

# US

University of Sussex

Business, Management & Economics



## Support for Learning and Teaching: The Student Experience

# Welcome to the School of Business, Management and Economics

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## 1. Introduction

Extract from the BMEC Learning and Teaching Educational Philosophy document:

‘Aligning the facts, frameworks, and theories of “**knowing**” the subject matter business, management and economics, with the skills, capabilities, and techniques of “**doing**” business, management and economics and the values, attitudes, and beliefs of “**being**” a professional in business.’

## 2. Teaching guide

### 2.1 Teaching duties

#### Seminars

Seminars either one, one and a half, or two hours per group per week. They form the core of teaching and are paid at an hourly rate. Students are expected to attend seminars and if they are unable to do so they should let the School Office know. It is really important that you records students’ attendance for seminars (see below).

#### Lectures

You may be giving lectures yourself or giving classes supporting lectures given by a member of faculty. If the latter, you should keep in frequent contact with the module lecturer to ensure co-ordination of lectures and classes. You may want to attend (some of) the lectures to help with this. If you are giving lectures you have more responsibilities, though you should still have a member of faculty as a contact. You might be expected to update the course reading list (including making changes) but if you are an AT you should not be expected to design a whole course by yourself.

Students are expected to attend lectures but it is not compulsory. You do not need to keep an attendance record but you should monitor attendance. If attendance drops significantly you should discuss with your faculty contact.

#### Office hours

You must be available for one hour per week for student consultations. It is important that ATs have an office hour away from postgraduate study workspace so you are not disturbed by students ‘on spec’ and so your colleagues are not disturbed. You can book the office hour room through the School Office. During office hours, listen to what students identify as a problem and if you cannot solve or respond to their problem, send them to the appropriate person, whether that is the Module Convenor, School Office, Academic Advisor or Student Life Advisor. ATs are paid to hold office hours.

#### Student assessment: marking contributory and non-contributory assessments

Your contract includes payment for marking, whether contributory (to their final course mark) or not. Since submitted exercises can vary so much it is difficult to lay down precise guidelines

It is a good idea to find out right at the beginning of your teaching how your module is being assessed (unseen exam, essay, dissertation etc), and how many non-contributory pieces of

work (essays, presentations or other) your students are expected to do each term. You will get this information from your Module Convenor, or from the course guide given to the students at the beginning of the term.

Contributory assessments are those which contribute to a student's end of year mark and their gaining of credit for the course. Non-contributory assessments are those which whilst not contributing to their end of year mark and gaining of credit, will inform the grade achieved in the end of term report (see below).

All contributory assessments are submitted, in duplicate, to the BMEc School Office Reception, Jubilee Building G08. The deadline is always 4.00pm. Check with the Module Convenor or Course Coordinator the procedure for submitting non-contributory assessments (they may be handled by tutors or the School Office). Only one copy may be asked for. Deadline is also usually 4.00pm. It is important that you do not change the submission date from the date published on SxD.

You will also see that some modules are assessed by end of term report. CWK as a mode of assessment refers to Coursework submitted during or at the end of a course. It can be almost any mode of assessment, eg. essay, learning diary, test etc. Precise instructions to students should appear in the module handbook.

### **Module handbook**

The module handbook or reading list should contain the basic information about the course – your contact details, brief aims of the course, recommended text books, details of lecture and class content, written work required, etc. Much of this information will also be available on SxD or SyD so there is no point in repetition. There is a danger of providing ambiguous or contradictory information if it is in two or more places. Submission deadlines and exam dates should **not** be put in the handbook – these will be show on SxD.

Note that you are not allowed to give extensions to deadlines for contributory coursework. This is a University rule. If a student is ill (for example) they apply for mitigating circumstances and this is dealt with by the Mitigating Evidence Committee (MEC). Send any such students to the Student Life Centre to obtain a form to complete explaining their circumstances. Details can be found on:

[www.sussex.ac.uk/studentlifecentre/mitigation](http://www.sussex.ac.uk/studentlifecentre/mitigation)

## **2.2 Administrative duties**

### **Keeping Records and SxD**

You will need to keep a record of attendance at each seminar. The easiest way to do this is to print out the list of the students in each module you are teaching from SxD. After each seminar, you need to input the attendance records onto SxD. If you have any particular knowledge about a student's absence then it's also useful to record that as well. In this way, the appropriate Course Coordinators and Student Life Advisors will then be able to track students who are repeatedly absent and find out what is happening.

As long as you remember to get students to sign in for seminars this is not an onerous task.

