School of GeoSciences

Tutoring and Demonstrating Handbook

2013 - 2014

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1. Teaching and Demonstrating in the School of GeoSciences

1.1 Introduction

Welcome to the School of GeoSciences.

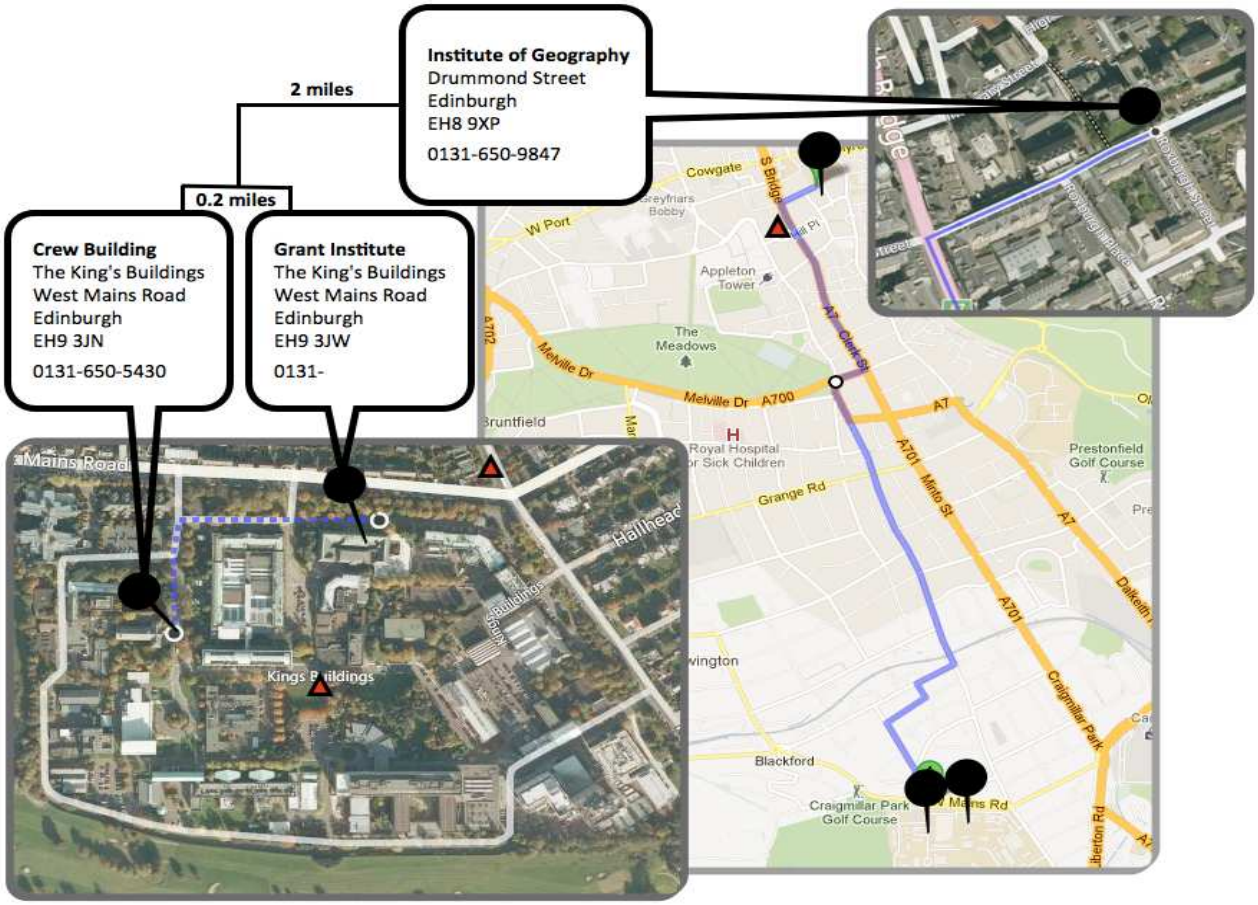
Thank you very much for your interest in Tutoring and Demonstrating (T&D). Both the undergraduate and postgraduate teaching programmes in the School of GeoSciences are strongly supported by T&Ds, and your contribution is greatly valued by both the School and the students. Many T&Ds find the experience a fruitful and rewarding means of developing their organisational, interpersonal and leadership skills.

The School of GeoSciences is big and it is broad; it is the largest of its kind in the UK and encompasses geography, geology and geophysics, meteorology, environmental chemistry, ecology and resource management. T&D roles include demonstrating in practical, laboratory and field work environment, designing and delivering tutorials, acting as a course assistant or marking course assignments. This handbook cannot cover everything you will need to know about teaching, demonstrating and tutoring within the School, however, it will attempt to outline the T&D structure, opportunities, and salient practicalities of T&D in the School of GeoSciences and should be used as a stepping stone to further resources and information.

1.2 Geoscience Buildings

The school is occupied at three sites:

- Institute of Atmospheric & Environmental Science located in the Crew Building (King's Buildings).
- Grant Institute of Earth Sciences (King's Buildings).
- Institute of Geography located at Drummond Street (Central Area).



1.3 Geoscience Degree Programmes

First and second year degree programmes present the majority of T&D opportunities for postgraduates. In Scotland, Undergraduate honours degrees are four or five years long. The school offers 20 Honours undergraduate programmes and 9 MSc programmes. T&Ds will assist on courses which are included in the undergraduate programmes:

- Ecological and Environmental Sciences (BSc Hons)
- Ecological and Environmental Sciences with Management (BSc Hons)
- Environmental Geoscience (BSc Hons)
- Geography (BSc Hons)
- Geography (MA Hons)
- Geography and Archaeology (MA Hons)
- Geography and Economic and Social History (MA Hons)
- Geography and Economics (MA Hons)
- Geography and Politics (MA Hons)
- Geography and Social Anthropology (MA Hons)
- Geography and Social Policy (MA Hons)
- Geography and Sociology (MA Hons)
- Geography with Environmental Studies (MA Hons)
- Geology (BSc Hons)
- Geology (MEarthSci)
- Geology and Physical Geography (BSc Hons)
- Geology and Physical Geography (MEarthSci)
- Geophysics (BSc Hons)
- Geophysics and Geology (BSc Hons)
- Geophysics and Meteorology (BSc Hons)

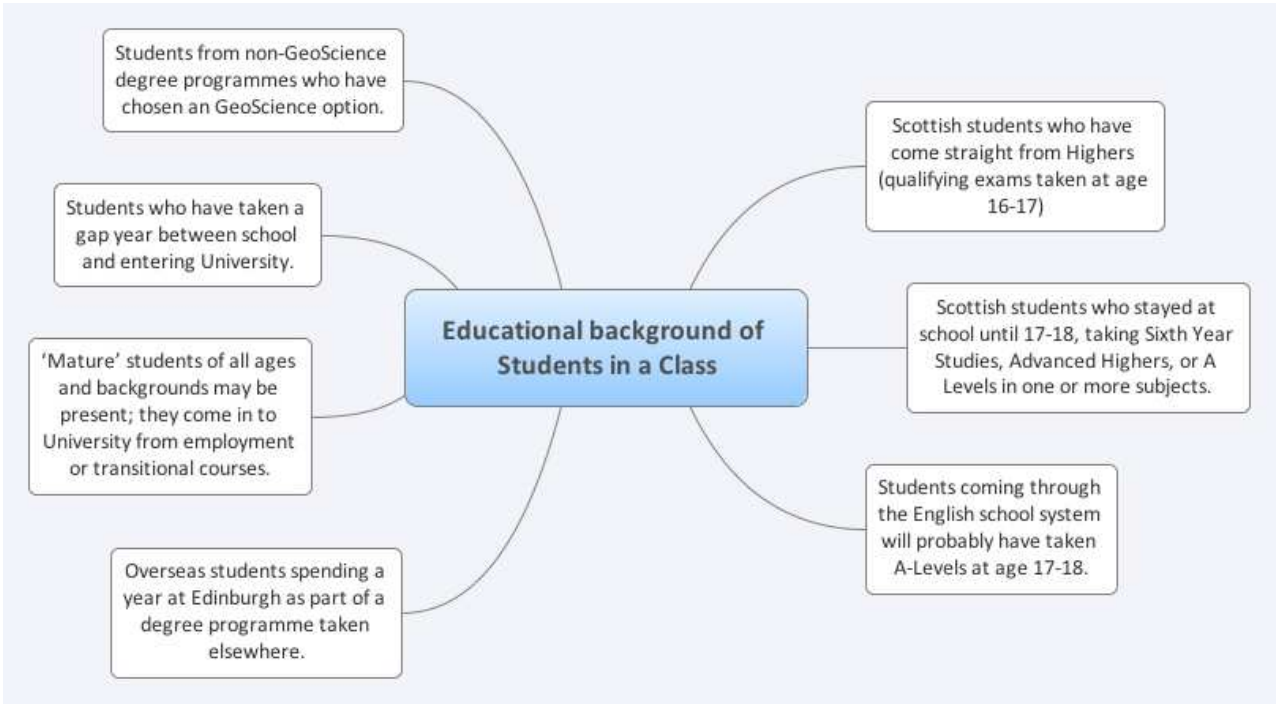
More details about each of these degree programmes can be found in the course booklets (http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/ug-students/handbooks-timetables. Each degree programme has specific course curriculums for each year, which will included compulsory and optional courses. Each course runs for one semester; either Semester 1 (September - December) and Semester 2 (January - April). For semester dates, see the University Calendar: http://www.ed.ac.uk/news/semester-dates/calendar.

1.4 Students in the School of GeoSciences

Over 900 undergraduates are admitted each year to the School of GeoSciences and over 150 students complete the postgraduate taught programmes each year.

In the School of GeoSciences there is a mixture and diversity of age, educational background and experience. There will be cultural and linguistic variance amongst students and staff, and there is always an array of personalities and characters. All these will affect the learning dynamics of the group and influence the nature of the T&D work.

The mixture of student educational backgrounds in a First year class is outlined in the table on the following page. In addition, students will have different reasons for taking the course and different attitudes towards the university experience and academic assignments. They will also be at different stages of developing themselves as learners.



T&Ds facilitate the academic development of these students in a variety of ways according to the nature of the T&D role, the nature of the course and the nature of the group.

