Tutor Activities and Paid Hours

Updated ahead of Tutor Call for 2025/26

In general terms, tutors are expected to contribute to the delivery of elements of teaching within an established programme or framework of activities and according to established procedures and guidelines. It is the Course Organiser’s role to set the framework for these activities and to provide guidance and direction to tutors. As such, Course Organisers are supervisors of those tutoring on their courses, while Heads of Subject are line managers of those tutoring in their subject areas (and can act as a point of escalation). Tutoring roles are designated at a Grade 6 on the University pay scales.

While specifics of the activities may vary slightly from course to course, the tables contained below cover the general activities found in tutoring across the School and are a suggestion of how hours might be distributed. Some courses may alternate between live synchronous and asynchronous teaching on a fortnightly basis. If you have a query about the work you have been asked to do, please approach your Course Organiser in the first instance.

Tutors are paid by number of groups and not total number of students and aligns to how all academic staff are allocated work across the College of Arts Humanities and Social Sciences.

Where preparation is required, it can vary according to the tutorial activity model used on the course. Rates for administration which include uploading attendance data for classes as well as responding to students (sometimes referred to as ‘office hours’) are paid at ½ hour per group. Preparation and administration are entered and paid separately, unless otherwise stated.

The models below indicate typical group sizes, where preparation and administration is a component of the work to be undertaken and the rates at which those activities are paid.

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# **Model 1A: Tutor-Led Tutorial/Seminar/Workshop**

Sessions are led by tutors without the Course Organiser present. You will be expected to participate in this session at the scheduled time. Traditionally tutorials are of 1-hour duration, but some teaching activities may be longer (e.g. seminars/workshops). Typical tutor duties are detailed in the table and include preparation, class time and administration. Tutors are usually allocated 3 to 4 groups on most SPS courses using this model.

* **Group sizes:**  will typically range from between 12 -16 students but may vary depending on the teaching activity.
* **Preparation time:** is equal to the contact time per group (session)
* **Administration:**  ½ hour per group.

Examples:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Class duration (to nearest hr) | Number of groups | Contact time | Preparation Time | Admin Time | Total |
| 1 hour | 2 | 1hr x 2=2 hr | 1hr x 2=2 hr | 0.5 hr x 2=1 hr | 5 hrs |
| 1 hour | 3 | 1hr x 3=3 hr | 1hr x 3=3 hr | 0.5 hr x 3=1.5 hr | 7.5 hrs |
| 1 hour | 4 | 1hr x 4=4 hr | 1hr x 4=4 hr | 0.5 hr x 4=2 hr | 10 hrs |
| 1.5 hours | 3 | 1.5 hr x 3=4.5 hr | 1.5 hr x 3=4.5 hr | 0.5 hr x 3=1.5 hr | 10.5 hrs |
| 2 hours | 2 | 2 hr x 2=4 hr | 2 hr x 2=4 hr | 0.5 hr x 2=1 hr | 9 hrs |
| 2 hours | 3 | 2 hr x 3=6 hr | 2 hr x 3=6 hr | 0.5 hr x 3=1.5 hr | 13.5 hrs |
| 3 hours | 1 | 3hr x 1=3 hr | 3hr x 1=3 hr | 0.5 hr x 1=0.5 hr | 6.5 hrs |

|  |  |
| --- | --- |
| **Task** | **Breakdown** |
| Preparation | * Familiarise yourself with materials and topics including the required readings * Identify topics for discussions from within the course parameters which might involve:   + Tutorial Preparation and choosing the best format to deploy to facilitate discussion and engagement of the group (small group work/using alternative media/presentations/role play/debates, etc.)   + Have all the materials/media available where required * Communication with Course Organiser, Senior Tutor and other tutors where appropriate |
| Facilitating class  discussions | In facilitating learning in live tutorial sessions, tutors should establish a collective understanding of how the sessions will run and should communicate the levels of participation and contribution expected (being mindful of students with adjustments etc.). The key principle is clear communication with students. A typical plan might involve:  Start of week:   * An email at the beginning of the week reiterating the topic, reminding students of any specific roles or responsibilities they have been assigned * Breaking down reading tasks and assigning to students where necessary   During the tutorial:   * Manage tutorial dynamics * Moderating discussion where needed * Responding to/commenting on student contributions where required * Informal discussion on student assignments/feedback etc. where appropriate |
| Administration | * Uploading attendance registers for synchronous teaching (in-person and digital) * Responding to student emails – tutor can decide whether they wish to offer “feedback hrs” * Escalating issues to relevant staff as required |

# **Model 3: Digital Labs**

Tutors support the digital lab sessions, often in small groups, within the framework devised by the Course Organiser. Typically, the Course Organiser sets the framework while the tutor supports or supervises students with specific activities, working within established procedures and guidelines. This may consist of demonstrating the software/processes as well as answering queries on the activity during the allocated time.

