



University of
St Andrews

Pay rates and arrangements for hourly paid teaching staff (including PGR tutors)

Document type	Policy
Scope (applies to)	Academic staff
Applicability date	21/03/2024
Review / Expiry date	30/03/2027
Approved date	21/03/2024
Approver	Deputy Director of Human Resources
Document owner	Human Resources Officer
School / unit	Human Resources
Document status	Published
Information classification	Public
Equality impact assessment	None
Key terms	Staff/Pay and benefits/Pay rates arrangements
Purpose	Information on employees who are paid hourly rates for teaching.

Version number	Purpose / changes	Document status	Author of changes, role and school / unit	Date
1.6	Review of policy completed with no changes.	Published	Carrie Brett Pay & Pensions Manager	21/03/2024

Table of contents

1.	Introduction	3
2.	Scope	3
3.	Type of contract	3
4.	Grading	3
5.	How many hours to pay	3
6.	Payment process	4
7.	Version control	4
Appendix A: Generic job descriptions		5
Appendix B: Guidance on approximate hours of work on a range of common teaching activities		9

1. Introduction

- 1.1 The remuneration of hourly paid staff was reviewed as part of the Framework Agreement in order to modernise/streamline arrangements, introduce consistency across the University and ensure that we are meeting our obligations in terms of equal pay for work of equal value. This document relates to payment arrangements for hourly paid casual teaching staff.

2. Scope

- 2.1 Hourly paid casual demonstrators, tutors and lecturers are covered by this document.
- 2.2 It also covers research staff teaching in excess of 24 hours per year in line with the [Guidance on Payment of Research \(Postdoctoral\) Staff who Teach](#).
- 2.3 This document does not cover students on scholarships which involve some developmental work experience or where teaching is set against a fee. Due account must be taken of the appropriate hourly rate of pay in order to ensure that such students are not disadvantaged in agreeing to a fees package in exchange for tutoring/demonstrating work. Further information on scholarships can be found on the Scholarship and funding [webpage](#).

3. Type of contract

- 3.1 When recruiting staff, consideration should be given to the most appropriate contractual arrangement in relation to hours, duration and number of contracts already/previously held by the employee. Hourly paid workers undertaking short-term or ad-hoc work will be placed on an appropriate flexible arrangement (currently casual or bank worker arrangements) depending on the length of contract and nature of hours worked. The [Employing Casual Staff](#) webpage provides further information on the use of these contracts.
- 3.2 If you are in doubt as to which contract to issue, please seek advice from Human Resources via email: hr.general@st-andrews.ac.uk.

4. Grading

- 4.1 The four main hourly paid casual teaching posts have been subject to the HERA process to establish the appropriate grading and rate of pay. The generic job descriptions for these positions can be found in [Appendix A](#), including the rates of pay per job type, and it is expected that most hourly paid casual teaching posts can be matched to these profiles. Rates of pay can be found on the [Pay and Pensions webpage](#).
- 4.2 If there is any doubt about which job description to use or it is felt that none of these accurately describe an individual post, please contact the HERA team via email: hera@st-andrews.ac.uk or by telephone on extension 1650.

5. How many hours to pay

- 5.1 Hourly paid staff should be paid for the number of hours they are expected to work in order to undertake the demonstrating/tutoring/lecturing to a satisfactory standard. This includes being paid appropriate time for preparation, marking, attending meetings/training sessions and holding office hours. Payment will only be made for work that is required and approved by the Head of School.

5.2 [Appendix B](#) indicates the typical amount of time expected to be worked on a range of common teaching activities. This is intended for guidance only as it is recognised that the requirements may vary depending on the nature of the work and local circumstances. Where payments do vary significantly from the guidance, justification for this should be provided by the Head of School/Unit along with the timesheet.

6. Payment process

6.1 Hours to pay' should be collated in one master spreadsheet (provided by [Pay and Pensions](#)) and issued to [Pay and Pensions](#) on a monthly basis by the appropriate payroll cut-off date. Cut-off dates can be found on the [Pay and Pensions webpage](#).

7. Version control

7.1 This document will be reviewed periodically in conjunction with the University's recognised Trade Unions. Any feedback on the policy content should be directed in the first instance to the [HRBP team](#) or via the [HR Feedback Form](#).

Version number	Purpose / changes	Document status	Author of changes, role and school / unit	Date
1.0	Migration of policy to the Governance Zone.	Published	Lisa Stewart HR	01/07/2019
1.1	Change of classification from internal to public and update of pay rates to August 2019.	Published	Lisa Stewart HR	23/10/2019
1.2	Minor change to a broken link at Appendix A.	Published	Lisa Stewart HR	19/11/2019
1.3	Appendix C: Marking example 2 amended.	Published	Susan Gibson HR	28/10/2020
1.4	Removal of Appendix A: Replaced with a link to the webpage that confirms latest rates of pay.	Published	Susan Gibson HR	13/06/2022
1.5	Change to review date only.	Published	Susan Gibson HR	14/11/2022
1.6	Review of policy completed with no changes.	Published	Carrie Brett Pay & Pensions Manager	21/03/2024

Appendix A: Generic job descriptions

Job title: Laboratory / Workshop Demonstrator (Assistant)

Hourly rate: Grade 4 point 17

Role purpose

To help further the understanding of principles being taught to undergraduates in lectures by supporting the demonstration of practical equipment, experiments and processes within a laboratory/workshop setting. The session will be led by someone else.