1.5 The Teaching Organisation

The GeoSciences Teaching Organisation (TO) are here to develop, promote and support undergraduate and postgraduate teaching. We oversee the course administration and smooth running of all taught courses delivered by the School.

These names will become familiar to tutors and demonstrators in the School:

Alasdair Howie
(Deputy Manager of the TO)
A.Howie@ed.ac.uk

Dr Anthony Newton
(T&D Academic Coordinator)
Anthony.Newton@ed.ac.uk

Sarah McAllister
(Manager of the TO)
Sarah.McAllister@ed.ac.uk

The TO have offices at all three sites in the School of Geosciences:

Site	Programmes	Room	UG Secretary	Email	Tel
Drummond	Geography	2.11	Beth Muir	beth.muir@ed.ac.uk	0131 650 9847
Crew	Ecological and Environmental Sciences	215	Meredith Corey	merdith.corey@ed.ac.uk	0131 650 5430
Grant	Earth Sciences	328	Katie Leith (Honours years)	katie.galbraith@ed.ac.uk	0131 650 8510
		328	Nicola Muir (pre-Honours years)	nikki.muir@ed.ac.uk	0131 650 4842

The TO responsibilities include:

- Booking rooms
- Timetabling
- Issuing course materials to students
- Receiving and returning assessed coursework
- Organising exams and assessment.
- Organising fieldwork
- Gathering quality assurance and feedback data

The TO also employ Student Support Coordinators, who are normally the first point of contact for any undergraduate students experiencing any pastoral issues. There are two Student Support Coordinators in the School:

Site	Programmes	Room	Student Support Coordinator	Email	Tel
Drummond	Geography	2.11	Cathy Campbell	cathy.campbell@ed.ac.uk	0131 650 2523
King's Buildings	Earth Sciences; Ecological and Environmental Sciences	328	Emma Latto	emma.latto@ed.ac.uk	0131 650 5932

1.6 Web Based Learning (Learn 9)

The University of Edinburgh uses the effective Web-based learning environment, Learn 9. Each course provides supplementary online materials on Learn 9.

T&D's and students are registered to Learn 9 and access these materials via their University account: https://www.myed.ed.ac.uk

It is essential that you check Learn 9 on a regular basis because this is where hard-to-find readings can be posted, where lecturers can post their lecture notes, PowerPoint slides, reading materials and course announcements. Students' assignments are sometimes available, so you can access them on-line, and you can also use Learn 9 to inform tutor/practical groups or run tutorial discussions.

The Course Secretary (CS) has access to Learn 9 for all the courses for which they are responsible and will add T&D names to the particular Learn 9 course.

You should be able to use the system without much difficulty, but there are also courses available for additional guidance run by Information Services (IS). These free courses are advertised and booked through the 'Event Booking' channel in MyEd.

1.7 Innovative Learning Week

Innovative Learning Week (ILW) was introduced in the second semester of the 2011-2012 academic year. During this week 'normal' teaching is suspended and the time is used as an opportunity for engaging in experimentation, innovation and activities which would not normally be included in the curriculum. A programme of alternative learning activities are organised by the School and the University which give students access to extra opportunities to develop new skills and prepare for employment and which allow staff to explore new ways of teaching.

There may be several opportunities for T&Ds to get involved in ILW courses and activities.

2. Tutoring and Demonstrating

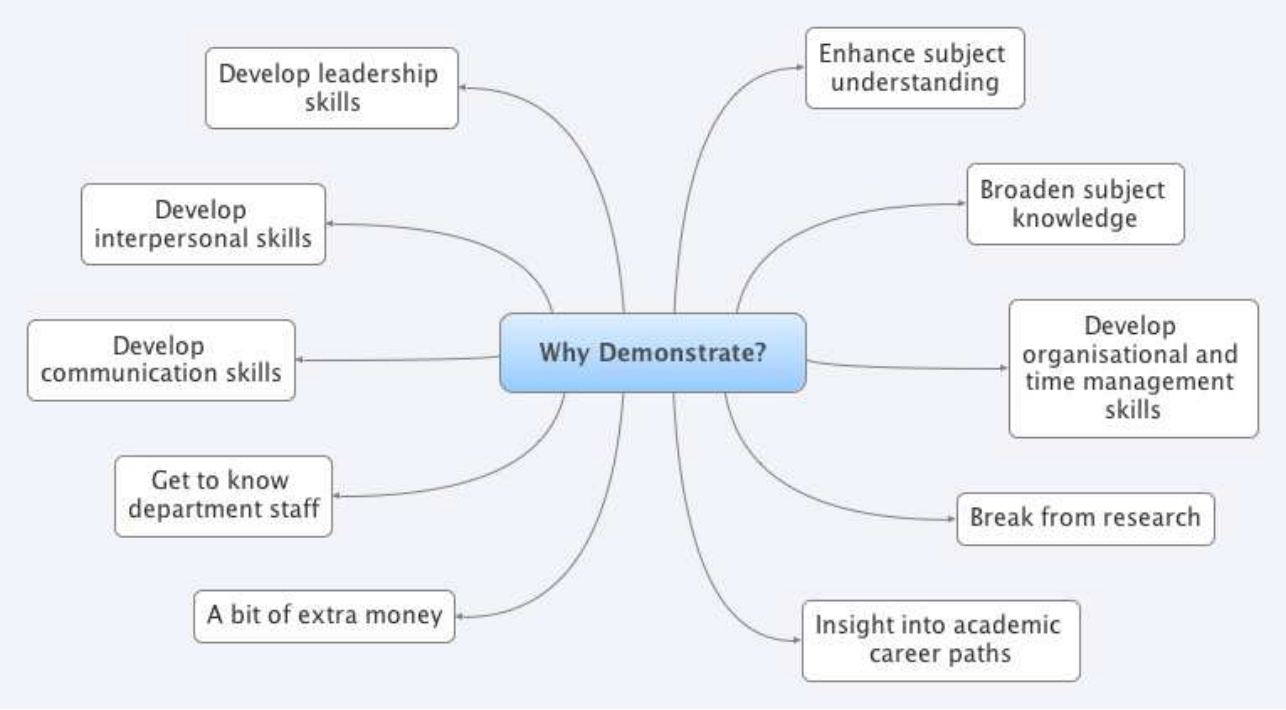
2.1 An Overview of Teaching and Demonstrating

2.1.1 T&Ds and student learning

T&Ds are an integral part of the team which guides student learning, alongside lecturers, tutors and technicians. T&D's feature regularly in the student learning experience over several years, and it is with them that the majority of students are likely to have the most direct contact during practical or field work and during tutorials. In many ways, T&Ds bridge the gap between lecturers and students. Many T&Ds will be closer in age to undergraduates than teaching staff and students will be more familiar with T&Ds, so students often find them less intimidating to approach. The potential impact of T&D's on the quality of students' learning is therefore profound.

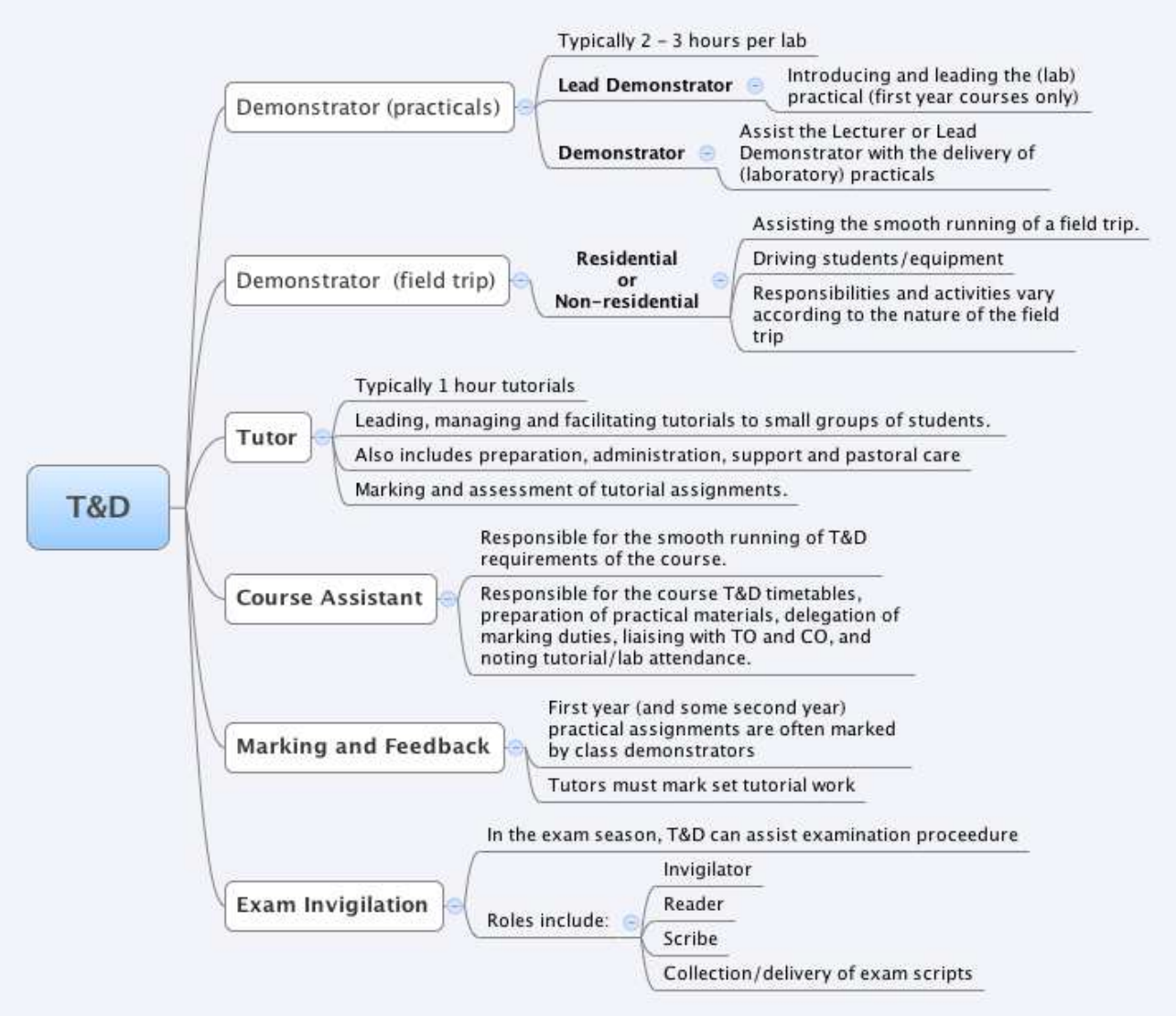
2.1.2 Rewards of T&D

For T&D's, the satisfaction of having contributed towards someone's academic life is enormous, and the experience develops valuable transferable skills relevant to a wide range of employment opportunities both within and outside higher education.