Classes may be held in specialist PC labs on-campus or participants will attend a standard teaching room on-campus and bring their own devices (using locally installed software) to participate in the lab session.

Typical tutor duties are detailed in the table and include preparation, class time and administration. Tutors are typically allocated 2, 3 or 4 groups on most SPS courses using this model.

* **Group sizes** will typically be between 12 -16 students.
* **Preparation time** is equal to the contact time per group (session)
* **Administration**: ½ hour per group.

Examples:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Class duration (to nearest hr) | Number of groups | Class time | Preparation Time | Admin Time | Total |
| 1 hour | 2 | 1hr x 2=2 hr | 1hr x 2=2 hr | 0.5 hr x 2=1 hr | 5 hrs |
| 1 hour | 3 | 1hr x 3=3 hr | 1hr x 3=3 hr | 0.5 hr x 3=1.5 hr | 7.5 hrs |
| 1.5 hours | 2 | 1.5 hr x 2=3 hr | 1.5 hr x 2=3 hr | 0.5 hr x 2=1 hr | 7 hrs |
| 1.5 hours | 3 | 1.5 hr x 3=4.5 hr | 1.5 hr x 3=4.5 hr | 0.5 hr x 3=1.5 hr | 10.5 hrs |
| 2 hours | 2 | 2 hr x 2=4 hr | 2 hr x 2=4 hr | 0.5 hr x 2=1 hr | 9 hrs |
| 2 hours | 3 | 2 hr x 3=6 hr | 2 hr x 3=6 hr | 0.5 hr x 3=1.5 hr | 13.5 hrs |

|  |  |
| --- | --- |
| **Task** | **Breakdown** |
| Preparation | * Familiarise yourself with materials and topics by reading through material on LEARN * Walk through the weeks’ activities on LEARN in advance of the session to familiarise yourself with what you will be demonstrating * Communication with Course Organiser, Senior Tutor and other tutors where appropriate |
| Supporting the lab session | Tutors are required to demonstrate the week’s lab activities during a digital synchronous session, allowing the students to follow in real time and support them through the activity. Tutors will answer any questions or issues that arise within the session, in the same way that you would do in a typical in-person session in a computer lab. This may also include supporting students with any questions they have concerning their formal assessments that arise within the lab session.  During the class:   * Put the software in the context of the data they are analysing * Demonstrate the lab activities in real time with the students following along * Show students how to access basic functionality * Trouble-shoot any issues students encounter * Answer any questions that emerge from the activity (e.g. help students interpret the output they get during the activity) * Provide students with support for any assessed work |
| Administration | * Responding to student emails – tutors can decide whether they wish to offer “feedback hrs” * Uploading attendance registers for synchronous teaching, escalating issues to relevant staff as required |

# **Model 5: Synchronous (Live) Facilitation**

Teaching activities are **synchronous** (i.e. live). You will be expected to participate in this session at the scheduled time. Typically, these workshops are over 1.5 hrs in duration and often run in conjunction with a lecture led by core staff. The lecture may be a separately timetabled activity earlier in the week.

Typical tutor duties are detailed in the table and include preparation and class time. Tutors are typically allocated 2 or 3 sessions on most SPS courses using this model.

* **Class sizes:** variable.
* **Preparation time:** is one hour per session
* **Administration:** not included in this model. Core staff present at the workshop/seminar are responsible for post-session administration and queries from students, not tutors.