Representative work activities / responsibilities

- To support workshop/laboratory sessions led by others by providing back up demonstration of practical equipment and processes (including computer equipment/software packages) and experimental design/statistical analysis and answering related questions.
- To help prepare for the session by ensuring familiarity with and knowledge of the workshop/laboratory questions and answers, experiments/practical exercises being undertaken etc,
- To be aware of all relevant health and safety procedures/processes raising any concerns with the leading demonstrator as required
- To highlight any concerns regarding students' learning/behaviour during the demonstration to the lead demonstrator/academic present
- To undertake the necessary training as required.

Knowledge, skills and experience

Criteria	Essential	Desirable
Degree in relevant subject	X	
Working towards a PhD		X
Understanding and knowledge of the experiments / processes being demonstrated and supported	X	
Appropriate technical skills	X	
Effective communication skills, able to answer questions relating to the experiments / exercises in a clear and understandable manner	X	

Job title: Laboratory / Workshop Demonstrator (Lead)

Hourly rate: Grade 5 point 23

Role purpose

To support and further the understanding of principles being taught in lectures, and to develop the applied skills of students, through the demonstration and support of practical equipment, experiments and processes within a laboratory/workshop setting. This is typically to groups of undergraduate students. An academic member of staff may be present during the session.

Representative work activities / responsibilities

- To lead workshop/laboratory sessions with learning outcomes specified by others within a clear and established teaching programme/framework.
- To demonstrate the use of practical equipment and processes (including computer equipment/software packages) and experimental design/statistical analysis, answering related questions and providing explanations of how these activities relate to the wider area of study.
- To support, assist and guide students undertaking experiments/utilising equipment and collecting/analysing data in a manner which will improve and develop understanding and skills.
- To prepare for the session by ensuring familiarity with and knowledge of the workshop/laboratory questions and answers, experiments/practical exercises being undertaken etc.
- Where required (through liaison with laboratory/workshop technicians), to ensure that the equipment, exercise or process is functional and/or relevant material and equipment is prepared prior to the start of the session, carrying out appropriate checks as necessary.
- Be aware of all relevant health and safety procedures/processes raising any concerns with the module co-ordinator or appropriate academic member of staff.
- Where required, to undertake marking of student experiments and tests (typically against set criteria).
- To provide feedback to students during the session and in response to assessed work/questions.
- To monitor student progress highlighting any concerns, be they performance based or pastoral, to the module co-ordinator/lecturer.
- To record attendance at each session and report this in the agreed manner.
- Attend module meetings as appropriate.
- To undertake the necessary training as required.

Knowledge, skills and experience

Criteria	Essential	Desirable
Degree in relevant subject	X	
Working towards a PhD		X
Good level of understanding and knowledge of the teaching material and experiments/processes being demonstrated and supported	X	
Appropriate technical skills	X	
Effective communication skills, able to explain issues and concepts relating to the experiments/exercises in a clear and understandable manner	X	

Job title: Tutor

Hourly rate: Grade 5 point 23

Role purpose

To support and contribute to a module/course of study through the provision of tuition to groups of students (typically at undergraduate level).

Representative work activities / responsibilities

- To lead student tutorials with specified learning outcomes within a clear and established teaching programme/framework.
- To foster/stimulate discussion and debate amongst the students on key course topics/set reading in order to promote and further understanding of the subject matter.
- To carry out the necessary preparation for each tutorial (e.g. by attending lectures, reading handouts/slides, liaising with lecturers, producing tutorial questions, providing material in advance to students with special needs etc) in order to be able to guide discussions, answer queries and identify areas where students may encounter problems or difficulties.
- To undertake marking (with appropriate moderation and guidance) of coursework and assignments and provide appropriate feedback to students.
- To monitor student progress highlighting any concerns, be they performance based or pastoral, to the module co-ordinator/lecturer.
- May be required to provide office hours for student consultations/feedback.
- To record attendance at each tutorial and report this in the agreed manner.
- May be required to attend module (and possibly exam board) meetings.
- To undertake the necessary training as required.

