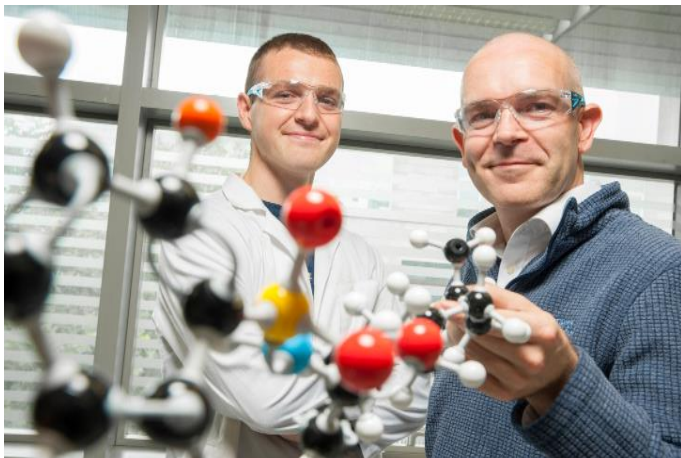


COLLEGE OF SCIENCE, ENGINEERING & FOOD SCIENCE

Postgraduate Research Policy & Procedures

Updated February 2025



POSTGRADUATE EDUCATION

RESEARCH SUPERVISION

HUMAN RESOURCES

GRADUATE STUDIES AND RESEARCH

HANDBOOK 2024-25





POSTGRADUATE RESEARCH

COLLEGE OF SCIENCE,
ENGINEERING AND FOOD SCIENCE

WELCOME TO THE COLLEGE OF SCIENCE, ENGINEERING AND FOOD SCIENCE

In the College of Science, Engineering and Food Science, we are very proud of our excellent STEM teaching and research credentials, recognised internationally as being world class. STEM has always been hugely important in society and provides significant career opportunities for those who opt to study at postgraduate level in a STEM discipline.

The College of SEFS provides a thriving, dynamic and diverse environment in which to carry out cutting-edge research. When completing a postgraduate course in STEM at UCC, you will discover an exciting environment which provides a vigorous and challenging academic atmosphere for all our students.

With internationally renowned academics, research institutions and centres, we provide students with the opportunity to carry out postgraduate research, towards either a Masters or PhD degree. There is a wide range of research courses on offer including include PhDs, Thematic PhDs, Practitioner Doctorates and Research Masters.

The College has strong links with industry and commerce through pioneering strategies for technology transfer and commercialisation of research. Many of our postgraduate students will carry out some, or all their studies at our world class research centres such as the APC Microbiome Ireland, the Analytical and Biological Chemistry Research Facility, the Environmental Research Institute, SFI INSIGHT, MaREI and the Tyndall National Institute.

Postgraduate research is supported by a range of national and international funding bodies. Postgraduate research opportunities are advertised on the UCC and Tyndall Institute vacancies page. In addition, we encourage prospective students to contact the relevant School, Department and/or Research Institute and the Principal Investigators or Programme Co-ordinators to discuss postgraduate opportunities and supports.

It has never been such an exciting time to study STEM. We know you will find your postgraduate education in UCC fulfilling, you will be equipped for careers in either academia, commerce or industry and that you will be proud to be a UCC postgraduate alumnus.

Sarah Culloty

Professor Sarah Culloty

Head of College

www.ucc.ie/stem

Postgraduate Student Committee

The College of SEFS Postgraduate Student Committee is a committee of postgraduate student that give a point of contact in each academic unit and provide support for postgraduate students as you engage and complete your research studies in the College of SEFS. The Postgraduate Student Committee also support the College of SEFS Graduate Studies Committee in the fulfilment of the graduate studies aspects of the College Strategic Plan.

Email: gradschoolsefs@ucc.ie

SEFS

GRADUATE STUDIES

The Dean of Graduate Studies Office is situated nearby the Graduate Studies Office on the second floor of the West Wing on the Main Quad. The Dean's office links closely with the Academic Secretary and Registrar in all matters pertaining to the registration, progression, assessment and graduation of postgraduate students.

In the College of SEFS, the Vice Dean Graduate Affairs works closely with the Dean of Graduate Studies and staff in the Graduate Studies Office to ensure that university policy, procedure and strategy, relevant to graduate studies are followed and communicated to the research community.