**Tip:** use the form printed from SxD as student names will be in the correct order.

You do not need to take attendance at lectures.

### **Module Evaluation Questionnaires (MEQ)**

Students get the chance to fill out an on-line MEQ at the end of each course. As tutor you don't have to do anything except strongly encourage them to fill in the questionnaire. It does provide us with useful feedback. The average scores for each course are published on-line so students can see which courses have been well received.

You will get to see the MEQ responses from the students and have a chance yourself to respond and to reflect upon the course.

### **Contacting students**

You can e-mail students at their Sussex e-mail address. Always use this address – it is up to students to forward it to Hotmail, etc if they wish to do so. They can easily set up the automatic forwarding of their Sussex e-mail. You can e-mail all the students on a course from within SxD, you do not need to keep your own e-mail list.

You might well find that many students do not read their e-mail (they are more likely to use social networking sites for contact). For important or urgent messages let your Course Coordinator know. They can put the message on SxD so it comes up on the students' home page and can be a more reliable way of conveying a message.

### **Information for students**

Undergraduate students receive a variety of information, including three different handbooks:

- Course Handbook
- School Student Handbook
- Examination and Assessment Handbook for Undergraduate Students (on-line)

Again, you will find that they probably won't have read these but the answers to many of their questions can be found there. For example, the handbooks details information concerning the overall structure of degrees, support systems for students, and advice on such things as participating in seminars, giving presentations, writing essays, assessment criteria, etc. The exam handbook, produced by the Academic Office is distributed to all students and is the only official source of information for examinations.

## **3. Strategy and resources for teaching**

### **3.1 Training and support**

There are various induction and training courses available. All ATs with less than 3 years experience of teaching are required to undertake the 'Associate Tutors' training programme' run by the TLDU, for which you will be paid at the hourly rate. This programme is SEDA/ILT accredited, and can be booked directly with the TLDU at [www.sussex.ac.uk/tldu/1-6.html](http://www.sussex.ac.uk/tldu/1-6.html). In addition, your Department may offer further training and support. For example:

## Help with essay marking

Your first round of essay marking can be a daunting task. If you feel you would like some support, you can discuss essay marking with your module convenor, and take specific essays to discuss with them.

The next few sections of the handbook attempt to draw attention to some of the possible issues you may come across during your teaching and are in no way comprehensive. The Teaching and Learning Development Unit has more detailed material if you wish to explore this area further.

## 3.2 Planning seminars

Preparation is the key to planning for a seminar. It is not so much the amount of time spent on preparing itself but the way one plans that is most crucial. It is useful to have a clear idea of what your final aims are:

- What do you want to achieve through your students?
- How do you wish to achieve this?
- How would you like them to engage with the subject?

It is helpful to have a tutorial plan which is a way to structure the seminars. Northedge calls these a way of “exploring techniques and skills you are expected to teach” (Northedge, 1999: p 8). He further points out that apart from the obvious ‘soundness of your subject’ other aspects are required to be developed:

- Imagination in devising ways to get students engaged with the subject
- Ability to get on good terms with your students
- Insight in picking up the mood of the group and recognising what is going on
- Skill in handling the flow of ideas, questions, challenges and requests
- Judgement as to when to intervene and then to let things take their own course
- Experience of what approaches tend to work in what circumstances and a repertoire of handy solutions to difficulties that arise. Of course, how you choose to do any of the above depends on you, your imagination and your individual style of teaching. There is no formula to teaching as it is very much an individual matter. Don't let inexperience make you feel that these skills are unattainable.

If at all possible it is worth meeting initially to work out seminar plans with fellow tutors, mentors and convenors. Remember that if you will be teaching as part of a team, it is worth drawing on joint resources. It may also be helpful to talk over the seminars already given, to see what worked and what didn't, and if it worked with some, none or all groups. The Teaching and Learning Development Unit has a library of material that can help if you are stuck for things to do. It is worth finding out what previous tutors have done and how successful they have been. Are there any documents available to you to aid you in your planning? Some examples are: reading lists, lecturers' handouts, teaching notes from a previous year and perhaps previous years' student assessment forms. After you have

devised a plan, it may be worth going through it with fellow tutors who are teaching on the same course or with the module convenor.

### **Activities**

In your plan it is helpful to have an idea of topics to be covered, possible questions to ask students, possible supplementary questions, tasks, time allocated to each task, possible outcomes, time for student's questions, homework, etc. It is helpful to have some activities planned within the class.