Examples:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Class duration (to nearest hr) | Number of sessions | Class time | Preparation Time | Admin Time | Total |
| 1 hour | 2 | 1hr x 2=2 hr | 1hr x 2=2 hr | n/a | 4 hrs |
| 1 hour | 3 | 1hr x 3=3 hr | 1hr x 3=3 hr | n/a | 6 hrs |
| 1.5 hours | 2 | 1.5 hr x 2=3 hr | 1hr x 2=2 hr | n/a | 5 hrs |
| 1.5 hours | 3 | 1.5 hr x 3=4.5 hr | 1hr x 3=3 hr | n/a | 7.5 hrs |
| 2 hours | 2 | 2 hr x 2=4 hr | 1hr x 2=2 hr | n/a | 6 hrs |
| 2 hours | 3 | 2 hr x 3=6 hr | 1hr x 3=3 hr | n/a | 9 hrs |

|  |  |
| --- | --- |
| **Task** | **Breakdown** |
| Preparation | * Familiarise yourself with materials and topics including the required readings. Facilitate for discussions from within the course parameters which might involve   + Tutorial Preparation and choosing the best format to deploy to facilitate discussion and engagement of the group (small group work/using alternative media/presentations/role play/debates, etc)   + Have all the materials/media available where required * Communication with Course Organiser, Senior Tutor and other tutors where appropriate |
| Facilitating seminar or workshop | In facilitating learning in live seminars, tutors should establish a collective understanding of how the sessions will run and should communicate the levels of participation and contribution expected (being mindful of students with adjustments, etc). The key principle is clear communication with students.  Core staff are responsible for communicating with students and breaking down reading tasks/student preparatory work and assigning to students where necessary in advance of the weekly sessions.  During the session:   * Manage student dynamics * Moderating discussion where needed * Responding to/commenting on student contributions where required * Informal discussion on student assignments/feedback etc where appropriate * Uploading attendance registers for synchronous teaching (in-person and digital) * Escalating issues to relevant core staff as required |

# **Model 6: Courses taken on Online Learning Programmes**

Tutoring for fully online learning programmes requires tutors to manage group teaching in the discussion board through a wide variety of tools, supporting synchronous as well as asynchronous engagement and requires a higher degree of coordination within the same group of students.

Typical tutor duties are detailed in the table. The number of hours Online Learning tutors claim is determined by the number of students they are allocated as below:

* + 24 - 30 students - 5 hrs/week
  + 31 - 45 students – 10 hrs/week
* **Class sizes** are variable. No tutor will be responsible for more than 45 students. Courses with more than 45 students will require two tutors. Tutors will be paid by the total number of students (max 45) allocated to their discussion board.
* **Preparation time and Administration** is not separated out in this model and will not be claimed for separately. Total hours will be entered as ‘Tutoring’ on time cards.

|  |  |
| --- | --- |
| **Task** | **Breakdown** |
| Preparation | Familiarise yourself with materials and topics  Set up Discussion Boards (DB) e.g.   * Make sure the DB or DBs are in place * Communicate tasks, deadlines, and instructions * Decide whether working in smaller groups or whole group, divide up groups as needed. Where small groups make sure each DB is clear for each group * Make sure Board has the correct permissions   Communication with Course Organiser, Senior Tutor and other tutors where appropriate |
| Main task | Description of main tasks for online tutors  A typical work plan might involve:  Start of week:   * Via LEARN Announcement set out the Tutorial Activity for the week and communicate activity deadlines to the students   During the week:   * Monitor generic FAQ Discussion Forum and respond to queries regarding tutorial activities and use of Discussion Board/Forum/Threads * Monitor Discussion Forums after the deadline and send reminders when contribution is missing. * Respond to/comment on student contributions at least once a week. This is done by responding to Group Threads individually or collectively as part of a live tutorial feedback session * Autonomously decide whether synchronous or asynchronous feedback is most appropriate based on tutorial group connectivity issues and time-zones * In case feedback is given as part of a live session, record and upload the video to the   relevant place on LEARN   * Generate and check automated captioning for uploaded video material   End of week:  Wrap up Announcement with a conclusion for the week and indication on where to find feedback including video material (with captioning) on LEARN |
| Administration | Collect student queries via emails. Respond either directly via email or, when the question is of broader relevance, add a thread to the Generic FAQ Discussion Forum or incorporate it into your recorded live feedback session. |

# **Professional Development (Training) and Citizenship**

Each semester, tutors who have been assigned tutorial groups and are actively tutoring on an SPS course are eligible to claim payment for up to 15hrs of induction, training and continuing professional development (CPD). Tutors can only claim payment for the semesters in which they are actively delivering tutoring. The hours can be accumulated through various activities, including SPS Tutor Training, subject area training, IAD workshops and self-study (including HEA accreditation).