The Vice Dean Graduate Affairs in the College of SEFS has responsibility for graduate students and works closely with the Head of College, Graduate Studies Committees in each academic unit and the Postgraduate Student Committee.



POSTGRADUATE STUDENTS

At UCC, the Dean of Graduate Studies, College of SEFS Vice Dean Graduate Affairs and members of Graduate Studies Committees in each academic unit are here to help and support you whether you are studying for a PhD or for a Research Master's Degree.

This handbook is designed to help you and your supervisory team during your studies and research. It contains useful information in relation to matters as diverse as the nature of the structured PhD, academic policy and procedure, employment of student tutors and demonstrators, and student support services that operate, for you, throughout the university.

All PhD and Research Master's students are encouraged to attend and participate in the Annual Postgraduate Student Induction, organised by the Dean of Graduate Studies and Graduate Studies Office during semester 1 and semester 2. These and other information events will provide you with an overview of Graduate Studies structures, regulations and supports available to you during your research studies at University College Cork.

Each academic unit will also provide a tailored induction plan for new and visiting postgraduate students, which will inform you of all key people in relevant formal roles in the academic unit, including those in a supporting or guiding role. The induction plan will also inform you of available advice on preparation and completion of your Learning Plan and Annual Review.

PhD students should study the section of the structured PhD which provides details on the required learning plan and mandatory annual reviews and taught elements of the PhD programme. These guidelines will be invaluable to you as you progress in your research, both in terms of adhering to regulations but also ensuring that you achieve the most from your research studies in the College of SEFS.

Structured PhD – Compulsory Requirements

The majority of UCC PhDs are now ‘structured doctorates’ regardless of how they are funded. This means that they are four-year full time or six-year part time degrees where students are required to develop a **Research Student Learning Plan**, complete an **Annual Progress Review** and achieve specific training and learning criteria at the end of each academic year.

Pillar (HEA principle)	The UCC Structured PhD - Compulsory Requirements	
1 Advancement of knowledge through original research; employment market wider than academia.	✔ Core activity is thesis research to normal UCC examination standards.	
	✔ Students will formally engage in their own career development, and will attend both large-scale and individualised career development activities during their study.	
2 A high quality research experience and training.	✔ Induction (central and Graduate School elements) to introduce students to research principles.	
	✔ Introduction to appropriate high-level research principles and methodologies in a supportive research environment.	
3 Formalised integrated programme of education, training and personal and professional development activities, and the development of discipline-specific knowledge, research skills and generic / transferable skills.	NEW Completion of training needs analysis with supervisory team, leading to development of a Research Student Learning Plan detailing the agreed development goals for each student, based around the IUA PhD Skills Statement.	
	NEW Completion of modules relevant to their background and area of research (which may include academic modules), and activities, to a minimum value of 15 credits and a typical value of 30 credits (includes any modules taken under pillar 2 above)	
	<div>Optional Elements</div> <div>✔ External engagement (e.g., modules and internships) to develop relevant skills.</div> <div>✔ Participation in communication activities such as Doctoral Showcase, Boolean.</div>	
4 Arrangements for supervision and mentorship.	NEW Supervision either by a supervisory team consisting of more than one academic and/or research staff member or by a sole supervisor with a named PhD Advisor.	
5 Formal monitoring of progress.	✔ Annual (at a minimum) reviews of research progress, in line with UCC policy in this regard, completion of structured training elements as documented in the Learning Plan, and application of processes for informal and formal resolution of difficulties if these should arise.	
6 Successful completion and examination of the research thesis is the basis for the award of the PhD degree.	✔ Structured preparation (e.g., workshops) in later years for thesis preparation and examination	
	✔ Degree awarded solely on the basis of the thesis examination.	
7 Four year registration the norm.	✔ Minimum three year registration will remain the norm, unless funding is in place for four years. Only where a student is registered for 4 years can more than 30 credits be undertaken.	