Sometimes you may think about using innovative techniques, when you feel they are the best way to achieve your teaching aims (rather than just for the sake of being innovative). Possible options open to you are:

- Role plays
- Breaking the group into smaller groups to discuss
- Videos and audio devices
- Providing extracts of readings that may be worth revisiting
- Using flip charts or the black board
- Relating the topic to a contemporary issue
- Student journals/diaries
- Visual aids
- Tests/quizzes
- Group assignments
- Discussion sheets, that could have a list of topics or discussion question that could help encourage discussion
- Student presentations
- Fact sheets, which are something the students produce on various topics for the week in question that could be shared amongst all the other students. Students can take turns in producing them every week.

### **How much preparation?**

Seminar planning is a daunting task and one may wonder how much preparation is enough and how much is too little. Seminar planning must be balanced with all the other demands that may befall you in your academic, social and personal life. One could spend any number of hours preparing for a seminar. How much time one spends on it depends on how much one needs to do to feel confident about teaching the subject, which of course varies from person to person.

You should at least read the core text and be familiar with the other texts. It is worth asking the convenor for guidance on this matter, especially when you are unfamiliar with a topic. It is helpful if you work with others teaching on the course.

### **General worries**

Andy Northedge in the Open University Practice Guide 1, "Teaching in Groups", talks of the challenges facing the role of the tutor. These include:

- How to get your students to participate in your groups
- How to maintain a focus on relevant topics
- How to control the group process
- How to develop your flexibility and confidence in handling whatever transpires

Andy Northedge extracts the following points from Rudduck's observations, saying that students are inhibited by:

- Uncertainty as to how and when to contribute
- Extreme wariness about 'making moves'
- Not knowing whether it's OK to admit to confusion or misunderstanding
- Not wanting to make a fool of themselves in front of peers
- Uncertainty about the agenda
- Uncertainty about how much they need to know in order to participate
- Feeling inadequate when faced with aggressive intellectual challenge
- Wondering whether they are being assessed

Finally . . . remember what it was like to be a student in a seminar.

- What did you find boring?
- What made them useful to you?
- What did you enjoy?

### **3.3 Problems to anticipate in running seminars**

The problems that may arise during teaching are too numerous to mention, but these are some of the most common ones and some possible solutions.

#### **Difficulties getting readings from the library**

Students are likely to tell you that they are having difficulty getting readings from the library, particularly for large or introductory modules where there may not be enough copies of

readings. If you already have a set of readings so aren't using the library you might try looking for the readings in the library anyway to see whether this is in fact the reason that students aren't doing the readings. If there is a problem getting readings from the library, you might make the following suggestions:

- Encourage students to form reading groups in which they can share readings or work together to make a set of photocopied readings which can be duplicated and given to each student.
- Tell students to look for the same readings in other publications or editions.
- Encourage them to read something similar taken from the same section of the library as the book they can't find.
- Suggest students do the reading a week ahead or at least look for readings at the beginning of each week. Students not doing the readings

Even if they are able to get the readings, it's likely that some of the students won't do the readings in preparation for seminars. In order to be sure that most of the students will do their readings you might want to:

- Be strict about the readings at the beginning of the term as this is when students will be most likely to be pressured into doing readings.
- Make an agreement as a class at the beginning of term about doing the readings and try to get the rest of the class to enforce this agreement.
- Ask them, at least one week in advance, to prepare presentations and questions about presentations to make sure at least a core group of students have done readings. One or two students could be required to make a presentation and other students could be told to prepare at least one question on the readings for the presenters.
- Split the class in half, into those who will be doing all of the readings and those who won't, and alternate every week.
- Assign specific readings to people so that as a group they've covered all of the readings for the week's topic.
- Send them a group email during the week reminding them of assignments, presentations and the activities for the next seminar.
- When you prepare your seminar, try to have in mind an alternative plan in case students have not done the readings.
- When you are in the seminar, ask who has read which readings and split them into small groups accordingly to discuss them and present back on the individual readings to the whole group.
- Tell the students directly that you know they're not doing readings and ask them why.

- If it seems that none or few of the students have done the readings you might want to give them 30-45 minutes to do at least one of the readings and ask them to report to the class during the remaining part of the seminar. Be sure to tell students you will expect that they do the readings for the following week's session. Seminar participation

In your seminar groups, you will probably encounter some students who talk too much and some who don't talk at all. Occasionally, you may encounter an entire group which doesn't speak very much. Whilst you'll have to try to assess the specific reasons behind problems as they occur, the following suggestions may help in avoiding or identifying and addressing issues concerning seminar participation.

