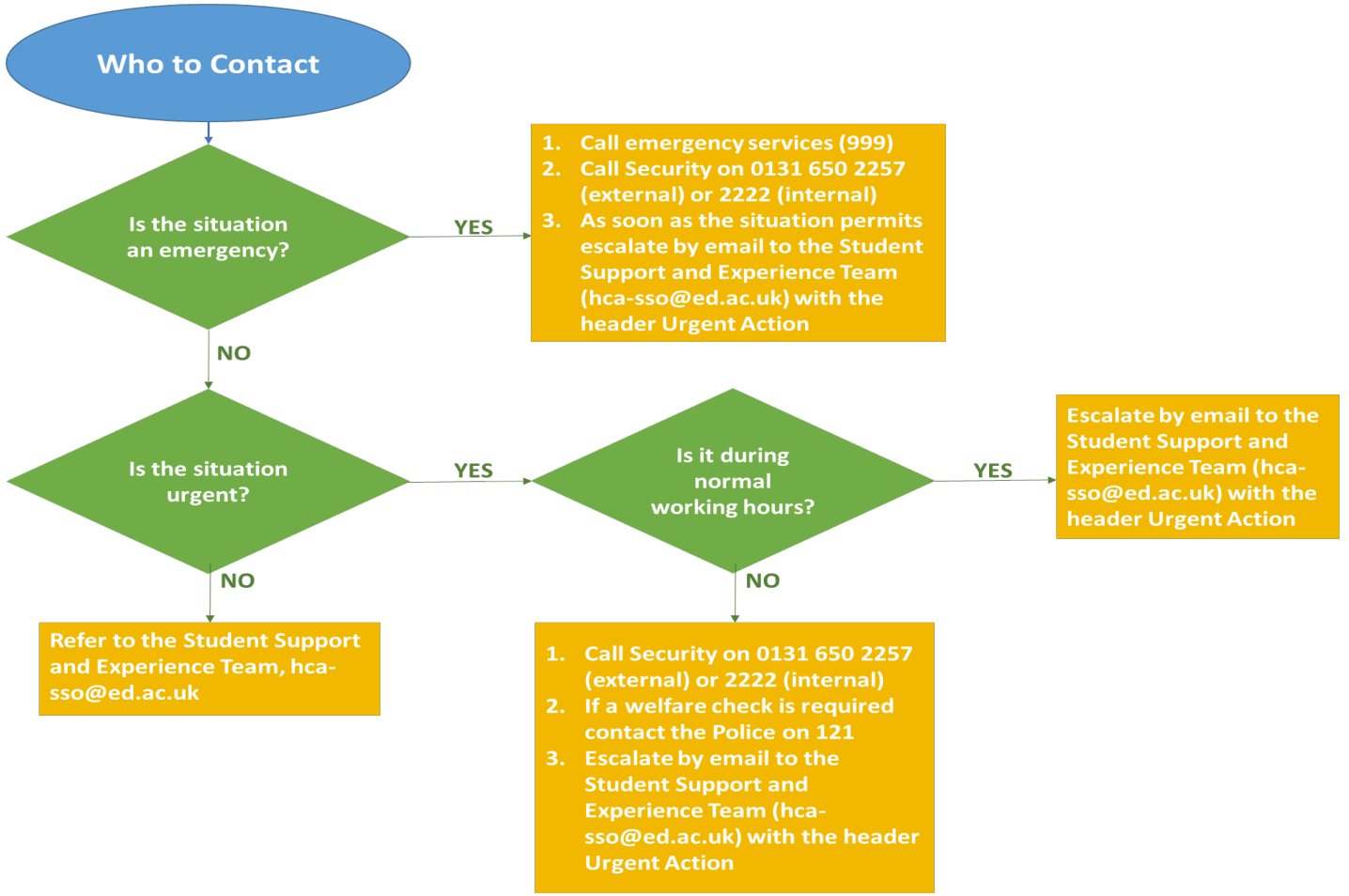
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HCA Peer Support (1)

- **What does HCA Peer Support entail in AY23-24?**
  - HCA Mentoring: Peer Mentors/Leaders
  - HCA Clans
  - HCA Writing Centre
  - **Main ethos: to support the needs of the student body and to 'build academic and social communities within the university'**
    - **Student-led and supported by EUSA**
- **HCA Mentoring**
  - Pairs pre-honours students with honours students; usually in same subject area
  - Students sign up via an anonymous form and mentors choose based on alignment of interests, commonalities, etc

Peer Support (2)

- **HCA Clans**
  - Developed by History Society, supported by the School
  - Expanded to include all of HCA this year
  - Clan leaders linked to cohorts relevant to their subject areas
    - Clan leaders have been assigned to offer support to first-year students
  - The Clan leaders will organise activities both academic and social
    - Have had EUSA training
  - Strong links to societies (History Society, mainly) but has expanded since

Peer Support (3): The Writing Centre

- **The Writing Centre**
  - For both UG and PG students
  - Employing several PhD students to talk to students about their writing
  - 1:1 basis; 45 minutes in length
  - Online centralised booking system
    - Each student can book two sessions per year
  - Last year the Writing Centre ran 639 tutorials – it is a very valuable resources for students
    - Furthermore, it takes some of the pressure off of you in terms of writing feedback in a course/tutorial context

Peer Support (4)

- **Who provides support for the peer support schemes?**
  - Senior Student Leader (Emily Johnston and one other PhD student)
  - EUSA
  - The Student Support and Experience Team (SSET)
  - Specifically, the Student Experience Officer (Cristyn King)
  - The Director of UG Engagement and Experience (Tereza Valny)
- **What can you do with these services?**
  - They come in when the limits of your own role is reached
  - You can point students to mentoring, the clan system, and particularly the Writing Centre

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