2.2 T&D Opportunities

As previously mentioned, both the undergraduate and postgraduate teaching programmes in the School of GeoSciences are strongly supported by T&Ds, and your contribution is greatly valued by both the School and the students. T&D work incorporates several facets of teaching within the University. An outline of T&D



roles for PG students in the School is outlined below.

2.3 University Code of Practice

All T&D's hold a formal contract of employment with the University. The University has a Code of Practice on Tutoring and Demonstrating. This can be accessed through this link:

http://www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPTutoringDemonstrating.PDF

This Code of Practice is designed to ensure that tutors and their Schools have a clear understanding of what is involved in their teaching responsibilities, and how their work should be supported locally. It gives a sense of how the University formally views the tutoring role.

2.4 Getting involved in Tutoring and Demonstrating in the School of GeoSciences

Before you sign up for any tutoring and demonstrating responsibilities, you must first complete the following:

2.4.1 Contract of Employment

T&D is a formal contract of employment with the University.

In order for you to be given a contract we need to see a form of identification, normally a passport. If you are not from the EU, we will also need your visa details.

This is sent to the College of Science and Engineering (CSE) Human Resources (HR) department. Here, a contract is generated and returned (via the TO) to the student for them to complete, then return it to the TO.

Without a contract you will not be paid, so it is in your own interest to complete and return your contract as soon as possible!

2.4.2 Training

There are several pre-requisite courses offered by the School of GeoSciences. These are organised so that T&D's are aware of their roles and responsibilities, support and resources available to them, and that they are appropriately prepared for their employment.

New T&Ds **must** attend the course "Introduction to Tutoring and Demonstrating in the School of GeoSciences". This course is usually held in the week prior to the start of undergraduate semester 1. You will be given details of this course in advance. This includes essential information for fieldwork demonstrating and important information about marking.

It is **recommended** that students should attend the "Marking Workshop" delivered by the School of GeoSciences during Semester 1.

The Institute for Academic Development (IAD) run several courses which focus on aspects of T&D skills [see section]. Although these are not currently compulsory, T&D's are strongly encouraged to attend these to maximise their ability and personal development.

Additional training materials and resources are provided by IAD, which we recommend you follow up.

2.4.3 Obtain permission

Full-time postgrad students have a responsibility with the University to fulfil their research requirements. It is important therefore that T&D's obtain permission from their supervisors or funding council before they sign up to T&D responsibilities.

Most academics support T&D activities within the School, since it so often develops key transferable skills which can enhance the T&D's research experience.

It is recommended that the number of hours in which you will be engaged in T&D duties (including preparation) should not normally exceed 66 hours per semester.

2.4.4 Register your interest

T&D opportunities across the School of GeoSciences are advertised on the postgraduate opportunities page (http://www.geos.ed.ac.uk/PG_Opps/).

Before the start of Semester 1, in early September, the TO will advertise available T&D posts for the coming academic year.

You should read the course description and the course booklet, work out how much time you can reasonably afford doing T&D, then register your interest in each relevant post on this page.

We recommend that you do not commit to more than two T&D commitments each semester. T&D should not negatively affect your postgraduate research.

2.5 Getting Paid for T&D

2.5.1 Payment for T&D Work

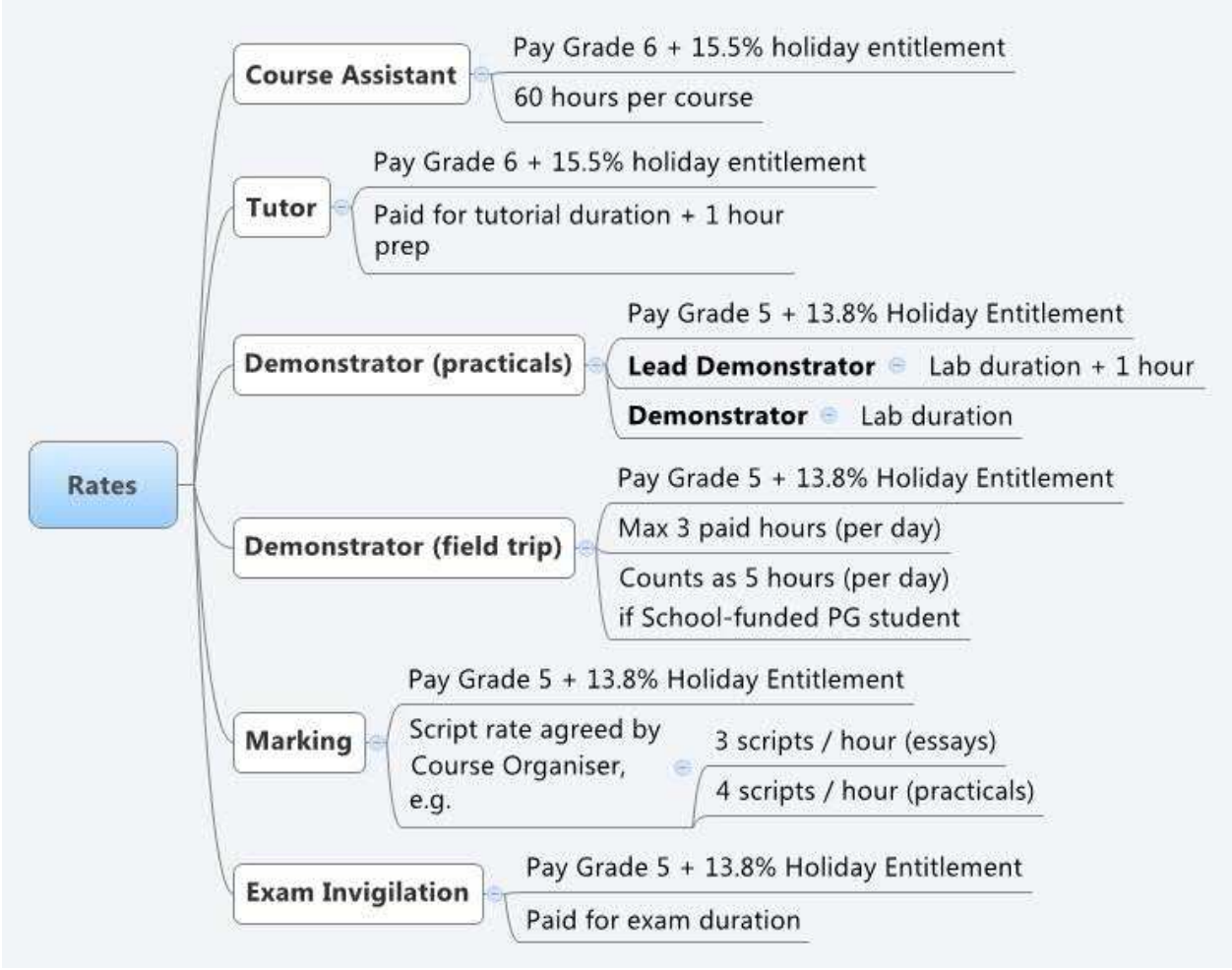
T&D's hold a formal Guaranteed Hours contract of employment with the University. Payment for T&D includes holiday pay (rate depends on T&D role), National Insurance is deducted, and tax is not deducted from payments below approx. monthly payment of £630. Tax can be reclaimed at the end of the financial year if total earnings from T&D activities fall below the annual tax threshold. National Insurance contributions cannot be reclaimed. More information on tax and NI contributions can be found on the HM Revenue and Customs web page (http://www.hmrc.gov.uk/individuals/index.shtml).

The T&D salary is a separate payment from the PhD stipend, and payment for T&D is made in arrears. A separate T&D payslip will posted to the tutor/demonstrator at the end of the month. Payment for both T&D and PhD stipend will be made on the same day on or around 28th of each calendar month.

School-funded scholarship PhD students must fulfil an annual quota of designated hours of unpaid T&D work before they can get paid for T&D work. Details will be given prior to the start of any work.

2.5.2 Hourly Rates

T&D work is paid according to the University's staff pay scale and benefits from the University's yearly increment rise. The hourly rate for T&D roles varies according to the role.



e.g. For a new T&D:

UoE Pay scale 5: £11.38 per hour + 13.8% holiday entitlement = £12.95 per hour

UoE Pay scale 6: 2 x £13.97 per hour + 15.5% holiday entitlement = £32.27 per hour*

* Tutors are paid 2hrs for every 1hr worked to recognise time spent on tutorial preparation.

For more information on the University Pay Scales see:
http://www.docs.csg.ed.ac.uk/HumanResources/Pay/UE01_to_UE10_part_time_Aug10.htm

2.5.3 The Payment Process

When T&Ds are enrolled as a tutor or demonstrator for a course, the CO's or CA's inform the TO of the dates and hours the T&Ds are expected to work that semester, and these are entered into a database.

Each month, T&Ds are prompted via email to 'confirm' the work done and enter any additional hours on their Teaching Record. T&Ds view and amend their timesheet at My Teaching Record on the Post Graduate Teaching Opportunities homepage (https://www.geos.ed.ac.uk/PG_Opps).

Hours must be confirmed by the 28th of the month in order for the T&D to be paid at the end of the following month. The TO will inform all T&D's by email each month when all the hours have been approved.

A guide to using the Teaching Record can be accessed from:
https://www.geos.ed.ac.uk/PG_Opps/student/T_D_Student.pdf.

2.5.4 Payment for Ad Hoc work

Occasionally, PG students may participate in ad hoc work, that is, work which is not covered by a contract. In the T&D context this might include lecture delivery on courses, T&D work carried out as part of ILW or developing teaching materials.