- At the beginning of the term, make it clear that seminar participation is an important component of the course and that you will expect all students to participate. You might also point out that participation is assessed not simply on the quantity of participation but the quality as well, including things like reference to the readings, bringing in examples that link to the topic being discussed, etc.
- At the first seminar, have the group set ground rules for discussion and for what people want from the seminars. It may benefit you and the students to periodically revise and negotiate expectations.
- If there are a few students who dominate conversations, thank them for their input and tell them that you want to hear from some of the other students who haven't contributed yet. If they continue to dominate, and particularly if they are overly antagonistic towards you or other students, you might want to have a private conversation with them about this.
- If there are students who don't speak at all, you can call on them directly but keep in mind that if they are shy this may have the effect of making them feel less comfortable participating rather than more. Small group discussions may be a way of helping shy students to build their confidence in sharing their ideas.
- If an entire seminar group doesn't speak, be patient and give them time to think as silence may push them into contributing. If the silence continues, especially over a few seminars, ask them directly why that is and whether they have suggestions of how the seminar might be organised so that they are better able to engage in discussion.

### **Finishing earlier than expected**

It is always helpful to have some questions and tasks on hand to fill time if you have finished your discussion of lectures and readings earlier than expected. For example, you might have discussion topics ready, current affairs which tie into the seminar, or have general activities which are relevant to the area.

### **3.4 Peer observation of teaching**

The school runs a peer observation of teaching (POT) scheme involving both faculty and ATs. You should be observed at least once during the year and you will also observe someone else teach. This is intended to be a supportive endeavour and help you teach better. For new ATs you will probably first be observed by another AT, later a member of faculty. An agreed written report is produced by the observer and observee. It is surprising

how useful it can be to get comments from a colleague, or to watch them teach. You can pick up useful tips or tricks and can sometimes have your annoying habits pointed out!

If you have not been observed within three or four weeks of starting teaching, let your HOD know so that it can be arranged.

### **3.5 How to give advice on essay writing**

Often, when teaching, students may ask about essay writing tips. It is best to advise them to find one of the guides provided by their school or module subjects which can be located through the administrators. However, there are some general rules that you can bring to the attention to the students:

- Keep to word limits.
- Answer the question.
- Try to make sure that you have evidence to support any statement that you may make which can be challenged.
- All papers should contain references and a bibliography.
- Use the spell checker on your word processor if there is one.
- Check through your work to ensure that it is free of spelling, typing, grammatical and other errors.
- Plagiarism and collusion are offences against the University Regulations, the consequences of which are extremely serious. There are three parts to an essay the introduction, the middle and the conclusion. The three sections include the following:

#### **Introduction**

- A clear statement of the problem you are trying to tackle, showing how the essay is constructed around a central hypothesis, question or issue.
- A guide to how the essay is organised.
- A preliminary statement of conclusions.
- Can you complete the following question? In this essay (dissertation) I will argue that...

#### **The middle**

- The overall structure of your essay may vary according to topic and how you tackle it.
- Remember what the examiners are looking for.
- Flesh out the issue/hypothesis you are addressing and then develop a clear argument.

- Present the evidence, detailed examples, and case studies.

### **The conclusion**

- Draw out the result of your analysis.
- If you do not have any conclusions, perhaps your essay is not clear enough. But don't be afraid to be inconclusive if that's where your argument leads you.
- If you have to introduce new material in the conclusion in order to establish what you want to say, then you should consider rewriting the essay and incorporating this material in the body of the text. Be modest but clear in your claims.

## **3.6 Marking essays**

Marking essays is one of the few opportunities for direct communication between the tutor and student. Essay grades and comments are one of the most important ways for students to receive feedback on their learning process and to improve their understanding of and ability to engage with the key concepts covered in the module. Thorough and constructive comments are also obviously an important part of students improving the quality of their writing.

BMEc has a set of guidelines for marking, which you will use to mark scripts. You may find that particular modules also have guidelines for specific modes of assessment. Notwithstanding published criteria and guidelines, you might still feel that marking is somewhat arbitrary.

When you are marking, you might want to consider the level of the students. First year students may need more help with the technical aspects of writing. With 2nd and 3rd year students' papers you should be able to focus more on the research they have done in writing their paper, the use they have made of the literature, the originality of their approach, the ability to critically engage with what they have read, etc.

Especially when you're first starting to mark essays it is easy to spend a lot of time trying to give constructive comments, to help students improve their writing, and to arrive at a grade you feel is a fair assessment of the student's work. Keep an eye on your time - don't agonise over one or two scripts. If you have genuine problems in deciding on marks, ask the module convenor to look at the essay in question.

