



THE UNIVERSITY *of* EDINBURGH

Job Description

Job Title:	Tutor
Department / School:	Biology Teaching Organisation, School of Biological Sciences
Reports To:	Teaching Support and Student Experience Officer

Job Purpose

To deliver elements of learning and teaching within a clear and established programme by provision of tuition in specific areas of a course to groups of usually undergraduate students. A key purpose of the role is to create a stimulating and interactive learning environment, for example by fostering debate and discussion amongst students, so they can draw out key learning points from course materials, further their understanding of key concepts and develop academic skills. The role may involve leading practical sessions, for example, as a floor leader.

Main responsibilities (in person and/ or online)

The following items are representative work activities which may be undertaken by a Tutor at this level:

1. To lead tutorials or practicals, within a framework set by others, for groups of students, with specified learning outcomes, in discussing key points from lectures and/or course materials within a clear and established programme. Tutorials may take a variety of forms including those appropriate to problem-based learning and online sessions.
2. To carry out necessary prior reading and preparation on tutorial or practical topics in order to be able to guide discussion and answer queries arising from set exercises. Preparation may include familiarisation with the course structure, content, learning outcomes and assessment methods through the Course Handbook and lecture/tutorial notes.
3. Contribute to identification and shaping of topics for discussion within the overall course framework, (for example by suggesting case studies). Assist in developing reading lists and other materials, by suggesting alternative or additional readings and designing simple teaching material for tutorials or class discussions under the direction of the course organiser or other appropriate member of staff. For distance

learning programmes, this may include updating existing online content to ensure its accuracy and effectiveness.

4. To undertake marking, under supervision, of assignments and/or class tests in line with the University Common Marking Scheme, the marking criteria set by the course organiser and other marking guidance provided. To fulfil the administrative work associated with marking and teaching. This may include keeping an accurate record of tutorial attendance and assessment marks, in line with the relevant procedures, and gathering student feedback for course monitoring and review purposes.

5. To guide students in their learning experience as appropriate. This may include, for example, providing essay writing guidance, encouraging good practice in referencing sources and directing students to relevant resources.

6. To monitor student progress and provide feedback and feed-forward to the students in relation to the teaching activity, highlighting to the Course Organiser any concerns about student performance or pastoral issues.

7. To be aware of any Health & Safety and welfare issues, and raise any concerns with the Course Organiser.

Key Contacts/Relationships

- Resources Manager
- Academic Lead for Demonstrators and Tutors
- Course Organisers
- Teaching Team - Academic and Administrators
- Demonstrators / Tutors
- Students
- Floor Leaders
- Laboratory Technicians

Planning & Organising

Within boundaries of broad topics set by the Course Organiser, plan and present methodology and material for time-tabled sessions, and plan how to develop discussion/teaching delivery within the tutorial session. . In discussion with the course organiser, the tutor may suggest additional/alternative topics/material to aid teaching or discussion and small variations to the order of topics.

Problem Solving

Post-holders are expected to resolve most problems relating to own teaching activity independently and pass onto the Course Organiser, or other appropriate member of staff, more complex issues including concerns relating to students' health and safety or pastoral issues. Post-holders will adjust their teaching, delivery and support based on student or course organiser feedback, or their own reflections on student

learning and to seek teaching advice from the course organiser. In interacting with students, they should recognize any personal problems that may have a negative impact on academic functioning and be aware of the student support system to direct students appropriately and/or refer the issue to the appropriate member of staff. Pastoral issues must be treated with sensitivity and discretion.

Decision Making

Post-holders are expected to guide students and answer their questions, deciding when to refer queries and issues to the Course Organiser or other appropriate member of staff.

Post-holders who undertake marking are provided with marking guidelines on course content or marking criteria by the Course Organiser. They have some discretion on how to deliver topics or how to mark. Would feedback to course organiser any concerns eg plagiarism, student performance issues.

Knowledge Skills and Experience

Attribute	Essential	Desirable
Education, Qualifications & Training	<ul style="list-style-type: none"> • Postholders will normally hold a degree relevant to the teaching area and have an understanding of the basic principles of teaching, learning and assessment. 	<ul style="list-style-type: none"> • Willingness to further develop teaching skills.
Knowledge & Experience	<ul style="list-style-type: none"> • Demonstrable capability to lead and coordinate groups, which may have been gained through experience as a demonstrator, including explaining concepts in a clear and understandable manner. • Sufficient knowledge of the topic under discussion to adequately lead the discussion taking account of the needs of the specific group including detailed explanation of how the topic relates to the wider area of study. • Excellent communication skills, including the ability to explain concepts in a clear and understandable manner and adapt communications for specific groups. • Ability to plan and prioritise tasks to meet agreed deadlines 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • Understanding of regulations and guidelines relevant to the role, such as Marking and Moderating, Teaching, Health and Safety. 	
--	--	--

Dimensions

Tutorial groups, workshops or, in the floor leader role, practical classes of undergraduate or post-graduate taught students may range from 5 to 110 students.

Additional Information

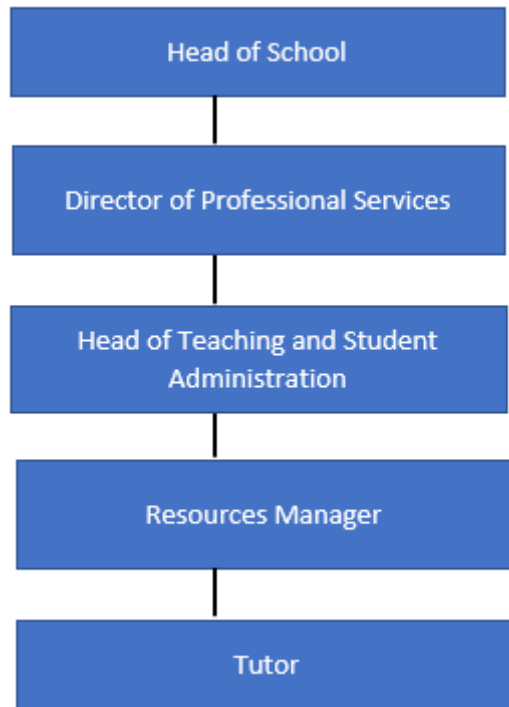
Tutors of this type may work in a range of staff, student or public areas. They may have contact with students, other tutors, course organisers and demonstrators.

Key Job hazard information specific to the floor leader role

The floor leader role may result in potential exposure to certain hazards as listed below. These will be risk assessed by the school or department, which may require you to participate in, for example, health surveillance or follow other health and safety requirements.

- Working with animals, including farm animals, insects and birds.
- Working with pathogens or pathogen infected materials.
- Working with human tissues and blood.
- Work or contact with non-ionising radiation sources such as lasers and hazardous EMF sources.
- Exposure to respiratory/skin sensitisers e.g. solder flux, latex, isocyanates, wood dust, glues and resins.
- Toxic metals e.g. lead, mercury, thallium.
- Respiratory protection.
- Other

Organisation Chart



If you require this document in an alternative format please contact HR by email at HRHelpline@ed.ac.uk or by telephone on 0131 651 5151.