In these cases, the T&D will be paid by casual / ad hoc methods. The hours will not be visible on their Teaching Record, but the payment will be made at the end of the following month and will be included in the PhD stipend payslip.

Ad hoc or casual work require either a Temporary Additional Payment form or a Casual Payment form to be completed by a member of Teaching Organisation staff. In order to execute smooth payment for non HTBN work, the teaching staff organising the work should have discussed the work and agreed rate with the Teaching Organisation and the student before the work was carried out.

More guidance on Ad hoc and casual work can be found on the Teaching Organisation website:

http://www.ed.ac.uk/schools-departments/geosciences/teaching-organisation/staff/tutoring-demonstrating/adhoc-work

3. Tutoring and Demonstrating Roles

3.1 Organisational Roles

3.1.1 Course Organiser

The Course Organiser (CO) is a member of Teaching Staff, not a PG T&D. The CO is responsible for the administration of the course and works in tandem with the Course Secretary. The CO also works with other support staff involved in the delivery of the course e.g. lecturers, T&Ds, Student Support Coordinator, technicians. The CO sets the course content and structure and the course assessment work. They coordinate arrangements for marking assessed work and reviews and analyses assessed work. They are also the point of contact for students with special circumstances. This may be in tandem with a Course Assistant. The CO is often the main teaching staff on a course.

The CO informs the TO of the T&D requirements for each academic year, and anticipated number of hours worked by each T&D. These details will be posted online on the Teaching Opportunities page, alongside course information and requirements, where prospective T&D's register their interest. The CO then selects T&Ds from this list and contacts them independently.

The University guidelines on the role and responsibilities of the Course Organiser can be viewed here: http://www.docs.sasg.ed.ac.uk/AcademicServices/Staff/ExamBoard/Course_Organiser.pdf

3.1.2 Course Assistant

3.1.2.1 The Role of the Course Assistant

CO's of large courses in the School of GeoSciences often employ a Course Assistant (CA) to help with the running and delivery of the course.

The CA liaises with the course team of T&Ds, the CO and the TO to ensure the smooth running of the course. Their role will vary according to their agreement with the CO, but will include being responsible for:

- Course T&D timetables, informing the TO of any changes to T&D working hours, tutorial attendance, preparation of practical materials and often marking of assessed work.
- Arranging marking for assessed work, delegation of marking duties, and contacting students who have not submitted work (although this task is often carried out by the course secretary).

CAs are often be presented with student pastoral issues which may be referred to the CO, the student's Personal Tutor or the Student Support Coordinator.

3.1.2.2 Who is eligible to be a Course Assistant?

The CA will normally be a PG student with previous T&D experience of a course. They must be extremely familiar with the course content and structure, and be willing to commit the necessary time to the role regularly and be able to respond to student issues.

3.1.2.3 Skills of a Course Assistant

As well as meeting the above criteria, CA's must have effective interpersonal, organisational and time management skills and a thorough understanding of the needs of T&Ds on the course. The CA must be approachable for students and T&Ds, and passionate about teaching and learning.

3.1.2.4 Rewards of being a Course Assistant

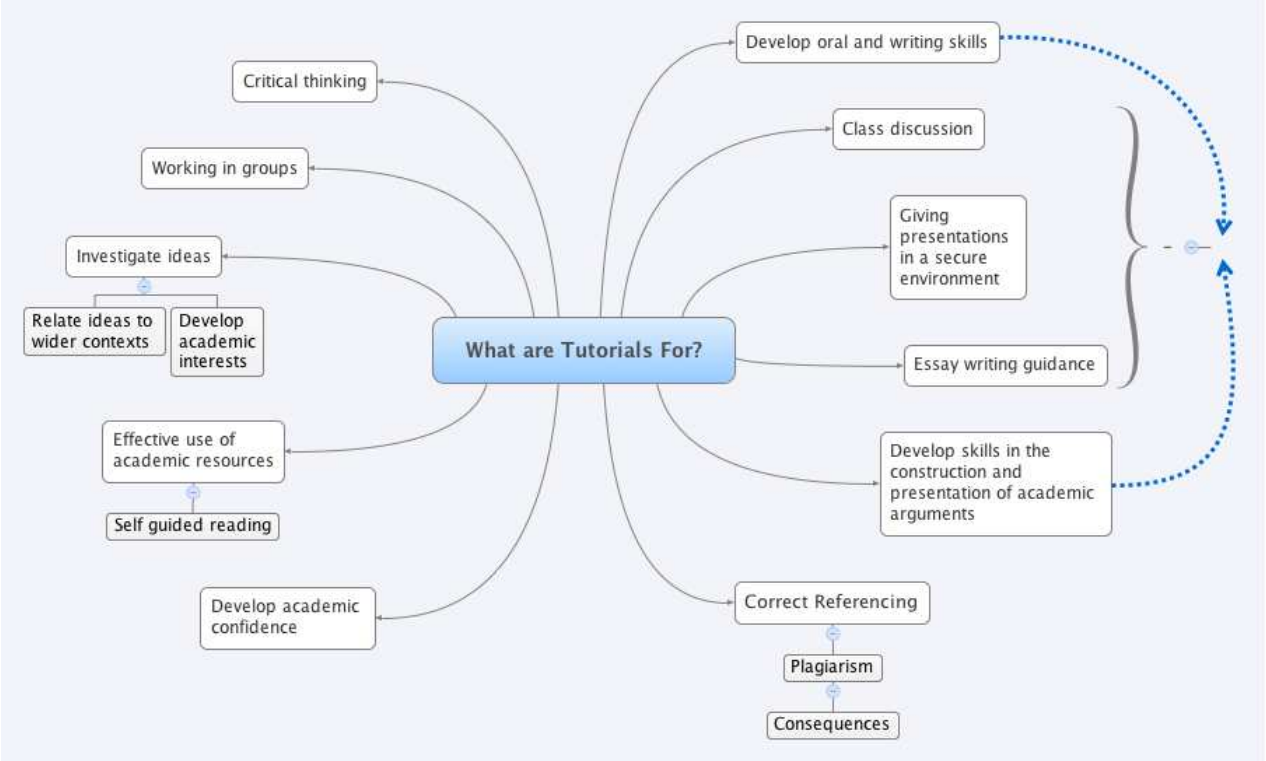
Whilst the CA is mostly an organisational administrative role, CA's may also be expected to teach and will often liaise with the CO in preparing course materials and content. Acting in a CA role provides excellent insight into the TO infrastructure within the University and the role of academic teaching staff. It is rewarding to guide and assist T&Ds and students through the course, and refine teaching activities and skills for future years.

3.2 Tutoring

T&D's wishing to tutor for any courses **must** attend the School of GeoSciences courses, "Tutoring and Demonstrating Induction" in freshers week.

3.2.1 The Purpose of Tutorials

Tutorials form an integral backbone to teaching and learning in many courses. They provide a space for students to develop many academic skills and build confidence. The purpose of tutorials will vary according to the course, but common aims for tutorial teaching are outlined in the figure below.



3.2.2 Tutorials in the School of GeoSciences

Tutorials are more common in some GeoScience degree programmes than others. For example, they are an integral backbone to Human & Physical Geography teaching and learning whereas only several courses in Geology & Geophysics or Ecology have tutorials. In some circumstances, the student may only experience tutorials in one course during their undergraduate programme.

Most T&D's will tutor for 1st and 2nd year tutorials in the GeoSciences. Tutorials last for 1 hour, are weekly or fortnightly, are often in small rooms at the GeoScience sites or JCMB.

3.2.3 Tutor roles and responsibilities

The role of the tutor is to lead, manage and facilitate tutorials to small groups of students and provide attendance information, as specified by the Course Organiser. In addition to leading tutorials, important tasks include preparation, administration and marking and assessment. Additionally, tutors have an important but limited pastoral responsibility (see below). Tutors are not expected to provide assistance with other aspects of the course or other courses, and there is no obligation for the tutor to provide help to students outside the formal contact hours.

For first year students, the tutorial environment will be very different to previous teaching and learning experiences. Here, the role of the tutor is to introduce these students to the tutorial environment and encourage student confidence in tutorial workflows.

The tutor should be briefed about their role and expectations by the CO/CA in advance of the tutorials. This briefing should include, where necessary:

- An overview of course content, structure and the relation of tutorials to the course learning outcomes.
- An overview of how the course is administered, how tutors can interact with the other members of the course team, and other practicalities.
- Any course specific tutorial materials, such as recommended content and structure, successful activities or exercises.
- A discussion of marking expectations, assignment hand in dates and when marking must be completed; where they can seek guidance.
- A discussion of the extent of the pastoral role and responsibilities and how and where to refer students when required.
- The role of the tutors in the collection of student feedback from the course.

3.2.4 Tutor Skills

Tutoring is a valuable experience for T&D's, allowing them to gain skills in organising and running small group teaching. Effective tutoring requires significant interpersonal and group facilitation skills. One of the most significant challenges in tutorials can be student participation. Tutors must be able to build rapport with the students in the group and encourage students to join in with discussion effectively.

Tutors also mark tutorial-led assignments, so they get insight into how students have developed through the course.

3.2.5 Tutorial Logistics

Tutorials are often held after lectures at a set time each week. The tutorial times and locations are organised in advance of the course by the CO/CA/TO and are usually at School sites or JCMB.

The tutor will be provided with the names and student numbers of their tutees before the tutorial, and it is often best that the tutor email the students in advance to introduce themselves to the group and perhaps outline some details about the tutorials so the students are familiar with tutorial practicalities and what to expect.

Tutors have a responsibility to familiarise themselves with the particular safety profile of the building where tutorials are held so that you know what to do in an emergency. In particular, you should know how to call for help; the location of the nearest First Aid cabinet and how to find a first-aider; fire exits and emergency procedure, and the locations and mode of operation of extinguishers.

3.2.6 Tutorial Attendance

Tutorials are compulsory for students to attend, so the tutor must keep note of attendance. It may be necessary to contact students who are not attending the tutorial - they may no longer be enrolled on the course or may have joined another tutorial group. Issues of prolonged non-attendance should be followed up and referred to the CO or CA.

The CO should inform the tutor if there are any students with disabilities for whom additional support has been agreed, as specified in their learning profile.