You can also ask the module convenor if you are concerned about whether or not you are grading fairly. It may be built into the course assessment that the convenor monitors 10% of all essays, taking a selection from all the grade bands (e.g. 40-49, 50-59 etc.). You might also want to share between tutors the essays for which you found it particularly hard to arrive at a grade. It is also advisable to have someone else check over essays that you think may be plagiarised or highly derivative, e.g. primarily based on lectures or seminar discussions.

The policy of the University on plagiarism is available in both the students' and tutors Examination handbooks, and School Handbooks are also likely to carry this information.

As you gain experience marking essays you will likely develop your own systems and strategies for marking and, as a result, find that essay marking becomes easier and faster. You will develop a sense of how to balance originality against clear and thorough answers to

questions and more technical aspects such as grammar, spelling and essay structure against the clarity or strength of the argument. You'll also become better at helping students to write in an academic style without eliminating or removing their own individual voice or style in the text. Until then, the following collection of other tutors' experiences and tips may help you in developing your own approach to marking.

### **Strategies for marking**

The following are some of the possibilities for approaching the marking of a group of essays.

Skim read all the essays quickly before beginning marking so that you have a sense of the range of the group of essays and also possible ways of answering the question. Before marking each essay question, make an outline of what you would expect to be a good answer to the question. As you are marking the essays students may come up with ideas or points that you haven't included, but at least you will have an initial idea of what to look for in the essay question. If you are marking essays of a module you have not taught, you will need to have a look at the module outline and to do the main readings of the course. It is worth investigating whether you will be paid for any marking you undertake, particularly if you have not taught the module.

Before marking each essay answer, develop a schema for grading, keeping in mind students' level and following the guidelines given by the School. This could include a percentage breakdown of the grade based on the following components of the essay: the argument, the structure, the coverage of relevant readings, the quality of the writing, grammar and spelling, the bibliography and referencing, etc. In advance of marking, decide how much you will deduct for poor grammar, spelling mistakes, and improper referencing. This way your grading will be focused on the student's ability to understand the material and construct a clear argument, rather than the more technical aspects of essay writing.

Start off by reading a sample of 5 - 10 essays in order to get a sense of the content and writing levels of the students. Then, with this range in mind, skim all the essays and put them into ranges of bad, okay, and good essays. Then begin marking the essays. You might want to begin your marking with the worst and the best first and then complete the middle range of essays which will probably form the bulk of your marking.

Make comments and a tentative grade in pencil on first reading of the papers. After commenting on all of the essays, separate them into ranges (e.g. 40-49, 50-59, etc.), return to your tentative grades and determine whether any readjustments are necessary. You will find the middle range essays more difficult to mark; very good and very bad essays are easier to identify. Occasionally, it can happen that you are not sure whether you are in front of a masterpiece or a terrible essay. In this case, don't hesitate to ask the module convenor for help. When you have finished your 'pencil' marking, give a sample of marked essays to the module convenor to check (see above). Readjust your marks, if necessary.

Write the final comments and marks in green biro, not red (it looks too punitive) or pencil (comments and marks could be deleted and changed).

### **Motivation through marking**

Some tutors deliberately mark first year essays (particularly in the first term) more generously than upper year essays. The idea behind this is to help 1st year students make the adjustment from what is expected of a school paper to what is expected of a university-

level essay. This strategy is meant to encourage students whilst they make this adjustment. Other tutors mark 1st year papers the same as 2nd and 3rd year papers, so that students know what is expected of university-level papers upon arrival at university.

If you will be marking a series of essays through a term, you might want to leave room for students' grades to improve through the module. This strategy can result in students increasing their essay writing efforts through the term and seeing an improvement in their grades as a result.

The difference between an essay grade of 53 or 54 is not likely to make much of a difference to a student's academic career. However, some specific grades do send a message. For example, giving a grade of 58 or 59 will let the student know that they are close to writing a good paper but not quite there yet. In this way, a grade can be used to motivate a student to put in a bit of extra work, particularly if the grade is combined with constructive comments on the sort of changes that would push the student's paper into the next range of grades. Conversely, if a student writes a paper that is well below the standard expected of a university essay you might consider giving a grade within a range that will indicate this but isn't so low that they give up entirely.