ACADEMIC UNIT FORMAL INDUCTION PLAN



Each Academic Unit Will Provide a Tailored Induction Plan for New and Visiting Postgraduate Students

Key Contacts

- Whom students should contact in case of any queries about the course of study, their development, their registration or pay (e.g. School office staff) (advise two different people in case of absence or conflict)
- An introduction to all key people in relevant formal roles in the academic unit, including those in a supporting or guiding role

Research Induction

- Advice on annual Graduate Studies Office PG student orientation and induction
- Advice on academic unit PG student induction
- Sources of guidance on best practice in research and teaching
- Advice on how to structure and organise research time

Training & Development Plan

- Develop a Learning Plan
- Advice on required training activities
- Advice on how to structure and organise research time
- Sources of guidance on best practice in research and teaching
- UCC Skills Centre

Student Responsibilities

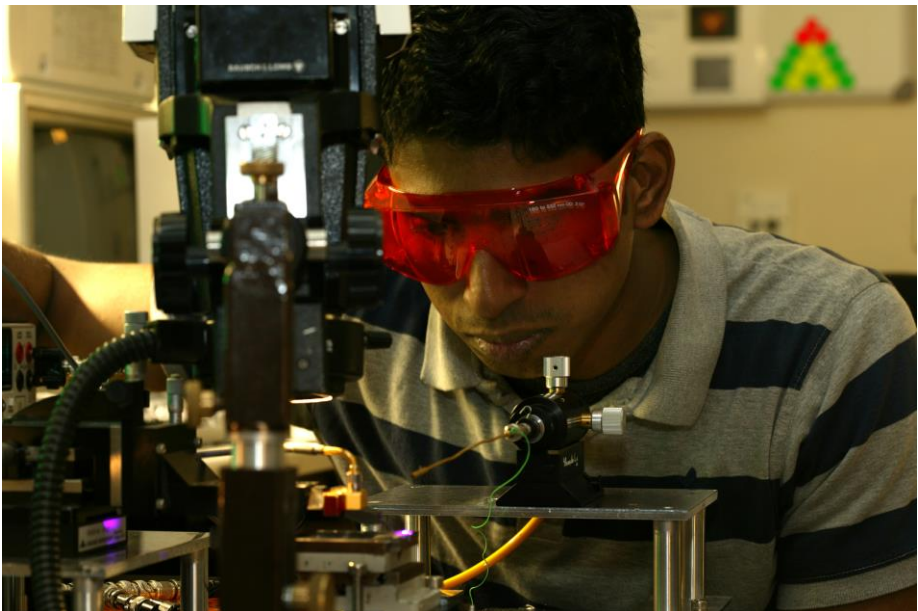
- Encourage student to participate fully in university life in an atmosphere that supports the attainment of academic achievement
- Positively encourage awareness of UCC Graduate Attributes and positively promote Diversity, Equality and Inclusion in research

Annual Reviews

- Advice on preparation and completion of PG student Annual Review
- Guidance on completion of annual review and revision of Learning Plan

Student Experience & Welfare

- Provide information on student support services and key staff in the academic unit with a role in providing pastoral support, including access to UCC student support services;
- UCC Graduate Attributes
- Diversity, Equality & Inclusion
- Student Access & Participation
- Future Career & Employability
- Health and Wellbeing
- Sport and Physical Activity



RECRUITMENT POLICY

STUDENT & HUMAN RESOURCES

RECRUITMENT AND STUDENT RULES

These policy documents and links provide recruitment advice for candidates, supervisors and hiring managers.

Recruitment regulations are found on the UCC Human Resources website.

For any queries in relation to recruitment contact recruitment@ucc.ie

POLICY TITLE & FILE

[Recruitment Advertising](#)

[Recruitment of Postgraduate Tutor & Demonstrator](#)

[Recruitment of Student Help](#)

[Code of Practice on the Employment of People with Disabilities](#)

[EDI Policies & Regulations\)](#)

[Duty of Respect and Right to Dignity](#)

[Student Policies and Procedures](#)

[Student Rules](#)

[Student Advisor and Ombudsman](#)

*Accept that we all are human resources, but
we are humans first and resources later –
Rutvik Oza*



ACADEMIC POLICY

ACADEMIC & EXAMINATION POLICIES

ACADEMIC AFFAIRS & GOVERNANCE

The Academic Policy and Document Portal provides access, via a single location, to those policies and other supporting documents which deal with the administration of the academic affairs of the University.

These policy documents and links provide Academic policy advice for both candidates and supervisors.

POLICY TITLE & FILE

[Academic Policy and Document Portal](#)

[Procedures for the Submission and Examination of PhD Theses | University College Cork](#)

[Submission and Examination of Theses for Research Master Degree | University College Cork](#)
[PhD by Prior Published Work | University College Cork](#)

[Microsoft Word - 07 - Framework Policy on Joint PhDs -2 - appendix of college comments ommitted.docx](#)

[Policy on Resolution of Difficulties for Postgraduate Students | University College Cork](#)

[v013.2 UCC Guide-to Examinations and Assessment .pdf](#)

[Investigating Plagiarism - Research Theses | University College Cork](#)

Ensuring integrity of academic processes and standards by providing oversight of Academic policy and programme development, collaboration and transnational relationships.