It is expected that students arrive in time to start the tutorial at the allotted time. It is also expected that tutorials will finish on time and it is the tutors responsibility to ensure this is the case.

3.2.7 Arranging Cover

When signing up to tutor for a course, it is important that tutors will be able to take most or all the tutorials. Tutoring methods are quite personal and it can be highly disruptive for students to experience several tutors during a course. If tutors are aware of their absence in advance, they may discuss with their tutees whether they wish to arrange to have two tutorials in a week, or whether they would prefer to have another tutor cover that week. The cover should be briefed on the aims for the tutorial which they must cover, set work for the tutorial and what has been covered in the previous tutorials. The CA and TO should be informed of the change in cover.

Tutors should discuss with the CA/CO the preferred course of action if the tutor requires emergency cover due to unforeseen circumstances (e.g. illness). For courses with uniform tutorial structure and content, or several tutors, it may be appropriate to ask one of the other course tutors to take the tutorial group. For other courses where the tutorial structure and content are more tutor-led, it may be more appropriate to cancel the tutorial and plan to hold it at a later date. The absent tutor should either email the tutees directly, or ask the CA/CO to do so. The structure of future tutorials must be adjusted accordingly.

If tutors are unable to continue to fulfil their tutor responsibilities for whatever reason, they must inform the Course Organiser and the TO at the earliest opportunity.

3.2.8 Pastoral Care

Tutors can be the first point of contact for students who wish to discuss personal problems. This is especially pertinent for PG tutors since they are closer in age to the student, and may be familiar with the student from other T&D roles or fieldtrips.

When approached for guidance over personal matters, tutors should respond sensitively and treat the matter with discretion. Do not promise absolute confidentiality when another staff member may need to be consulted. Where there may be implications for the student’s academic performance, encourage the student to inform the CO and their Student Support Coordinator at an early opportunity.

Be aware of boundaries: it is not appropriate to get involved with student matters not directly related to tutorial work. Remember, there are many people in the University who are employed to help the student. Significant pastoral issues should be referred to the relevant Student Support Coordinator.

3.2.9 Effective Tutorials

a) Tutorial Structure

For most courses, tutors will be provided by the CA/CO with a template for the content/structure of the course tutorials which they can adapt to their own tutoring style. Workshops for tutors (see further resources) will greatly assist tutors to plan effective tutorials.

It is advisable, especially for first years, for the first tutorial to start with relevant ice-breaker/small group activities so that students can get used to working in small groups. The tutor should also outline the role of tutorials and specific outcomes and their expectations of the students. It can be useful to outline some respect guidelines (e.g. turning up on time, mobiles on silent, no speaking over each other).

b) Planning Tutorials

A tutorial is not a lecture. Tutors should design tutorials to maximise the amount of time that students are actively participating in the tutorial work. Successful tutorials require planning, and it can be useful for tutors to plan their tutorials together. The plan must also be flexible, since the direction of the tutorial will depend on the students in the group. The group dynamics will progress with time and students should become more confident in group work, discussion and argument. Approaches to tutorial activities that may be too ambitious at the start of the semester may be very successful at the end of the semester (when students are more familiar with the tutor group and the tutor). The tutor should bear this in mind when designing tutorials, and be prepared to adapt their plans according to the tutorial attendance and group dynamics.

c) *Assessment*

Tutors should throughout their tutorials, reinforce student understanding of plagiarism and the consequences of plagiarism. It is also equally important that tutors frequently refer to the assessment criteria to guide the quality of the student assignments. For example, if the tutor does not discuss with the students that referencing materials correctly is not only good practice but is also an assessment criteria, the students will likely not score very highly in this criteria in the end assignment!

3.2.10 Further Resources

It is recommended that T&Ds attend workshops for tutors prior to signing up as a tutor.

IAD run several workshops for tutors, including “Effective Tutoring Introduction” and “Effective Tutoring Troubleshooting”. These workshops build on the School workshop.

For more experienced tutors, IAD run a workshop “Planning and Reviewing Tutorial Teaching”.

Many transferable skills courses may assist T&D skills (e.g. Facilitating Groups). Transferable Skills courses can be viewed and booked via My Ed.

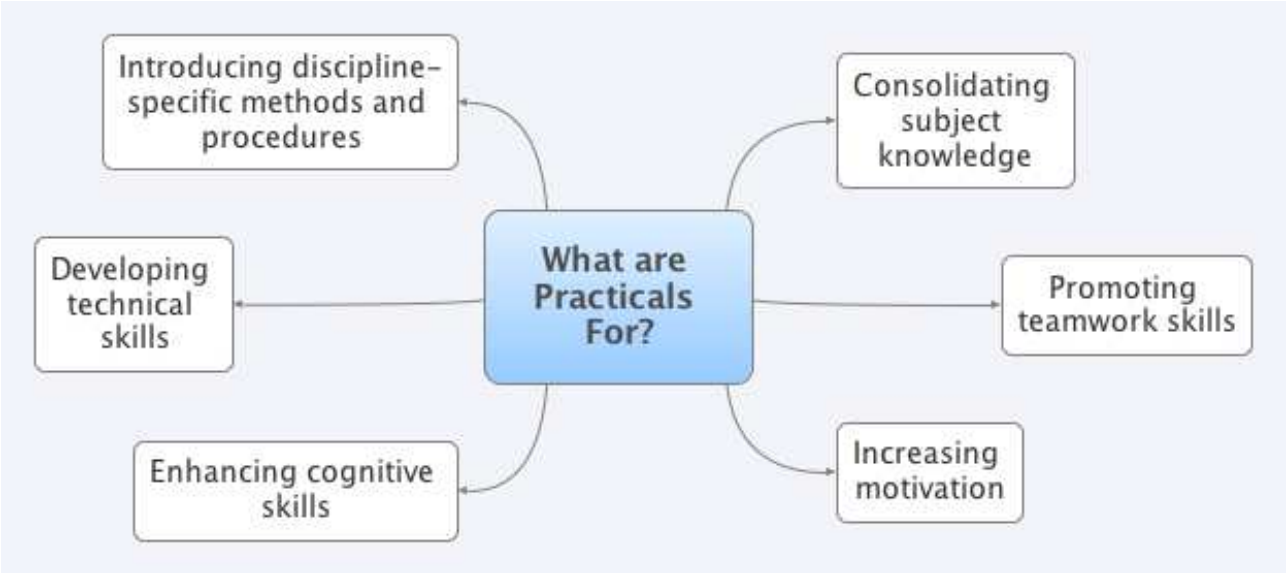
The Institute of Academic Development have an informative guide for tutors in the digitally hosted tutoring and demonstrating handbook: http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/tutors-demonstrators/resources/handbook

3.3 Demonstrating

T&D's wishing to demonstrate on any courses **must** attend the "Introduction of Tutoring and Demonstrating the School of GeoSciences" workshop in freshers week.

3.3.1 The Purpose of Practical Classes

Practicals and lectures form the backbone to many GeoScience courses. The purpose of practicals will vary according to the course, but common important reasons for practical classes are outlined in the figure below.



3.3.2 Practicals in the School of Geosciences

Practicals typically run in semester 1 and 2, are usually 2-3 hours duration, and can run once or twice weekly or fortnightly, depending on the course. There are typically two T&Ds per practical, although this varies according to class size. Large courses may require repeat practicals through the week, and the students sign up for one of these. In these cases, the T&D chooses which practical slot they wish to demonstrate (they are not expected to demonstrate all the labs for one course!).

Some practicals are compulsory for students to attend and they should sign a register for the practical when they enter the room. The students are adults; they do not need to ask permission to leave the room and expected to manage their time in the practicals. They should not seek help from the demonstrator outside of practicals.

3.3.3 Demonstrator Roles and Responsibilities

Demonstrators assist the delivery and safe and smooth running of laboratory practicals designed by the Course Organiser. They facilitate student learning by being on hand to guide the students through the practical and ensure the students understand the practical aims and materials. T&Ds are expected to turn up to the lab before it starts and leave after the lab has formally ended (or until the last students leaves).

In first year labs, T&D's can be a 'lead demonstrator' if they have previous experience demonstrating the course. The practical leader introduces and oversees the practical. The role of the practical leader is to ensure the practical runs effectively, safely and to time. The course practicals and materials will be provided by the Course Organiser. Depending on class size, the lead demonstrator may be assisted by another demonstrator. Most practicals beyond first year will be lead by the lecturer (not always the Course Organiser) who will introduce the practical and remain for the practical duration.

T&D's for first year practicals may be expected to mark practical assignments, and T&Ds should check this when they sign up to demonstrate on a course.

3.3.4 Practical Class Logistics

3.3.4.1 Locations

Practicals can take place at the three School of GeoSciences sites, in rooms or labs.

The School UG teaching labs are located at the far ends of JCMB level 6. These labs require an access code to enter, which can be obtained from the CO. Practicals in these teaching labs are set up by the Teaching Support Officer, Dr Gillian McCay. There are phones within the lab with Gillian's number written on in case of any issues with lab materials. These labs are large, and lead demonstrators may find microphones useful when speaking to the whole class.

School Computing labs are located in Drummond Street. General teaching labs are on the first floor, GIS labs in the basement (these require an access code). These computers are installed with Windows 7 OS.

3.3.4.2 Safety

T&Ds have a responsibility to familiarise themselves with the particular safety profile of the laboratory, so that you know what to do in an emergency. In particular, you should know how to call for help; the location of the nearest First Aid cabinet and how to find a first-aider; how to evacuate the laboratory; the locations and mode of operation of extinguishers; the locations of the technical staff on duty. A list of first aiders can be found on the GeoSciences web page.

It is important to note that food and drink are not permitted in the UG teaching labs in JCMB. This is because there is a chemicals lab, exposed sockets, computing equipment and expensive microscopes. Please politely remind students to put their bottles away and leave the lab if they must drink. This also applies to T&D's and lecturers. Food and drink are not permitted in the GIS computing labs at Drummond Street. Electronics and liquids to not mix well.