The new SPS Tutor Training LEARN page features a combination of live in-person sessions, pre-recorded videos and recommended readings. Tutors may claim for these activities as part of the 15hrs available for training and development per semester. All tutors will be automatically added to the LEARN page at the start of the academic year.

Full details of compulsory school-level training and induction can be found on the SPS Tutor Training LEARN page (featuring a mix of in-person and pre-recorded sessions). Compulsory in-person training will be held synchronously in Welcome Week and/or prior to the start of Semester 2. Some subject areas may provide additional training or course meetings, which tutors may be required to attend.

Once all required hours are completed, tutors can use the remaining hours flexibly to suit their needs and development. This could include using the hours to complete other SPS tutor training materials, IAD workshops, additional course meetings (over and above the standard 3 hours of meeting time per course) or using the hours to cover HEA accreditation.

Tutors are required to keep a record of any training (type/name of training course, date and duration) they have undertaken in each semester to claim for these hours of work. These hours will be entered onto the timecard as “Other Work Types”. It is the tutor’s responsibility to ensure there is a record of their attendance at the event for which they are claiming training hours- for example, if attending an in-person session, you must ensure you sign the register, or if accessing LEARN materials, you must be able to provide evidence that you have engaged with the materials.

|  |  |  |
| --- | --- | --- |
| Task | Available Training | Hrs |
| Professional Development & Citizenship | * **Compulsory school-level training** (required of all new tutors). Full details are available on the LEARN page. * **Subject-specific training** * **Other compulsory training** (approximately 4 hrs and required of all new tutors) * Information Security Essentials * Data Protection Essentials * Inclusion Essentials at Edinburgh * Understanding Unconscious Bias * **Additional tutor training workshops and self-study:**  to be used as needed at tutor’s discretion (eg: SPS Tutor Training, IAD workshops, Tutor Forum, subject area meetings etc) * **Additional course meetings:** Tutors on courses which use multiple markers should expect to use 2-3 CPD hours for supplementary marking standards training. | Up to 15 paid hrs in total per semester |

# **Course Meetings**

Tutors can claim up to 3 hrs per course to cover mandatory meetings. These may cover anything related to the course e.g. introductory meeting, marking meeting or feedback meeting. If further meetings are required with the course team over and above the 3 hrs e.g. additional marking meetings, these should be claimed by the tutor as part of the 15 hrs of Professional Development and Citizenship allocated for the semester (see above section).

Details below:

|  |  |  |
| --- | --- | --- |
| Task | Description and Hrs | Hrs |
| Other Work Types | Course meetings would normally include (but aren’t limited to):   * a first meeting with Course Organiser on all aspects of the course, tutoring obligations, course organisation and expectations. * Mid-term meetings are often a markers meeting to ensure marking consistency. * Meeting 3 might be an end of term feedback meeting and final coursework marking prep.   (The three hours are flexible and can be allocated and distributed differently – e.g. six 30-minute meetings) | 3 hrs max |

**Marking**

In submitting an application to a course where marking is required, tutors are agreeing in advance to take on marking in person. This includes marking that may take place after teaching and the semester has ended. Marking must be carried out within the UK.

* **Semester 1** - Marking responsibilities should be concluded by mid-January.
* **Semester 2** - Marking responsibilities should be concluded by mid-June.

Moderation of marks should **not** be undertaken by Tutors, this activity is undertaken by core academic staff.

It is the responsibility of a Course Organiser to ensure any assessment they are asking a tutor to mark complies with the marking rates listed in our marking pay rates document - : <https://www.sps.ed.ac.uk/students/postgraduate/phd/part-time-teaching/tutoring/guidance>

# **Links to other important information**

Links to other important information (including *Conditions of Service*, *Key Employment Facts for Tutors in the School of Social and Political Science*, *Tutor Coordinator responsibilities*, and *HR guidance for Tutors*) can be found on our webpage covering tutoring opportunities for Postgraduate Research Students:

<https://www.sps.ed.ac.uk/students/postgraduate/phd/part-time-teaching/tutoring/guidance>

Information about [University Grade Profiles](https://www.ed.ac.uk/files/atoms/files/grade-profiles_updated_august_2018_v.6.pdf)

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