SUPERVISION POLICY

ADMISSION & SUPERVISION

POSTGRADUATE STUDENT SUPERVISION

The majority of UCC PhDs are now ‘structured doctorates’ regardless of how they are funded.

This means that they are four-year full time or six-year part time degrees where students are required to develop a Research Student Learning Plan, complete an Annual Progress Review and achieve specific training and learning criteria at the end of each academic year.

These policy documents and links provide admission and supervision advice for both candidates and the supervisory team.

- POLICY TITLE & FILE**
- [Supervision of Research Students | University College Cork](#)
 - [UCC Policy on Progress Reviews for Research Students | University College Cork](#)
 - [Recognition of External Courses or Modules for Research Students](#)
 - [UCC Policy on Leave of Absence for Postgraduate Research Students | University College Cork](#)
 - [Policy on Resolution of Difficulties for Postgraduate Students | University College Cork](#)
 - [Student Advisor and Ombudsman](#)

**Mentoring is a mutuality that requires more than meeting the right teacher:
the teacher must meet the right student.**
Parker J. Plamer



TRAINING POLICY

GRADUATE STUDENT TRAINING RESOURCES

Postgraduate students are required to formally engage in their own professional and career development and to complete a training needs analysis with their supervisory team, which will lead to the development of a Research Student Learning Plan detailing the agreed development goals for each student, based around the Irish University Association (IUA) PhD Skills Statement.

PhD students are required to take a minimum level of 15 credits of coursework and training. For a 3-year and 4-year PhD, the maximum number of mod credits that can be undertaken is 30 credits and 90 credits, respectively. PhD students are required to identify and complete modules and/or courses relevant to their training needs, to a minimum value of 15 credits.

These policy documents and links provide training advice for both the candidate and the supervisory team.

POLICY TITLE & FILE

[Research Modules for Research Students](#)

[Recognition of External Courses or Modules for Research Students](#)

[Graduate studies,](#)

[PG6015 An Introduction to Research Integrity, Ethics and Open Science](#)

[PG6029 Skills in Public Engagement of Science](#)

[PG6026 Teaching and Demonstrating Skills for College of SEFS Postgraduate Students](#)

[The Odyssey Programme UCC](#)

[UCC Careers Services](#)

[UCC IGNITE](#)

*I can't go back to yesterday because
I was a different person then.*

Lewis Carroll



RESEARCH POLICY

RESPONSIBLE CONDUCT OF RESEARCH

RESEARCH CONDUCT AND INTEGRITY

UCC Research Support Services work alongside researchers to grow their ideas into fundable proposals and transform their research into impact that helps human lives, advances economic development, and addresses real-world challenges.

Research regulations are found on the UCC Research & Innovation website.

These policy documents and links provide advice on the responsible conduct of research and research integrity for candidates and supervisors.

POLICY TITLE & FILE

- [UCC Code of Research Conduct](#)
- [Microsoft Word - UCC Research Data Management Policy Final Approved Version](#)
- [UCCIntellectualPropertyPolicyApprovedbyGB201020.pdf](#)
- [CORA - UCC's Open Access Repository - Open Access @ UCC - UCC Library at University College Cork](#)
- [Conflict of Interest Policy](#)

Scientific research is one of the most exciting
and rewarding of occupations.
Frederick Sanger

ACADEMIC UNIT FORMAL INDUCTION PLAN FOR TUTORS AND DEMONSTRATORS



Each Academic unit must form an induction plan for tutors and demonstrators to include the following requirements.