3.3.5 Arranging Cover

T&Ds are contracted to demonstrate the lab they are enrolled in. If T&Ds are away, they must try to arrange T&D cover for the labs they will miss and inform the CA, CO or senior T&D. If the T&D cannot demonstrate at the last minute (e.g. fall ill), they must inform the CA and preferably their co-demonstrator so that cover can be swiftly organised.

T&Ds will not be paid for practical classes they do not teach. Any changes to T&D hours should be reported to the CA, or directly to Alasdair Howie, so the payment hours can be changed accordingly.

3.3.6 Effective Demonstrating

While the lab content and structure will be mostly predetermined, the interaction between the demonstrator and students can influence the success of the practical. It is particularly important that:

a) Demonstrators are prepared

Demonstrators must be familiar with the course content, course aims and learning outcomes for each practical in order to give effective constructive assistance.

As PG students, it is assumed that T&D's have good subject knowledge. While no one is expected to have in-depth knowledge all of the techniques or material in the GeoSciences, demonstrators are expected to familiarise themselves with the practical material and background before the start of the class. Additional course materials (available for students) may be found in the course Learn 9 page, which T&Ds working on the course should have access to.

Briefing meetings with other course T&D's can assist preparation for your practical. It can be very useful for T&D's with experience demonstrating the course can share their experience with new T&D's, such as which part students typically find most difficult, common problems, good ways of answering questions etc. There may be other resources (e.g. diagrams, information sheets, answer sheets) that previous demonstrators have made that can be shared.

If you studied at another University for your undergraduate GeoSciences degree, you will notice that different Universities can have quite different degree structure and content. Be aware that the methods you learnt may be slightly different to preferred methods at the UoE, or that your knowledge may now be slightly outdated.

T&Ds will sometimes make mistakes, or may not know the answer to students questions. In these cases it is always best to be honest with the student, clarify the problem with the practical leader or other demonstrator and return to the student, ready to help them. It can be encouraging to students that T&D's don't know everything or that methods and assumptions are not straight forward. Indeed, overhearing a discussion between the demonstrator and lecturer about key issues and assumptions can benefit student understanding of a concept - especially in 3rd/4th year classes.

b) Demonstrators attune to the needs of the student

Demonstrator attention should be distributed across the class and attuned according to the needs of the student.

Demonstrators are not there to tell the students the answers, but to facilitate student learning and understanding. Demonstrators should be proactive in making contact with students rather than passively waiting for questions to be asked. For example, the demonstrator should be willing to ask the students questions to discover the extent of the students' understanding.

Demonstrators should be aware that students' have different attitudes towards work and different attitudes towards seeking assistance. Overall, the needs of a first year class is markedly different to the needs of a third or fourth year class.

c) Know your role

T&D's are part of a teaching team, not solely responsible for student learning. T&D's must evaluate their time, and be assertive if the Course Organiser or students are requesting attention beyond the remit of a demonstrator. For example, students should not regularly approach T&Ds for assistance outside of the lab.

Know the limits of T&D pastoral responsibilities. Student pastoral issues may be confided to T&Ds, or T&D's may also notice that something may not be right through attendance, character or assessment. Remember, there are many people in the University who are employed to help the student. Significant pastoral issues should be referred to the relevant Student Support Coordinator. If in doubt, the T&D should seek advice from the course organiser.

3.3.7 Further resources

Many transferable skills courses may assist T&D skills. Transferable Skills courses can be viewed and booked via My Ed.

The Institute of Academic Development have an informative guide for demonstrators in the digitally hosted tutoring and demonstrating handbook:http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/tutors-demonstrators/resources/handbook

The Higher Education Academy run excellent courses on postgraduate demonstrating skills in Geography, Earth and Environmental Sciences (GEES): http://www.heacademy.ac.uk/disciplines/geography-earth-environmental-sciences

3.4 Fieldwork Demonstrating

T&D's wishing to demonstrate on any field courses **must** attend the "Tutoring and Demonstrating Induction" workshop before the start of Semester 1.

3.4.1 Non-Residential Field Trips

There are several non-residential field trips organised by the School. These can be one-day, multi-day, or a series of discrete day trips. The Fieldwork Demonstrator (FD) is there to assist the effective, smooth running of the field trip. The specific roles will vary according to each trip, but FD's are often expected to lead small groups in the field.

Briefing meetings should be arranged by the trip organiser so that all FDs are informed of the field trip structure, everyones roles and responsibilities and practical logistical information. Transport leaves from University buildings, and it is usually expected that FD's will arrive early and assist with student transport logistics.

Most non-residential trips are for first year courses and require a greater number of demonstrators than residential trips. This is because first year class sizes are large and the students have little to no experience of fieldwork. These trips provide a great opportunity to explore the geodiversity in the Midlothians, and to gain experience of fieldwork demonstrating.

3.4.2 Residential Field trips

Residential field trips can be in the UK or abroad, and last from several days to two-weeks. Most trips take place outside of semester teaching weeks. It is recommended that you gain some FD experience working on non-residential courses prior to demonstrating on residential field trips. Prior knowledge of the field work area or region is advantageous but not necessary.

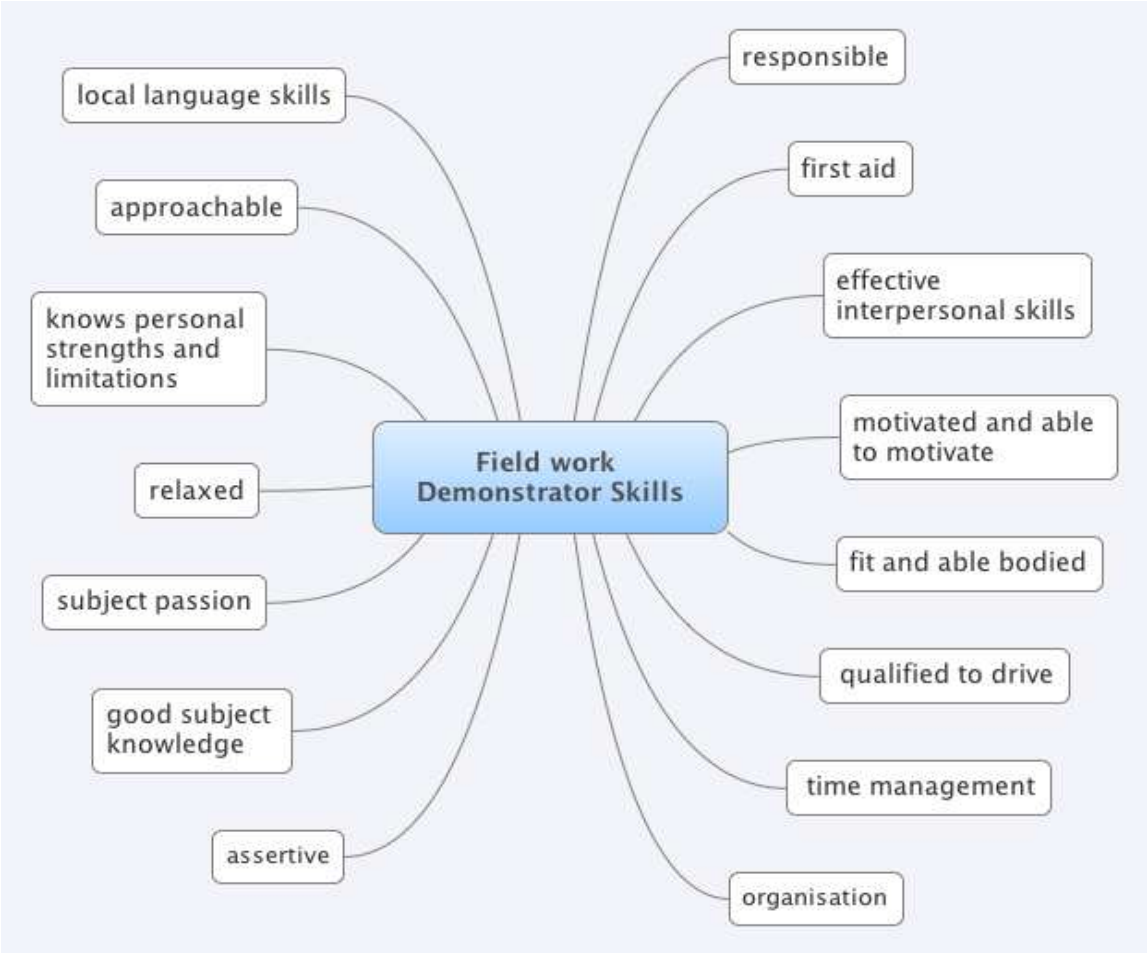
Residential field trip demonstrator roles are not advertised on the Teaching Opportunities pages. Due to the nature of fieldwork demonstrating, T&D's who have previously demonstrated on the field trip are preferentially selected to demonstrate again. However, new demonstrators will need to be 'trained-up' for future years, so interested T&D's should speak to the CO for a particular field trip and outline why they may be suitable FD's.

There is a pre-trip meeting for all residential field trips for the UG students. It is useful for FD's to attend these meetings so they know what information and geoscience background the students are given, and so the students can know who will be on the field trip. For field trips abroad, non-EU T&D's must make sure they secure a visa for the appropriate country.

3.4.3 Fieldwork Demonstrating Skills

Demonstrating field trips is extremely popular, very challenging, and ultimately very rewarding. Fieldwork demonstrating is an altogether different teaching and learning experience from other T&D opportunities. Fieldwork demonstrators must be constantly aware of their role and responsibilities within the field trip team. The principle role of the FD is to assist the smooth running of the field trip. Things do not always go to plan, especially the weather, so be prepared to be unprepared, and flexible. Sometimes keeping positive and providing morale is the most important role!

The desirable skills of a (FDs) include the following:



3.4.4 First Aid Training

It is also strongly recommended that T&D's wishing to demonstrate on field courses are First Aid trained. The School organises 'Fieldwork First Aid' courses biannually. This is a free two-day course, and participants are First Aid certified which expires after two years.

These courses are organised by the School of GeoSciences Health and Safety Officer, Richard Chalkley , and can be booked through the 'Event Booking' channel in MyEd.

T&Ds with a valid first aid qualification may be preferentially selected. T&D's demonstrating a field course should inform the field Course Organiser that they are Fieldwork First Aid qualified.