Knowledge, skills and experience

Criteria	Essential	Desirable
Degree in relevant subject	X	
Working towards a PhD		X
Ability to communicate effectively and explain concepts and theories in a clear and understandable manner to a range of abilities	X	
Ability to lead groups and stimulate discussion in the subject area/topic	X	
Good organisational skills including the ability to meet marking deadlines	X	
Ability to deal with sensitive situations and confidential information	X	

Job title: Hourly Paid Lecturer*

Hourly rate: Grade 6 point 30

Representative work activities / responsibilities

- Deliver lectures with specified learning outcomes within a clear and established teaching programme /framework.
- Carry out the necessary preparation for each lecture eg attending module meetings, write lectures, preparing lecture notes and additional teaching material (such as handouts), organising AV equipment etc.
- Ensure that the learning objectives and the learning need of students are met by the teaching content, methods of delivery and learning materials.
- Engage the interest and enthusiasm of students and inspire them to learn by challenging thinking, fostering debate and developing the ability of students to engage in critical discourse and rational thinking.
- Promote and further students' understanding of the subject matter by transferring knowledge in the form of practical skills, methods and techniques.
- May be required to undertake marking of coursework and assignments and provide appropriate feedback to students.

Knowledge, skills and experience

Criteria	Essential	Desirable
Degree in relevant subject	X	
Hold or be near to completion of a PhD	X	
Ability to communicate effectively and explain concepts and theories in a clear and understandable manner to a range of abilities	X	
Extensive experience of applying relevant analytical skills, teaching techniques and methods	X	
Recognised teaching qualification		X
Engage in Continuing Professional Development	X	

* Generally postgraduate students would not be expected to deliver full lectures unless in exceptional circumstances.

Appendix B: Guidance on approximate hours of work on a range of common teaching activities

Type of work	Grade	Hours paid	Comments
Demonstrating	4 or 5 depending on whether assisting or leading a demonstration or workshop	Up to 1-hour preparation per 1-hour contact time	<p>Preparation time would only be paid for the first session delivery. Subsequent repeat sessions would be covered by the initial preparation and only contact time should be claimed.</p> <p>Longer labs may not require an hour's preparation per hour contact time.</p>
Tutoring (Model A)	5	1-hour preparation per 1-hour tutorial	<p>This model should be used where the hourly-paid Tutor is familiar with the general focus of the material and has received appropriate instruction or outline guidance in how to proceed.</p> <p>Preparation time would only be paid for the first session delivery. Subsequent repeat sessions would be covered by the initial preparation and only contact time should be claimed.</p>
Tutoring (Model B)	5	3 hours preparation per 1-hour tutorial	<p>This model should be used when two or more of the following conditions apply:</p> <ul style="list-style-type: none"> (i) the hourly-paid Tutor is asked to engage substantively with material with which they are not expected to be familiar; (ii) the guidance that can be provided for the tutorial work is necessarily very limited; (iii) the hourly-paid Tutor is undertaking their first tutorial work for that module. <p>Preparation time would only be paid for the first session delivery. Subsequent repeat sessions would be covered by the initial preparation and only contact time should be claimed.</p> <p>This model may not apply in the context of a clearly established professional development/mentoring arrangement.</p>

Lecturing *	6	3 hours preparation (minimum) per 1-hour lecture	<p>Writing original material or extensive rewrites may require more preparation time.</p> <p>The amount of preparation is likely to decrease for repeat delivery of the same lecture or for presenting a pre-prepared lecture.</p>
Marking (Band A)	5 or 6	<p>For marking and feedback carried out individually, typically:</p> <p>Reading 3000 words per hour or its equivalent</p>	<p>This band is recommended for assignments where each student is expected to submit a bespoke piece of work e.g. an essay or an extended scientific report whose topic is chosen by the student.</p> <p>Each student's submission would be unique and marking and feedback would require significant subject-specific knowledge and interpretation.</p>
Marking (Band B)	5 or 6	<p>For marking and feedback carried out individually, typically:</p> <p>Reading 4000 words per hour or its equivalent</p>	<p>This band is recommended for assignments where each student is expected to submit a piece of work where outline model answers or a set of specific grading criteria are available e.g. an essay whose topic was chosen by a student from a specific set of topics or a laboratory report where guidance on format has been provided to the student.</p> <p>Submissions would be similar in form and marking and feedback would require some specific knowledge and interpretation.</p>
Marking (Band C)	5 or 6	<p>For marking and feedback carried out individually, typically:</p> <p>Reading 5000 words per hour or its equivalent</p>	<p>This band is recommended for assignments where each student is expected to submit a piece of work where a specific set of model answers are provided eg a short answer assignment or a laboratory report where the student is provided with a short <i>pro forma</i> document to complete.</p> <p>Submissions would be very similar in form and marking and feedback would require only the use of the model answers provided.</p>
Office hours, meeting attendance etc.	4, 5 or 6	Time for the meeting itself	Additional time should be paid for any significant preparation required, e.g. for production of papers.

* Generally postgraduate students would not be expected to deliver full lectures or deliver honours or master's level teaching unless in exceptional circumstances.

- Marking example 1: 30 band B assessments of 2,000 words each = $30 \times 0.5 = \mathbf{15 \text{ hours}}$
- Marking example 2: 6 x band A assessments of 4,000 words each = $6 \times 1.33 = \mathbf{8 \text{ hours}}$
- Marking example 3: 10 x band C assessments of 3,000 words each = $10 \times 0.6 = \mathbf{6 \text{ hours}}$