



Teaching Support Bids

Guidance: Recruitment to Roles

Before submitting Teaching Support Bids for specific course roles for the coming session, course lecturers are advised to take the following guidance into consideration;

- **Role Detail:** make the role more appealing to students – providing more detail at the job advert stage will save time later on and encourage higher quality applicants. Try to give enough detail to let the applicant assess how much of their time the job will take.
- **Time Commitment:** consider how students may want to manage their time when describing role requirements and work pattern. In particular, many PhD students may want to be away for a week or more visiting other institutions or attending conferences. Think about how you could allow this by offering more flexibility in the role e.g. one tutor takes all the tutorial groups in a particular week and only works in that week, or by suggesting a small team that could carve up the tasks flexibly.
- **Enabling Short Interruptions:** In a PGR SSLC the students welcomed a suggestion that they could be employed full-time for one month (or multiple months) in order to let them take on a big task such as marking and TA-ing (one month of full time employment could be refactored into two months of half time work by informal agreement). The students welcomed this because they can interrupt studies for one month (one month is the minimum period) and so minimize the impact of teaching on their research.
- **More Flexible Roles:** thinking about having some more flexible roles in your request might help recruit people. For example a “Piazza Answerer” role would give students flexibility on where and when they work. In addition have “Office Hours” or “Help Hours” where students can find them when they need to ask questions could provide flexibility and availability of help.
- **Tutorials:** decide whether tutors could 1. Take on a specific tutorial and teach the same subject intensively (e.g. 10 tutorials over 2 weeks), or whether 2. The tutors are expected to teach a different subject each week (e.g. 1 tutorial per week for 10 weeks). Students often prefer Option 1.
- **Demonstrating:** Do you need the continuity of the same demonstrators week on week, or is it better to offer jobs by topic that maybe operate for a couple of weeks intensively and then move on to a new topic?
- **Marking:** could the coursework marking be split into smaller more appealing chunks, rather than a one off intensive activity for one role over 2-3 weeks? For larger courses, it is recommended to link to Tutor roles with the Marker roles, where possible. Specify the marking deadline (week, if a specific date cannot be provided) and the turnaround time. Linking smallish marking roles as a requirement to other roles may be a way of distributing the marking load.

- **Teaching Assistant:** Be clear in the role description what the TA role entails and define the time commitment – is the TA required to assist weekly during the Semester teaching, or for a period of time over the summer to prepare the course materials? If the workload is substantial, consider splitting the role into different categories – such as an administrative TA and a Technical TA.
- **Exemplars:** Please see past vacancies for best practice:
<https://portal.theon.inf.ed.ac.uk/reports/teachsupp/vacancies/index.html>

Please now submit your Teaching Support Resource requests for the course(s) you teach on:
<https://webmark.inf.ed.ac.uk/group/teachingreq>