<p>Key Contacts</p> <ul style="list-style-type: none">• Whom tutors, and demonstrators should contact in case of any queries about the course (e.g. Course Organiser), their development, their contract or pay (e.g. School office staff) (advise two different people in case of absence or conflict).• An introduction to all key people in relevant formal roles in the School, including those in a supporting or guiding role.	<p>Contracts, Pay and Duties</p> <ul style="list-style-type: none">• How many hours tutors and demonstrators are expected to work (including detail of preparation time, marking time, teaching time).• The tasks for which tutors and demonstrators will be paid.• How much tutors and demonstrators will be paid for this work, when they will be paid, and how they will be paid.	<p>Training and Development</p> <ul style="list-style-type: none">• Required training activities.• Sources of guidance on best practice and teaching methods.• Advice and guidance on NUI standards for marking of assessments and lab reports• Advice on how to structure and organise preparation time.
<p>Roles and Responsibilities</p> <ul style="list-style-type: none">• The expectation of tutors and demonstrators in terms of teaching and assessment responsibilities.• The role of tutors and demonstrators in relation to pastoral support for students, including information regarding the key staff in the School with a role in providing pastoral support, local procedures for referring students, record keeping and confidentiality issues.	<p>Policies and Procedures</p> <ul style="list-style-type: none">• Arrangements for making tutors and demonstrators aware of reasonable adjustments that they need to make for students with disabilities.• Information about any teaching-related accessibility, equality, and diversity policies (e.g. Accessible and Inclusive Learning Policy).• Any confidentiality or data rules or processes within the School.• Relevant health and safety guidance.• Any School handbooks or other documentation for tutors and demonstrators.• All relevant employment policies.	<p>Course-specific Information (as relevant to specific roles)</p> <ul style="list-style-type: none">• Course content and processes.• The facilities and resources that are available to tutors and demonstrators.• How administrative tasks related to teaching operate for the course/subject• Detailed marking criteria (where tutors are involved in assessment).• Feedback or review arrangements that are in place and when these processes will occur, including how tutors and demonstrators may provide feedback on their experiences.

SEFS

Demonstrating & Tutoring

In addition to the UCC Policy for the Supervision of Postgraduate Students, the following applies specifically to College of SEFS Postgraduate Students.

Each postgraduate should be informed of any requirements to engage in the role of tutor or demonstrator in advertisements, interview stage and in a written agreement provided at the beginning of the degree.

All postgraduate students engaged as a tutor or demonstrator should be provided with the opportunity to register for and complete the PG6026 Training Module (5 credits) and all associated training.

Postgraduate students should be provided with clear and transparent calculations of how their hours of engagement are determined, completed and recorded (e.g. allocation of hours for grading and marking of lab reports/tutorial work).

Remuneration will be paid at the appropriate University pay rates (Hourly Occasional Rates of Pay) as approved by the Minister for Education & Skills.



CODE OF PRACTICE FOR POSTGRADUATE STUDENT TUTORS & DEMONSTRATORS

- Any specific requirements to engage in the role of tutor or demonstrator associated with the Masters or PhD should be outlined in the advertisement and raised at interview.
- All postgraduates should be provided with a Learning Plan that should outline the commitment to the Policy for Postgraduate Supervision plus the requirements to engage as tutor or demonstrator and any other specific requirements for that Masters or PhD (e.g. involvement in outreach and external engagement, requirements to produce a specific number of peer reviewed publications, conference presentations). This should be signed by the student, supervisor and Head of academic unit.
- All postgraduate students will discuss tutor and/or demonstrator responsibilities with their Supervisory Team prior to commencement of any activities.
- All postgraduate students should have an opportunity to demonstrate or tutor – the number of hours and how they are calculated should be transparent and based on the agreed criteria within the College.
- The postgraduate student should be informed of how any issues arising during the period of the degree should be raised and addressed.
- Students will complete the PG6026 Training Module (5 credits), and other relevant training and be provided with feedback on engagement as a tutor or demonstrator.
- Every postgrad will be provided with formal feedback to assess their performance and development as tutors/demonstrators.
- The student will be provided with a postgraduate handbook with university, college, and unit relevant information.
- Postgraduate students will be represented by a postgraduate representative who will be a member of the academic unit graduate studies committee and attend College Graduate Studies Committee.
- Every postgrad will have a formal annual review to assess and get feedback on progress on their research studies.
- The annual review system should allow for one-to-one interaction between the postgraduate student and the review group and facilitate constructive feedback on the student's progression and on the supervision.
- It is a requirement that reporting on reviews will occur on an annual basis from academic units to the College of SEFS GSC.
- It is the devolved responsibility of the Graduate Studies Committee in each academic unit to ensure adherence to all College and University policies.