On most field trips, the FD carries the School first aid kits (to be carried at all times!). The students should be made aware of this so they know who to approach. Any use of the first aid kit must be reported in the appropriate forms so that they can be restocked as necessary.

3.4.5 Transport and Driving

T&D's are often required to assist with transport arrangements (e.g. driving vans and minibuses with students/field equipment) on both residential and non-residential fieldtrips. Not having a driving license can be a strong disadvantage for residential field course demonstrators.

In order to drive any University organised transport, T&D's must be an 'authorised driver' with the University. To register as an authorised driver, T&D's must complete an authorised driver form and present

this with their driving license (paper and photocard parts) to the School of GeoSciences vehicle coordinators; Richard Chalkley or Alex Jackson. The T&D must complete a Lothian and Borders Police 'Driver Awareness Course' arranged as needed by Richard Chalkley.

Authorised Driver Form:
http://www.docs.csg.ed.ac.uk/EstatesBuildings/Transport/AuthorisedDriverRegistrationForm.pdf

If you are not a confident driver and do not wish to drive students, you must make this clear when offering to assist in fieldwork demonstrating. It may be that arrangements can be made to drive equipment, a smaller vehicle, be a 'stand by' driver or drive students with more mature or quieter personalities (students tend to naturally separate into groups).

It is recommended that T&D driver on fieldtrips abroad have previous experience of driving in foreign countries.

3.4.6 Payment and Fieldwork Costs

Fieldwork demonstrating for both residential and non-residential fieldtrips is paid at the standard demonstrating rate, at three hours a day. School-funded PhD students can count fieldwork as 5 hours per day towards their teaching quota. FD's are paid only for days spent in the field – travelling time is not normally included.

Payments for fieldwork are dealt with in the same way as payments for practicals and tutorials. They will be added to your on-line teaching record, and submitted for payment by the TO.

The School will organise and pay for your travel, subsistence and accommodation costs during residential fieldtrips. It is expected that everyone participating in the field trip has the appropriate clothing and equipment, unless specified items are provided by the School.

3.4.7 Roles and Responsibilities

The field demonstrator (FD) assists the smooth running of the field trip.

Practical responsibilities of an FD might include driving, leading groups, gathering students together, sorting equipment, picking up provisions, responsible for the first aid kit etc.

The FD can facilitate the student learning experience in the field by ensuring that students understand the task in hand, use equipment properly, can apply concepts learnt in lectures, understand the application of field methods, and are recording data correctly. Students must be encouraged to make observations of their own, and the FD must be able to gage when students need to be left to work independently, and when they would benefit from some assistance.

Pastoral responsibilities might include gauging student attitudes, picking up on issues in group dynamics, being aware if any students are not comfortable (e.g vertigo) or unwell, students are behaving safely in the field, and checking 'house rules' are respected (e.g no drinking alcohol in the field).

The FD is part of a team of field trip staff which must support and assist each other and keep each other informed. The FD often acts as a bridge between the lecturer and the students. Many students will find FD's more approachable than other members of staff. Expressing ideas to lecturers can be quite daunting for unconfident students, so students may be more willing to ask questions, double check their methods, or show their uncertainty to FD's.

The FD is very much a role model for the students. The FD must be well prepared, prompt, well equipped, proactive, knowledgeable and express a positive attitude towards the trip. The attitudes and behaviour can have a huge impact on the group dynamics of the field trip. Students may also feel more comfortable approaching or divulging personal information to the FD which they may not wish to tell the lecturer. The FD needs to be aware of their role and responsibility in the pastoral context and make decisions accordingly.

3.5. Marking and Feedback

T&D's wishing to mark assessed work **must** attend the
"Tutoring and Demonstrating Induction" workshop in freshers week.

3.5.1 Marking, Feedback and T&Ds

Through marking assignments, T&D's can observe how students have progressed through the course and attune their own critical appraisal and time management skills. In addition, a T&D with thorough understanding of the student assessment criteria will offer more effective guidance and feedback while tutoring & demonstrating. The groundwork for assessment begins long before the assignment is handed in. The details and delivery of the assignment brief and giving advice and guidance during the assignment is part of the assessment procedure. In many ways, the role of T&Ds is to facilitate learning and assessment. For example, if tutors have not outlined the importance of correct referencing, it is their responsibility if the students in their tutorials lose marks for poor referencing style!

Student assessment (marking and exams) often, but not exclusively, takes place at the end of the teaching semester. Tutors are expected to mark tutorial assignments, since they will have guided the work throughout the term. Some 1st (and 2nd) year courses will require demonstrators to mark practicals. These assessments will sometimes contribute towards the students' final mark for the course.

It is not recommended that T&Ds who have not participated in the delivery of the course mark student work, since they will be unfamiliar with the practical or tutorial aims, themes and materials. However, T&D's who have lead the course in the past may assist marking if required.

3.5.2 Collecting assignments

T&D Markers (T&D-M) collect the work to be marked from the appropriate UG Office where the students submitted the assignments. The UG Secretary will inform the T&D-M when the assignments are ready to collect. It is the School's policy to mark and return coursework within two weeks of submission, so that students have access to meaningful feedback on their work, in plenty time for it to be of benefit to them.

The T&D-M will be informed by the UG Secretary / CA if there are any assignments that have not yet been handed in, and they will be informed when late-work has been submitted and ready to collect for marking. The Course Assistant, not the T&D-M, is responsible for contacting students who have not submitted work. There will be percentage penalty for late submission. However, many students have perfectly valid reasons for delayed hand in and may have previously arranged extensions and it is up to the Course Organiser to make these decisions and deduct marks accordingly. The T&D-M should simply mark the assignment. The T&D-M should NEVER deduct marks from a students work for late submission.

Once the T&D-M has marked the assignments, they must send the marks to the Course Assistant (or UG Secretary if no CA) and return the marked work to the relevant UG Office. The marks will be moderated and typed up into Learn 9 course page for the students to access.

3.5.3 University Marking Schemes

Marks must be allocated following the University-wide Common Marking Scheme. The School of GeoSciences specifies its own set of marking descriptors to match the University-wide grades. All UG students have this information in their handbooks, and T&Ds should familiarise themselves with the scheme and ensure that they follow those descriptors when allocating marks and making comments.

The University Marking Scheme can be viewed here:
http://www.ed.ac.uk/schools-departments/registry/exams/regulations/common-marking-scheme

3.5.4 Feedback

T&D-Ms must provide adequate critical feedback to the student, indicating where the student performed well and where improvements were necessary to achieve a higher grade. It is University policy that markers are encouraged to write some comments directly onto students' coursework and. Returning coursework to a student with only the final mark or grade written on it is unacceptable.

It is always good practice to ensure that comments are legible, encouraging, and focused. The challenge for many T&D-Ms is to provide time-efficient, adequate and critical feedback. Following a format designed by the T&D-M or the CO/CA can make the feedback process more efficient. A briefing meeting with other T&D-M's and the CO/CA will inform the T&D-M of any set feedback format. It can be useful for T&D-Ms to spend some minutes thinking back to the type of feedback that they found effective, or wanted, when they received assessed work as students.

a) Feedback for Essays

Many courses and subject areas use a standard feedback form for marking essays.

Markers are advised to keep comments written directly on essays brief, and to cross-refer where applicable to overall comments at the end of the script / on a feedback sheet. If there is a standard feedback form with a tick-box list of criteria, this is likely to reduce the amount that you need to say in your overall comments.

Markers comments/feedback forms should refer to the University Marking Scheme (UMS).

Markers should also ensure that they are considering a range of skills; including knowledge (accuracy and scope), analytical and evaluative skills (interpretation, logic of argument, justification, etc.) and communicative skills (clarity of writing, structuring, use of diagrams, etc.).

b) Feedback for Practicals

Marking practical assignments is quite different to marking essays, and the feedback format will reflect this.

Feedback requirements will vary according to the nature of the practicals, but often practicals require more feedback nested within the assignment and may not require such detailed summary comments or a feedback form.

3.5.5 Consistency in Marking

One of the biggest challenges is remaining consistent both within and between T&D-Ms. The same person may mark assignments differently, according to how many they have marked or their attention, while other markers may be more severe or more lenient, or simply weight different marking categories differently.

The UMS is designed to enhance consistency in marking across the University. Most effective, is the development (early on in the course) of an assignment specific unified Marking Scheme that fits with the School and University marking policy, created by the CA/T&Ds.

Other methods to encourage consistency in marking include:

- Reading several assignments through before beginning marking, to become familiar with the task and level of the work.
- Once the T&D-M has finished marking, they should review the spread of their marks and re-assess the first few assignments they marked, to ensure their marking has remained consistent.
- Swap a few marked scripts with other course T&D's for comparison and feedback on each others' marking technique.
- The Course Assistant should compare the mean, median and range of the marks from different T&D-M's to highlight any pertinent discrepancies.

3.5.6 Plagiarism

Most electronically-submitted assignments in the School of GeoSciences are assessed by plagiarism software called Turnitin. The software is normally used by the CO or the Course Secretary, who may inform T&D-Ms of any suspected plagiarism case highlighted by the software. More information can be found on the Turnitin web page (www.turnitin.com)

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another, for one's own benefit. It is treated very seriously, and if the T&D-M suspects aspects of a students work has been plagiarised, they should refer the assignment to the CO.

The University of Edinburgh's Academic Affairs Section provides staff and students with comprehensive guidelines and regulations for dealing with plagiarism. More information on detecting and dealing with plagiarism can be found on the University pages: **http://www.ed.ac.uk/schools-departments/academic-services/staff/discipline/plagiarism**

3.5.7 Getting Paid for Marking

The Course Organiser and/or the Course Assistant will agree a rate of pay (assignments per hour) before marking commences. The T&D-M is therefore paid by the number of assignments they mark, and the TO are informed by the CA of the equivalent number of hours worked. These hours should be added to the T&D-Ms Teaching Record for that month by each T&D and confirmed by the TO. The T&D-M must then follow the usual payment procedure to get paid.

The T&D-M should try to keep to the hourly marking rate, but keep record of the total number of hours spent marking the assignments. If there is a huge discrepancy, and this is not due to the inexperience of the T&D-M (e.g. all T&D-Ms for the course spent excess time marking), then different rates may be negotiable within reason.

