

Policy for the Recruitment, Support & Development of Students Supporting Teaching and Learning



Policy Owner	UCD Graduate Studies	Approval Date: 30 th May 2025 Body: Academic Council Version: 2.0
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1. Introduction

UCD students are invaluable contributors to education at the University, supporting learning in both graduate and undergraduate programmes. Training in teaching support provides students with an opportunity to enhance their professional development and Teaching and Learning (T&L) experience. This policy outlines the roles and responsibilities of all stakeholders in the provision of teaching support at the University.

The availability of teaching and teaching-related activities will be driven by the academic needs of the graduate and undergraduate community and will be determined by individual Schools. Therefore, the amount of teaching support activities such as tutoring and demonstration will vary from year to year and there is no guarantee of teaching and teaching-related opportunities being available to all students every year.

2. Purpose

This policy outlines the expected standards to be applied with respect to recruitment, support and development of students participating in teaching support activities. Furthermore, the policy will ensure equality and consistency across the university in the management of teaching support from students.

3. Definitions

Teaching Support: Activities include tutoring, demonstrating, fieldwork, marking of essays, marking of scripts, grading School in-trimester assessments/examinations for undergraduate and graduate taught students. Activities also include supporting in-school accommodations for students with additional needs for assessment.

Module Coordinator: The Module Coordinator is the individual appointed by, and accountable to, the Head of School or Chair of the Board of Studies to oversee the design, delivery, assessment and grading of a module. The Module Coordinator also acts as the Principal Examiner of that module, a function that cannot be delegated.

Tutor/Demonstrator School Coordinator(s): Staff in the School with responsibility for allocating teaching support hours, oversight of contract management and approval of hourly-paid submissions.

Postgraduate Demonstrator: Research degree student who meets School Postgraduate Demonstrator eligibility criteria.

Senior Postgraduate Demonstrator: Research degree student who meets School Senior Postgraduate Demonstrator eligibility criteria.

Undergraduate Demonstrator: Senior undergraduate student demonstrating to undergraduate students.

Tutor: Student who provides small group teaching.

4. Scope

The policy will apply to all students registered to the University who undertake teaching support activities in the University.

The following are not covered by this policy:

1. Occasional lecturing since this is not deemed teaching support.
2. Invigilating the end of trimester University exams, this activity is managed by the UCD Registry, Assessment Unit.

5. Principles

1. All students receive full financial compensation for all teaching support activities they undertake, preparation time for teaching support and any mandatory time spent in preparatory training.

The availability of, or requirement to, undertake teaching-related activities will be driven by the academic needs of the graduate and undergraduate community and will be determined by the School. The maximum teaching support that a School can mandate for a graduate research student is 150 hours per year including contact and non-contact hours. A school cannot mandate for an undergraduate student to provide teaching support.

3. Recruitment of students to teaching support activities will not discriminate against students on the basis of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, or membership of the travelling community.¹
4. Engagement in teaching support activities provides the opportunity for students to develop broad professional skills, For research degree students, this is under the National Framework for Doctoral Education².

¹ <https://www.ucd.ie/equality/>

² <https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-forum-for-doctoral-education>

5. Teaching support activities must not detract from a student's main goal of completing their programme of study and/or research within the prescribed period of time.

6. Recruitment

The engagement of students for teaching support activities takes place at School and module level. It is the responsibility of the Head of School (or their nominee) to ensure that the selection process is fair and transparent, and standards of best practice are adhered to when selecting students for teaching support activities. It is essential that any student engaged on this basis has the necessary level of skills and experience to carry out the required teaching support activities.

Students can apply for demonstrating/tutoring duties through their School website as advertised or directly with the person in the School with responsibility for management of tutor/ demonstrator hours allocation.

7. Payment

All students who provide teaching support must be set up as an Hourly Paid Employee. Students can set themselves up using UCD's Online Service Portal and they must complete this process before they can submit any claims for teaching support activities completed.

All information on set-up can be found here:

<https://www.ucd.ie/hr/pay/hourlypaidemployees/hourlypaidsetup/>

Tutors and demonstrators will be paid at the standard university hourly rates for Postgraduate Demonstrator, Senior Postgraduate Demonstrator, Tutor and Undergraduate Student Demonstrator³. Standard rates for essays marked and questions scripts marked also apply.

The School should set norms for preparation time for teaching support, if relevant, and clearly communicate this to students in advance of embarking on the teaching support activities. Where relevant, preparation time calculation is normally between 30 min and 60 min per session for tutoring or demonstrating periods for first time tutors/demonstrators.

8. Support & Development

Contribution to teaching support develops a student's teaching and dissemination skills which in turn enhances their career readiness and employability. This is a training role offered to students to gain experience, therefore the University makes such training available to students as a priority, where available.