GUIDELINES FOR RECRUITMENT, DEVELOPMENT AND SUPPORT OF SEFS TUTORS AND DEMONSTRATORS

THIS DOCUMENT IS SPECIFIC TO THE COLLEGE OF SCIENCE, ENGINEERING AND FOOD SCIENCE

Tutors and demonstrators are integral members of their course teams across the College of SEFS. The following Guidelines are designed to ensure that tutors and demonstrators contributing to College of SEFS on campus and on-line courses receive appropriate support and guidance for the task and that they are well supported in providing excellent quality teaching. Those providing tutoring and demonstrating services covered by these guidelines comprise of Undergraduate Students, Postgraduate Taught and Postgraduate Research Students. These guidelines are guided by the principles and procedures set out in the University Policy on the Recruitment of Hourly Occasional Staff.



1. Recruitment Processes

- 1.1 Recruitment of tutors and demonstrators must be in line with the University's policies and procedures. Schools must provide fair and equal opportunities to become tutors or demonstrators to those with the relevant knowledge and skills who may be interested, although the opportunities will vary across Schools.
- 1.2 The recruitment process must be completed in time to allow tutors and demonstrators to manage their commitments and to be given a formal induction to their roles before their duties commence.
- 1.3 Recruitment and selection for posts must adhere to the University's Conflict of Interest policy.

2. Contracts and Payment

- 2.1 Tutors and demonstrators must receive a contract which must be issued and accepted before the tutor or demonstrator commences duties. Payment for duties will be made in line with University pay processes ([Hourly Occasional Rates of Pay](#)) as approved by the Minister for Education & Skills.
- 2.2 Tutors and demonstrators are engaged on contracts of employment with conditions of employment and they must ensure they familiarise themselves with employee policies relevant to their post.
- 2.3 Tutors and demonstrators will be asked to undertake duties which are consistent with the grade at which they are paid. The relevant generic or specific job descriptions will set out these duties and must be attached to the contract of employment.
- 2.4 Tutors and demonstrators must be paid for all contact hours and such time as the School specifies is necessary to fulfil all their duties. Tutors and demonstrators must also be paid for their formal induction and mandatory training associated with the contract.
- 2.5 For undergraduate and postgraduate students registered at the University, tutoring and demonstrating (or any other employment at the University) must not impede the successful completion of the students' own degrees, and must not contravene any conditions a funding body applies regarding the number of hours of paid teaching or other employment that can be undertake by postgraduate research student. Full-time postgraduate research students must discuss any proposed employment with their principal supervisor.

3. Role and Responsibilities

- 3.1 Tutors and demonstrators may contribute to a range of duties and these are listed in the attached **Appendix 1**.
- 3.2 It is the responsibility of the Course Organiser, or a suitably delegated member of staff, to allocate tasks to tutors and demonstrators, to provide guidance on the scope of and time required for tasks, and to supervise all tasks undertaken. The School should set out a fair and transparent process for allocating tasks and hours.
- 3.3 The Head of School is responsible for appointing markers who contribute to the assessment process. Where the Head of School appoints tutors or demonstrators to undertake assessment and feedback duties, the Course Organiser has responsibility for allocating these duties and for ensuring that the type of tasks and the way they are undertaken are in accordance with the University's Regulations.
- 3.4 Where tutors and demonstrators are allocated assessment and feedback duties, the Course Organiser is responsible for supporting and overseeing their work. This will include briefing tutors and demonstrators in advance on how to conduct all relevant aspects of the assessment and feedback process.
- 3.5 The Course Organiser has responsibility for ensuring that appropriate moderation processes are in place and for informing tutors and demonstrators of these arrangements. Typically, Course Organisers will organise more robust moderation processes when marking is undertaken by tutors and demonstrators.
- 3.6 Tutors and demonstrators must be given access to all facilities and resources that the Head of School specifies that they require to fulfil their duties, and a summary of these must be included in the formal induction

4. Mandatory Induction and Training

- 4.1 Tutors and demonstrators must not commence their duties until the School has provided the necessary formal induction on all core aspects of their role. Schools must have a formal induction plan and mandatory content is set out in the **Academic Unit Formal Induction Plan**.
- 4.2 The School must determine the mandatory training which tutors, and demonstrators must undertake in relation to the courses on which they are assigned to tutor or demonstrate. Mandatory training, and other ongoing training relating to tutoring and demonstrating generally may, in some circumstances, be delivered separately to the formal induction and may continue after tutoring or demonstrating duties have been commenced. Heads of Academic Unit must recommend a necessary amount of training, taking account of the level at which tutors, and demonstrators are teaching, and their experience.