### **Giving constructive comments – feedback/feed forward**

- The following are some suggestions to keep in mind as you are making comments on student's written work:
- Try to start and finish your comments with something positive.
- Try to balance positive and negative comments.
- Refer specifically to the students' work, e.g. giving examples from their papers.
- Make mention of examples from readings, lectures and seminar discussions that they could have brought into their argument to strengthen it.
- Point out their original ideas or ways of approaching the question.
- Make concrete suggestions of how they might have phrased a sentence or structured their argument differently.
- Decide in advance whether you will write on and correct their papers throughout or just make comments at the end of their paper. If you correct throughout, let them know before returning their papers that they shouldn't take a lot of writing as a sign that there is a problem with their essay.

### **Other ways of helping students improve their writing**

The following are some suggestions of ways, other than grading and making comments, by which you can help students to improve their essay writing:

- One or two weeks before the deadline of the first essay, do a tutorial or discussion on how to write an essay. You might also want to outline what you will be considering whilst marking the essays.

- Refer students to their School Office and the Student Study Space for any lecture or workshop series on study skills and essay writing. Workshops are put on by Student Mentors, the Writers in Residence and the Student Support Unit.
- Recommend that students make good use of the guidelines offered in their Student Handbook and module guides, but point them also in the direction of writing guides in the library or bookstore.
- Suggest students see the Student Mentors in their School. Details available from the School Office, on noticeboards and from Academic Advisors.
- If students are struggling with English as a second language, you could refer them to the Sussex Centre for Language Studies.
- Give general feedback to the whole class after marking the first set of essays. This could include the kinds of things they need to improve on in their writing, common mistakes or misunderstandings of the material, examples of good points, illustrations, etc. from some of the essays. You could also prepare a handout of the kinds of things that need improvement.
- Suggest that students form groups in which they can discuss the literature and the essay questions before writing their essays. Be careful to remind them that their answers should nonetheless be the product of their own individual ideas and effort.
- Encourage students to share their drafts with each other in order to see how other people formulate an argument and construct an essay, and also to give each other comments for improving their drafts.

### 3.7 Marking Criteria

Undergraduate Generic Assessment Criteria Basis on which marks are awarded

**0-19** A mark in this range is indicative that the work is far below the standard required at the current level of your degree course. It indicates that the work is extremely weak and seriously inadequate. This will be because either the work is far too short, is badly jumbled and incoherent in content, or fails to address the essay title or question asked. It will show very little evidence of knowledge or understanding of the relevant course material and may exhibit very weak writing and/or analytical skills.

**20-39** A mark in this range is indicative that the work is below, but at the upper end is approaching, the standard required at the current level of your degree course. It indicates weak work of an inadequate standard. This will be because either the work is too short, is very poorly organized, or is poorly directed at the essay title or question asked. It will show very limited knowledge or understanding of the relevant course material and display weak writing and/or analytical skills. Essay work will exhibit no clear argument, may have very weak spelling and grammar, very inadequate or absent references and/or bibliography and may contain major factual errors. Quantitative work will contain significant errors and incorrect conclusions.

**40-49** A mark in this range is indicative that the work is of an acceptable standard at the current the level of your degree course. Work of this type will show limited knowledge and understanding of relevant module material. It will show evidence of some reading and comprehension, but the essay or answer may be weakly structured, cover only a limited

range of the relevant material or have a weakly developed or incomplete argument. The work will exhibit weak essay writing or analytical skills. It may be poorly-presented without properly laid out footnotes and/or a bibliography, or in the case of quantitative work, it may not be possible to follow the several steps in the logic and reasoning leading to the results obtained and the conclusions reached.

**50-59** A mark in this range is indicative that the work is of a satisfactory to very satisfactory standard at the current level of your degree course. Work of this quality will show clear knowledge and understanding of relevant module material. It will focus on the essay title or question posed and show evidence that relevant basic works of reference have been read and understood. The work will exhibit sound essay writing and/or analytical skills. It will be reasonably well structured and coherently presented. Essay work should exhibit satisfactory use of footnotes and/or a bibliography and in more quantitative work it should be possible to follow the logical steps leading to the answer obtained and the conclusions reached. Arguments and issues should be discussed and illustrated by reference to examples, but these may not be fully documented or detailed.

**60-69** A mark in this range is indicative of that the work is of a good to very good standard for the current level of your degree course. Work of this quality shows a good level of knowledge and understanding of relevant module material. It will show evidence of reading a wide diversity of material and of being able to use ideas gleaned from this reading to support and develop arguments. Essay work will exhibit good writing skills with well organized, accurate footnotes and/or a bibliography that follows the accepted 'style' of the subject. Arguments and issues will be illustrated by reference to well documented, detailed and relevant examples. There should be clear evidence of critical engagement with the objects, issues or topics being analysed. Any quantitative work will be clearly presented, the results should be correct and any conclusions clearly and accurately expressed.