Schools can provide support for new demonstrators and tutors with a discipline specific module. In addition, the University Teaching & Learning Unit provide a 5 credit module 'Introduction to University Teaching and Learning for Tutors (and Demonstrators)' (UTL40230)⁴. The aim of this module is to enable those who are responsible for supporting teaching in UCD, to reflect, review and enhance their teaching, learning and assessment practices. Participants are introduced to the

³ <https://www.ucd.ie/hr/pay/tutorsdemonstrators/>

⁴ https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=MODULE&MODULE=UTL40230

key principles of module design, session planning, assessment, and the use of educational technology.

9. Roles and Responsibilities

9.1 Role and Responsibilities of the Head of School:

Responsibilities include:

- Contributing to a coherent College policy and norms regarding the approach to training and grading (i.e. how much time is allocated for each) and clearly articulating what constitutes undergraduate/graduate taught student tutoring or demonstrating.
- Hosting a dedicated webpage outlining all relevant information pertaining to teaching support in the School (see Appendix 1 for suggested webpage template).
- Providing a transparent process for recruitment, training, workload and oversight of students that provide teaching support.
- Providing appropriate training to students or direct students to University training prior to their taking on a teaching support role.
- Putting in place a single point of contact for moderating teaching support activities within the School, for example, Teaching Support Coordinator.
- Ensuring University EDI principles are adhered to in the recruitment of students to teaching support activities.
- Ensure School recruitment arrangements are fully documented for audit purposes.

9.2 Role and Responsibilities of the Module Co-Ordinator:

Module Coordinators are expected to:

- Provide the necessary support, resources and materials to demonstrators/tutors to enable them to carry-out their role.
- Provide relevant module training to the student, for example, use of specialised equipment.
- Act as the Principal Examiner for their module.

9.3 Role and Responsibilities of the Tutor/Demonstrator

- Be cognisant of local School policy with respect to teaching support activities i.e. tutoring, demonstrating, fieldwork, marking of essays, marking of scripts, grading School in-trimester assessments/examinations, supporting School accommodations for students with additional needs for assessment, providing feedback to students taking the module.
- Deliver small group based demonstrating/tutoring to students and undertake associated administration (e.g. maintain attendance records) in a professional manner under the direction of the Module Coordinator.
- Attend and participate fully in any required training at School, College or University level which may include attendance at lectures related to the module they are tutoring.
- Maintain a professional approach to preparation and delivery of learning material, and engagement with students whether online or in-person.

- There may be a requirement to engage in other activities in support of the module's learning outcomes that may include, but are not limited to field trips, administrative tasks, office hours or updating the VLE with key information.
- Tutors and demonstrators are not expected to develop module content although they may assist in preparing support documentation.
- Students are liable for Pay Related Social Insurance (PRSI) and must provide a PPS Number to UCD HR for payment to be processed. Non-EEA registered students must upload a photocopy of their Irish Residence Permit to their hourly paid set up form online prior to commencement of employment.

9.4 Role of the Tutor/Demonstrator School Coordinator.

The School Tutor/Demonstrator School Coordinator(s) with responsibility for tutor/demonstrator contracts must ensure that:

- All tutors/demonstrators receive an online contract prior to undertaking any teaching support activities.
- Hourly set up and online contracts are accurate and up to date by reviewing all key details (i.e. start/end date, pay rate, min. hours/number of weeks) prior to the online contract being issued.
- Contract offer/acceptance rates are monitored to ensure no unnecessary delays to set up.
- A valid work permit, where necessary, is in place for the duration of the tutor/demonstrating contract.
- The contract duration does not exceed the relevant academic year.
- The start date reflects the first day of demonstrating/tutoring and the end date reflects the last day of demonstrating/tutoring.
- School recruitment arrangements are fully documented for audit purposes.

10. Related documents

[Equality, Diversity and Inclusion Policy](#)


[Bullying and Harassment Policy](#)

[Student Code of Conduct](#)


11. Version history

Version	Date	Summary of Changes	Changes by
1.0	30.05.24	New Policy	E Cunningham
2.0	30.05.25	Expand policy to include:- 1) T&L support to postgraduate taught students 2) Undergraduate Demonstrators	E Cunningham

Appendix. 1: School Webpage Template:



Home / Template Pages / Demonstrating and Tutoring Policy



Introduction

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Tutoring & Demonstrating in the School of XXX

Tutor/Demonstrator Coordinator: Dr John Smith, john.smith@ucd.ie

Teaching Support Activities in the School: Tutoring and Demonstrating

Information for Tutors / Demonstrators

Eligibility

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Hours required by School

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Payment Rates

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Induction and/or training requirement

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Application process

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Note : Schools can request a copy of the Demonstrating and Tutoring Website Template by submitting a support ticket to the Web Team through the UCD IT Helpdesk: <https://www.ucd.ie/ithelp>