5. Support, Feedback and Review

- 5.1 It is the responsibility of the Head of School to ensure that tutors and demonstrators are adequately supported in their roles and that their work is monitored satisfactorily. As well as the support provided by the Course Organiser, Schools may provide additional support to tutors and demonstrators, and information on sources of support and guidance must be communicated as part of the formal induction.
- 5.2 Feedback makes a valuable contribution to tutors' and demonstrators' experience and development. It is important that tutors and demonstrators receive constructive and relevant feedback on their performance in a timely manner and this feedback may be received through various channels.
- 5.3 Schools are responsible for providing tutors and demonstrators with a formal annual review of their development and progress and this should be done in the form of individual meetings.

6. Resolving Problems

- 6.1 If tutors and demonstrators experience any difficulties relating to their duties, they should make an appointment with the key contact outlined by the Head of School in their induction. Where tutors and demonstrators who are current students experience issues in balancing work with studies, they should speak to their principal supervisor in the first instance.

Job Description

Hourly Occasional Postgraduate Tutor

ROLE PURPOSE

To support and contribute to a module/course of study through the provision of tuition to groups of students.

DUTIES

You will be required to carry out such duties as are assigned to you by the Head of Academic unit or such other staff member as the President may designate including but not limited to: -

- a) To lead student tutorials with specified learning outcomes within a clear and established teaching programme
- b) To foster effective communication with the Module Coordinator /Course Director.
- c) To foster/stimulate discussion and debate amongst the students on key course topics/set reading to promote further understanding of the subject matter.
- d) To carry out the necessary preparation for each tutorial.
- e) Identify areas where students may encounter problems or difficulties.
- f) To undertake marking (under supervision where necessary) of assignments and provide feedback to students.
- g) To record attendance at each tutorial and report this in the agreed manner.
- h) To undertake the necessary training as required.
- i) To bring knowledge and experience at postgraduate level to the delivery of the tutor role.

QUALIFICATIONS

The standard minimum qualifications for Postgraduate Tutor are: -

- a) 1st Class Hons or 2.1 Degree in relevant subject area.
- b) Ability to communicate effectively and explain concepts and theories in a clear manner to a range of abilities.
- c) Ability to lead groups and stimulate discussion in the subject area/topic.
- d) Good organisational skills including the ability to meet marking deadlines.
- e) Ability to deal with sensitive situations and confidential information.

REMUNERATION

Remuneration will be paid at the appropriate University pay rates (Hourly Occasional Rates of Pay) as approved by the Minister for Education & Skills. Hourly rates are sessional and do not refer exclusively to student contact time.

Job Description

Hourly Occasional Postgraduate Demonstrator

ROLE PURPOSE

The primary function of the demonstrator is to provide guidance and assistance to students conducting laboratory/workshop sessions. It includes teaching new experimental techniques, answering questions and assisting students in understanding the theory underlying the practical work. This is typically to groups of undergraduate students.

DUTIES

You will be required to carry out such duties as are assigned to you by the Head of Department or such other staff member as the President may designate including but not limited to: -

- a) To support the demonstration of practical equipment, procedures and processes within a laboratory/workshop setting.
- b) To support workshop/laboratory sessions led by others by providing back up demonstration of practical equipment and processes (including IT equipment/software packages) and experimental design & analysis and answering questions.
- c) To prepare for the session by ensuring familiarity with and knowledge of the practical being undertaken.
- d) Be aware of all relevant health & safety procedures raising any concerns with the module coordinator.
- e) Where relevant to undertake marking of student write up/reports (typically against set criteria).
- f) To provide feedback to students during the session.
- g) To highlight any concerns regarding students' learning/behaviour during the sessions.
- h) To undertake the necessary training as required.
- i) To bring knowledge and experience at postgraduate level to the delivery of the tutor role.

QUALIFICATIONS

The standard minimum qualifications for Postgraduate Demonstrator are:

- a) Honours Degree in relevant subject area.
- b) Good level of understanding and knowledge of teaching material and experiments being demonstrated and supported.
- c) Effective communication skills, able to explain issues and concepts relating to the experiments/exercises in a clear and understandable manner.