**70 – 84** A mark in this range is indicative that the work is of an excellent standard for the current level of your degree course. The work will exhibit excellent levels of knowledge and understanding comprising all the qualities of good work stated above, with additional elements of originality and flair. The work will demonstrate a range of critical reading that goes well beyond that provided on reading lists. Answers or essays will be fluently-written and include independent arguments that demonstrate an awareness of the nuances and assumptions of the question or title. Essays will make excellent use of appropriate, fully referenced, detailed examples.

**85 - 100** A mark in this range is indicative of outstanding work. Marks in this range will be awarded for work that exhibits all the attributes of excellent work but has very substantial elements of originality and flair. Marks at the upper end of the range will indicate that the work is of publishable, or near publishable academic standard.

### **Generic Assessment Criteria: Presentations**

Basis on which marks are awarded:

**0-19** A mark in this range is indicative that the presentation is far below the minimum standard expected. It indicates an extremely weak presentation that is well below the minimum standard expected. This will be because either the presentation is far too brief, very poorly organised and incoherent in content, or fails to address the issue, topic or theme required. The presentation will exhibit minimal evidence of knowledge or understanding of the material, may contain major factual errors and presentation or speaking skills may be extremely weak.

**20-39** A mark in this range is indicative that the presentation is below, but at the upper end of the range is approaching, the minimum standard expected. It indicates a weak presentation below the minimum standard expected. This will be because either the presentation is too short, poorly organized and difficult to comprehend, or is poorly focused on the issue, topic or theme required. It will exhibit minimal knowledge or understanding of the material covered and may display very weak presentation or speaking skills, or contain substantial factual errors.

**40-49** A mark in this range is indicative that the presentation meets the minimum standard expected. A presentation of this quality will show limited knowledge and understanding of the material covered. It will show evidence of some preparation and comprehension, but the presentation may be weakly organised, cover only a limited range of the relevant material or develop a weak theme or argument. It may exhibit weak presentation or speaking skills, lack appropriate visual aids and may contain some significant factual errors. It may not be possible to follow several steps in the logic and reasoning or in any conclusions reached.

**50-59** A mark in this range is indicative that the presentation is of a satisfactory to very satisfactory standard. A presentation of this quality will show clear knowledge and understanding of the material covered. It will be focussed and show evidence of thoughtful preparation and clear comprehension of the material delivered. The material will be reasonably well structured, coherently presented and exhibit clear speaking skills supported, if relevant, by adequate use of clear visual aids. There may be some omission of relevant material or limited develop of a topic, theme or argument, it may contain minor factual errors and it may not be possible to follow all steps in the logic and reasoning or in any conclusions reached.

**60-69** A mark in this range is indicative of a good or very good presentation. A presentation of this quality will show a good level of knowledge and understanding of the material covered. It will be well focussed, show evidence of very thoughtful preparation and a very clear comprehension of the material delivered. The material will be well structured, accurate, very coherently delivered and exhibit high level presentation and speaking skills well supported, if relevant, by good use of clear visual aids. Most or all relevant material will be included, any relevant topic, theme or argument will be clearly developed and it will be possible to follow all steps in the logic and reasoning and in the conclusions reached. There should be clear evidence of critical engagement with the theme, issue or topic being presented.

**70+** Such marks are given for an excellent or outstanding presentation. A presentation of this standard will exhibit excellent levels of knowledge, understanding and presentation skills comprising all the qualities stated above, with additional elements of originality and flair. It will exhibit a critical engagement with the material presented and include independent argument regarding the theme, issue or topic being presented. It will be excellently presented in a fluent speaking style supported if relevant by excellent visual aids.

#### Balance between content and presentation skills

The balance between content and presentation skills may vary between different forms of presentation – e.g. between a seminar presentation delivering knowledge and understanding of themes or issues and a presentation communicating the results of a research project. The relative importance of content v-s-v presentation skills must always be made clear and any allocation of marks for these different components must always be provided.

The University's Postgraduate Marking Criteria is currently being amended to be published shortly.

#### **4. Role of the Module Convenor**

##### ***Responsible for:***

- Development, design and delivery of the course in line with University teaching and learning strategies and policies and in liaison with the Course Convenor.
- Management of the course including administrative duties required in the professional delivery of teaching. This will include the production of up-to-date course materials, adherence to quality assurance procedures and supervision of any Associate Tutors (ATs) involved in teaching on the course.
- Organising and overseeing course assessment procedures in line with University and School teaching and learning policies.