3.5.8 Further Resources

The School of Geosciences runs the "GeoSciences Tutors: Marking and Feedback" workshop in Semester 1.

IAD offer a short course on "Marking and Commenting on Student Work" and there are useful resources on their website. The Institute of Academic Development have an informative guide for 'Marking and Commenting on Essays' in the digitally hosted tutoring and demonstrating handbook: http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/tutors-demonstrators/resources/handbook

The University Marking Scheme can be viewed here: http://www.ed.ac.uk/schools-departments/registry/exams/regulations/common-marking-scheme

3.6 T&D roles for University Exams

3.6.1 Examination Roles

In Semester 3, T&D's are sometimes required to assist the examination procedure. The TO will advertise these opportunities by email at the start of each examination diet and these roles are typically filled on a 'first come first served' basis.

Roles include:

- **Invigilator**: Responsible for the smooth running of the exam. Roles include the distribution and collection of exam scripts, ensuring students have correct/adequate exam materials, understand the examination procedure, and are aware of the exam time constraints.
- **Reader**: reads the examination questions to students with disabilities that effect their reading ability. Students write their own answers.
- **Scribe**: students with disabilities that affect their writing ability may require a scribe. The scribe, student and invigilator are in a room separate to the main exam. The scribe writes the answers as dictated by the student.
- **Script Courier**: Responsible for the delivery of exam papers to the exam room and delivery of the completed scripts to the TO. The invigilators are responsible for the distribution and collection of the individual exam scripts. The role of the courier is simply to take them to and from the exam room to the TO.

3.6.2 Requirements

T&Ds need no previous training in order to assist in the examination procedure. It is expected that they will have some subject understanding and some knowledge of the course and TO structure, and respect the examination procedure.

3.6.3 Getting Paid for Examination Roles

T&Ds involved in examination roles are paid according to the length of the exam duty, at their current Grade 5 payment rate. The Deputy Manager of the TO can advise T&D's of their hourly pay rate.

The TO organises their payment, which is made by using an Ad Hoc payment form. This payment will be made at the end of the following month, and will be seen as a separate sum, on the T&D PhD stipend payslip.

3.7 Taking Teaching and Demonstrating Further

There are a variety of opportunities to develop T&D skills further.

3.7.1 Institute for Academic Development

IAD provide generic courses designed for all tutors and demonstrators across the University supplement School-based support.

IAD also support experienced T&D's seeking formal recognition of their teaching experiences. There are internal and external routes to teaching recognitions through the Higher Education Academy (HEA). More information can be accessed on the IAD pages: http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/tutors-demonstrators/support/enhancement

3.7.2 Higher Education Academy (HEA)

The HEA offers courses and workshops for teaching, tutoring and demonstrating in the GEES disciplines (Geography, Earth and Environmental Sciences). These are attended by university staff and PhD students from around the UK. Courses are free, can take place in London or Edinburgh, and there are often bursaries available to assist the costs of travel.

Information about these courses is available on the HEA website and will be advertised by PG secretaries via email.

http://www.heacademy.ac.uk/disciplines/geography-earth-environmental-sciences

4. Key Contacts

Who	Role	Location	Contact
Alasdair Howie	Deputy TO Manager	Drummond Street	A.Howie@ed.ac.uk
Sarah McAllister	TO Manager	Crew Building, KB	Sarah.McAllister@ed.ac.uk
Dr Anthony Newton	T&D Academic Coordinator	Drummond Street	Anthony.Newton@ed.ac.uk
Rosanna Maccagnano	RTD Manager	Grant Institute	rosanna.maccagnano@ed.ac.uk
Helena Sim	Postgraduate Secretary	Grant Institute	Helena.Sim@ed.ac.uk
Nicola Reid	Postgraduate Secretary	Grant Institute	nicki.reid@ed.ac.uk
Dr Marc Metzger	Deputy Head of RTD (Training and Progress)	Drummond Street	marc.metzger@ed.ac.uk
Dr Gillian McCay	Teaching Support Officer	Grant Institute	Gillian.McCay@ed.ac.uk
Emma Latto	Student Support Coordinator	Grant Institute	Emma.Latto@ed.ac.uk
Cathy Campbell	Student Support Coordinator	Drummond Street	Cathy.Campbell@ed.ac.uk
Nikki Muir	Pre-Honours Course Secretary	Grant Institute	Nikki.Muir@ed.ac.uk
Katie Leith	Honours Course Secretary	Grant Institute	Katie.Leith@ed.ac.uk
Meredith Corey	Course Secretary	Crew Building	Meredith.Corey@ed.ac.uk
Beth Muir	Course Secretary	Drummond Street	beth.muir@ed.ac.uk
Judy Adlington	Clerical Assistant	Drummond Street	judy.adlington@ed.ac.uk
Richard Chalkley	Health and Safety Manager	Grant Institute	Richard.Chalkey@ed.ac.uk
Gordon Waugh	Technical Services Manager	Grant Institute	Gordon.Waugh@ed.ac.uk
Graham Walker	Technical Support Officer	Crew Building	G.Walker@ed.ac.uk
Stuart Christie	Infrastructure Support Officer	Drummond Street	Stuart.Christie@ed.ac.uk

5. Appendix

5.1 Abbreviations

CSE	College of Science and Engineering	PG	Postgraduate
CA	Course Assistant	PT	Personal Tutor
CO	Course Organiser	RTD	Research Training and Development
CS	Course Secretary	SSC	Student Support Coordinator
IAD	Institute of Academic Development	T&D	Tutoring and Demonstrating
ILW	Innovative Learning Week	TO	Teaching Organisation
IS	Information Services	UG	Undergraduate
JCMB	James Clerk Maxwell Building	VUG	Visiting Undergraduate

5.2 Building Access

Each building has a servitor on duty between 8.30 am - 4.30 pm. Out with these hours building access to the Grant Institute and Crew Building requires a key, whereas Drummond Street requires a swipe card and access code outside the hours 8am-6pm.

5.3 Disclosure Scotland

T&Ds do not require a Disclosure Scotland check when involved in teaching and learning within the University as students are classed as adults.

5.4 Cycling and Cycle Lock Ups

There are multiple cycle lock ups over the University, see http://www.ed.ac.uk/schools-departments/transport/cycling/facilities/bike-parking/overview
Secure lock ups are available at each GeoScience building:

Location	Contact	Email	Covered?	Entry
Drummond Street	Judy Adlington	judy.adlington@ed.ac.uk	Yes	Key
Crew Building	Graham Walker	g.walker@ed.ac.uk	Yes	Key
Grant Institute	Gordon Waugh	Gordon.Waugh@ed.ac.uk	No	Key code

More useful cycling information can be found on the university cycle pages: http://www.ed.ac.uk/schools-departments/transport/cycling

5.5 Personal Tutors

Every UG student is appointed a Personal Tutor. This is a member of the teaching staff who provides the student with academic guidance relating to course choice, study problems, degree transfers and periods of study abroad.

5.6 Incident reporting

Any H&S incidents or 'near misses' which occur in the T&D environment must be reported to the School Health and Safety Officer. Information on reporting incidents and the incident form can be accessed on: https://www.geos.ed.ac.uk/internal/safety/accidentreport.html

All University buildings have fire stewards. Information on fire procedure and School fire stewards can be found at: https://www.geos.ed.ac.uk/internal/safety/firestewards.html

5.7 Parking

Parking is by permit only in University car parks. Different permits types are available (daily / one off / half day etc) according to your needs.

Different costs apply for Kings Buildings or the Central Area. For more information, see: http://www.ed.ac.uk/schools-departments/transport/parking/students

5.8 Pastoral Support for Students

T&Ds should be aware of the following student support, where they can refer students with pastoral problems:

- Student Support Coordinators
- Personal Tutors
- Advice Place: http://www.eusa.ed.ac.uk/advice/
- Careers Service: http://www.ed.ac.uk/schools-departments/careers/
- Counselling Service (free counselling for students at the UoE): http://www.ed.ac.uk/schools-departments/student-counselling
- Student Disability Service: http://www.ed.ac.uk/schools-departments/student-disability-service/
- Health Service: http://www.health-service.ed.ac.uk/

5.9 Photocopy / Scanning

For full-time PhD students, £100 is top-sliced from your RTSG every year for printing/photocopying/admin costs. Printing and photocopying on the school machines is therefore 'free' via a printing PIN (accessed from the internal geoscience pages (IT>> FAQ >> printing)). This is useful to bear in mind when preparing T&D materials.

Most of these printers have a scan option (black and white). Please be environmentally minded when printing documents. Each printer has settings to print both sides of the paper or print multiple pages per sheet.

5.10 Internal Mail Service

Internal mail (to people in a different University building) can be useful when sharing tutorials materials or returning assignments to the TO at a different GeoSciences building.

Internal mail must be put in University internal mailing envelopes which are available in the stationary rooms and put in the appropriate internal mail pigeon hole. This is picked up several times a day. It is always best to send an email to the mail recipient so they are expecting the materials.

5.11 Public Holidays in Scotland

Only four Public Holidays apply to the University (Christmas Day, Boxing Day, New Years Day and the 2nd January.

All other public holidays (including bank holidays) are not University holidays. These include: Good Friday, Spring Bank Holiday, May Day Bank Holiday, Victoria Day, Summer Bank Holiday, Autumn Holiday, St. Andrew's Day (Nov 30th).

It can be useful to remind students that they are expected to turn up to labs and tutorials on public holidays.

5.12 Travel and Transport

The University provides a free shuttle bus for staff and students required to travel between the Central Area and the King's Buildings. This is a Lothian Bus with no number and 'Private Service' on the front, and anyone with a University card can board.

The first 10 seats of the shuttle bus must be left free for priority permit holders until departure. These are issued to staff and students with either a disability or an essential deadline. A staff card gives priority boarding.

Buses run every ~ 15 minutes and the journey ~ 10 minutes. It's a further 10 minute walk (~0.4 miles) from the bus stop at Potterow to Drummond Street.

Pick up points are:

- King's Buildings (outside Roger Land Building)
- Summerhall (formerly the Royal Dick Veterinary School)
- Central Area (opposite Informatics Building).

Locations of the above buildings can be found on the University web page at http://www.ed.ac.uk/maps