REMUNERATION

Remuneration will be paid at the appropriate University pay rates (Hourly Occasional Rates of Pay) as approved by the Minister for Education & Skills. Hourly rates are sessional and do not refer exclusively to student contact time.



HOURLY OCCASIONAL STAFF
CONTRACT OF EMPLOYMENT

School/Department _____ Staff No. (if known) _____ Student No. _____

Name _____ PPS No. _____

Address _____ Course/Module _____

Start date of contract _____ End date of contract _____

Job Title (as per agreed UCC categories) (1) _____ (2) _____ (3) _____

Rates of Pay (as per agreed UCC rates of pay) (1) _____ (2) _____ (3) _____

Proposed hours per annum (approx.) _____ Total Payment _____

Pay Arrangement: Hourly Timesheet ☐ Salaried ☐ If salaried, over how many months _____

Objective grounds for contract (please see *Policy for Recruitment of Hourly Occasional Staff*,
(<http://www.ucc.ie/en/hr/policies/>).

Garda Vetting

Has the post-holder been Garda Vetted? Yes ☐ No ☐ Not applicable ☐

(This requirement applies to anyone who will have regular access to children and/or vulnerable persons in the course of their employment.

A “child” means a person under the age of 18 years.

A “vulnerable” person” means a person, other than a child, who (a) is suffering from a disorder of the mind, whether as a result of mental illness or dementia, (b) has an intellectual disability, (c) is suffering from a physical impairment, whether as a result of injury, illness or age, or (d) has a physical disability, which is of such a nature or degree as to restrict the capacity of the person to guard himself or herself against harm by another person, or that results in the person requiring assistance with the activities of daily living including dressing, eating, walking, washing and bathing.)

TERMS AND CONDITIONS OF EMPLOYMENT OF HOURLY OCCASIONAL STAFF

1. Hourly rates are sessional in nature and do not refer exclusively to student contact time. Proposed hours detailed above are envisaged but not guaranteed.
2. The above rates will be subject to National Wage Agreement increases as and when applicable.
3. The Organisation of Working Time Act 1997 limits the maximum average working week to 48 hours.
4. Employees are obliged to sign this contract of employment. Payment is subject to PAYE and PRSI (Class A) deductions and employees are paid on a monthly basis via Paypath.
5. Under the Organisation of Working Time Act 1997, an hourly occasional member of staff is entitled to annual leave at the rate of 8% of hours worked.
6. When an employee is commencing employment with the University, a probationary period of six months shall apply which may be extended at the discretion of the University.
7. Dismissal procedure for the purpose of section 14 of the Unfair Dismissals Act, 1977 – 2001: the relevant terms of the University’s Disciplinary Procedure will be followed before a decision to dismiss an employee from his/her employment is taken. (see <http://www.ucc.ie/en/hr/policies/>). The University’s policies, applicable to all employees, are available on request from the Department of Human Resources or please see <http://www.ucc.ie/en/hr/policies/>.
8. The terms of the University’s Grievance Procedure apply to all employees (see <http://www.ucc.ie/en/hr/policies/>).
9. All employees are obliged to comply with current health and safety legislation/regulations.
10. The University reserves the right to terminate this contract prior to the specified date in accordance with the provisions of Minimum Notice and Terms of Employment Acts, 1973 – 2001.
11. This position is pensionable under the Personal Retirement Savings Account (PRSA) facility. Details of this Scheme will be forwarded to you by the Department of Human Resources on request/or alternatively, you can access information from the following website: <http://www.ucc.ie/en/hr/pensions/> .
12. Membership of the Group Personal Accident Scheme shall apply to all employees, subject to the terms, exclusions and conditions of the insurance policy. The salary quoted is subject to a deduction from salary at the rate of .06 of 1%. Signature of the Occasional Staff Contract authorises deduction of same (see <http://secretary.ucc.ie/>).
13. UCC will keep personal information on employees and provide such information only on a need-to-know basis as and when required. All employees have the right to inspect such information and, if necessary, to require correction should such records be incorrect. By accepting a job offer, employees expressly agree to our retaining such information which can include sickness and health records, ethnic origin, membership of a trade union and disciplinary matters, if any.

Confidentiality: There is a general obligation on all staff to respect the confidentiality of the business of the University. If approached by the press or communications media for comment concerning the business of the University, staff should refer enquiries to the Office of Marketing and Communications.

Signature of Employee _____ Date _____

Signature of Head of School/Department/his or her designate _____ Date _____



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