##### ***Teaching and course management***

- Set/collate exam, resit and sample questions for the exams period. check course description, assessment and teaching methods for the forthcoming academic year. Assessments cannot be changed during the academic year as students can be disadvantaged if dates or details change after printing.
- Check teaching methods for forthcoming academic year
- Check teaching slots are timetabled correctly and that other lecturers are added.
- Check assessment details are generated in Sussex Direct (including renegotiating minor changes due to timetabling).
- Check marking arrangements and deadlines for all coursework. Ensure that the Course Coordinators are aware of marking processes.
- A copy of the reading list should be given to the library using the [online request form](#).
- Liaise with library and bookshop about book requirements
- Set up SyD site and upload course materials and lecture notes.
- Consider use of a study pack or online readings
- Check disability information for students registered on the course. Check that standard reasonable adjustments have been met and any special arrangements.
- If the course involves ATs: appoint and following the School's AT Appointment Procedure

Answer course queries during office hour, by email and on course forums

- Alert students to any problems that arise during the running of the course
- Mark (or check marking of) assessment ensuring 15 working day return to students
- Enter (or check entry) of CWK individual and generic feedback
- Maintain study direct site. Enter (or check entry) of student attendance records
- If applicable: support and mentor associate tutors
- If applicable: delegate assessment marking to tutors
- Complete module evaluation summary form. Consider revisions to delivery, teaching methods and assessment for next teaching committee meeting.
- Enter (or check entry of) coursework marks & feedback, release marks to students, confirm, conflate and send to exams.

## 5. Useful links

University Associate Tutor information

[www.sussex.ac.uk/tldu/associatetutors/](http://www.sussex.ac.uk/tldu/associatetutors/)

School Associate Tutor information

[www.sussex.ac.uk/bmec/internal/forstaff/ats](http://www.sussex.ac.uk/bmec/internal/forstaff/ats)

Plagiarism (Univ Policy)

[www.sussex.ac.uk/academicoffice/resources/misconduct](http://www.sussex.ac.uk/academicoffice/resources/misconduct)

Teaching and Learning Development Unit (TLDU)

Runs training courses and provides a variety of information relevant to teaching. Useful also for queries about SyD.

[www.sussex.ac.uk/tldu/tldu@sussex.ac.uk](mailto:www.sussex.ac.uk/tldu/tldu@sussex.ac.uk)

Library

Regarding reading lists:

[Readinglists.lib@sussex.ac.uk](mailto:Readinglists.lib@sussex.ac.uk)

Other Library issues:

[Library.learning.teaching@sussex.ac.uk](mailto:Library.learning.teaching@sussex.ac.uk)

Campus bookshop

You are entitled to a Staff discount of 10% when you buy books at the University Bookshop.

[sx@johnsmith.co.uk](mailto:sx@johnsmith.co.uk) or [Carla.gilfoyle@johnsmith.co.uk](mailto:Carla.gilfoyle@johnsmith.co.uk)

BMEc Key Quality Assurance Benchmarks

[studydirect.sussex.ac.uk/course/view.php?id=13246&topic=19](http://studydirect.sussex.ac.uk/course/view.php?id=13246&topic=19)

Business, Management and Accounting Subject Centre

A useful place for learning and teaching information, funding and material specifically for business, accounting and management.

[www.heacademy.ac.uk/business](http://www.heacademy.ac.uk/business)

Higher Education Academy

[www.heacademy.ac.uk](http://www.heacademy.ac.uk)

## 6. Appendices

All appendices are available to download from

[www.sussex.ac.uk/bmec/internal/forstaff#appendices](http://www.sussex.ac.uk/bmec/internal/forstaff#appendices)

- A [Learning and Teaching Educational Philosophy \(Draft\)](#)
- B [Model for Group work Based Assessment for Students](#)
- C [Guidelines for Study Director Course Sites](#)
- D [Recording Lectures for students to revisit](#)
- E [Criteria Grid for Coursework](#)
- F [Postgraduate Marking Criteria \(Draft\)](#)
- G [Procedure for Quality Assurance of Courses](#)
- H [Student Evaluation and Feedback Mechanisms](#)
- I [Annual Monitoring of Modules](#)
- J [Module Monitoring and Action Report](#)
- K [Student Performance Feedback](#)
- L [Online Quizzes – to allow students to check their own progress](#)
- M [Using Handouts to Enhance Students' Learning](#)
- N [Examination/coursework marksheet](#)
- O [Aspire – the new reading list system](#)
- P [Bloom](#)