



UNIVERSITY OF STRATHCLYDE

Department of Marketing Second/Third Year Essay Feedback Form

Name: _____ Date: _____
 Subject: _____ Reg No: _____
 Assignment No _____ Year of Programme _____

Skills and Qualities	Comments/Feedback
<p>Interpretation</p> <p>Essay answers the question set and at the same time develops a coherent line of argument (from the student's own point of view):</p> <ul style="list-style-type: none"> • Instructions in the question are carried out (e.g. discuss, compare, and contrast). • The essay sticks to the point (argument). • It uses relevant research and examples. • It is pitched at the right level for the assumed reader. 	
<p>Knowledge/Skills</p> <p>The essay demonstrates that the writer:</p> <ul style="list-style-type: none"> • Has subject knowledge (concepts, theories, facts, definitions). • Is able to apply this subject knowledge to make sense of 'marketing' practices. • Is able to question and evaluate methods and theories in the literature. 	
<p>Organisation/Presentation</p> <ul style="list-style-type: none"> • The argument(s) in the essay are logically developed (e.g. introduction, main points, conclusion). • The structure is clear and has appropriate linking, sequencing and signposting of ideas and arguments. • The essay acknowledges sources, uses citation conventions (e.g. Harvard), is clear, legible, grammatical, has correct spelling and uses diagrams/tables where appropriate. 	

Action Point(s)

Tutor: _____

	70% or over	60% to 69%	50% to 59%	45% to 49%	40% to 44%	39% or less
Recorded mark:	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
	Excellent	Very Good	Good	Fair	Pass	Fail

APPENDIX 2B

Guidelines for Responding to Written Reports using the Assignment Proforma

1. Number of comments

We should try to limit the number of responses in the boxes to two. A response means a comment about a feedback issue. It is likely that if each box has two comments one might be identification of strengths (eg. good introductory statement, structure, etc) rather than both being identification of weaknesses.

2. Nature of comments/responses

Comments should relate to what is written on the left-hand side of the feedback form alongside the boxes under Skills and qualities. This text tells the students what is expected (ie indicates the goals) and your comments should give feedback in relation to these goals. You may feel that ticking some of these may also be used to indicate what areas the student got right.

In commenting bear in mind that it would help students if they knew which areas you identify as problematic or weak. If it is a particularly weak piece of work however, you may not be able to go too far in this direction given space and time considerations but still try to keep this focus. Try to identify the most important areas.

3. Action Point Box

The action point box should be targeted at giving specific corrective (and constructive) advice about how to make an improvement in at least one area of report writing. What is the main thing the student should act on now in order to get a better grade next time? Look to the future. Be specific (eg don't just write "poor structure, instead suggest how the structure could be improved). Use this as a teaching moment - give a short lesson in 2 or 3 sentences.

Note that the action point box will invariably be a further discussion of a feedback issue that was identified earlier (ie in the comments/feedback boxes). So there will be extra space to discuss the issue.



UNIVERSITY OF STRATHCLYDE

Department of Marketing: First Year Report Feedback Form

Name: _____ Date: _____

Assignment No: _____ Reg. No: _____

Skills and Qualities

Comments/Feedback

Executive Summary

Succinctly outlines:

- The aims/objectives of the study
- The methodology (how it was done)
- The results and main discussion points

Introduction and Method

- Describes the question/issues being studied
- Gives background, assumptions and limitations
- Clearly explains the aims and objectives
- Clearly identifies the theoretical framework
- Explains how issues were studied (methods)
- Outlines the structure of the report

Analysis and Interpretation

- Presents results clearly and logically
- Uses appropriate analytical methods

Makes interpretations based on the analyses by referring back to:-

- The original issues or question
- The aims and objectives
- The theoretical framework

Conclusions and Recommendations

- Draws together main points after the analysis
- Assesses relevant alternatives
- Clearly lists appropriate recommendations
- Identifies areas for further study (if appropriate)

Report overall: Structure/presentation

- Is carefully structured and well-presented
- References are cited correctly
- Is coherent and parts linked together
- Includes good quality tables/graphs, figures, etc

Action Point(s)

Tutor: _____

Recorded mark:

75% or over	70%
<input type="text"/>	<input type="text"/>
Excellent	

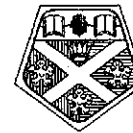
65%	60%
<input type="text"/>	<input type="text"/>
Very Good	

55%	50%
<input type="text"/>	<input type="text"/>
Good	

45%	40%
<input type="text"/>	<input type="text"/>
Fair	

40%	35% or less
<input type="text"/>	<input type="text"/>
Pass	

Fail



UNIVERSITY OF STRATHCLYDE

Department of Marketing First Year Essay Feedback Form

Name: _____ Date: _____

Reg. No: _____ Assignment No: _____

Skills and Qualities

Comments/Feedback

Interpretation

Essay answers the question set and at the same time develops a coherent line of argument (from the student's own point of view):

- Instructions in the question are carried out (e.g. discuss, compare, and contrast).
- The essay sticks to the point (argument).
- It uses relevant research and examples.
- It is pitched at the right level for the assumed reader.

Knowledge/Skills

The essay demonstrates that the writer:

- Has subject knowledge (concepts, theories, facts, definitions).
- Is able to apply this subject knowledge to make sense of 'marketing' practices.
- Is able to question and evaluate methods and theories in the literature.

Organisation/Presentation

- The argument(s) in the essay are logically developed (e.g. introduction, main points, conclusion).
- The structure is clear and has appropriate linking, sequencing and signposting of ideas and arguments.
- The essay acknowledges sources, uses citation conventions (e.g. Harvard), is clear, legible, grammatical, has correct spelling and uses diagrams/tables where appropriate.

Action Point(s)

Tutor: _____

Recorded mark:

75% or over	70%
<input type="text"/>	<input type="text"/>
Excellent	

65%	60%
<input type="text"/>	<input type="text"/>
Very Good	

55%	50%
<input type="text"/>	<input type="text"/>
Good	

45%	40%
<input type="text"/>	<input type="text"/>
Fair	

40%	35% or less
<input type="text"/>	<input type="text"/>
Pass	

Fail



UNIVERSITY OF STRATHCLYDE

Name: _____ Date: _____

Subject _____ Reg. No _____

Assignment No _____ Year of Programme _____

Guidelines for Responding to Written Essays using the Assignment Proforma

- Responses to students' written essays should be carefully thought out and purposeful. Don't point every possible problem. There should be a maximum of three feedback issues (maximum of one per box) per paper marked.
- Read through the whole of the student's paper before deciding what to write in the proforma.
- Balance positive points (what was good) and your diagnosis of problems (what was weak). Be careful of producing too many critical comments. Whenever you are thinking of making a critical comment, ask yourself: Is this comment worth making? How much criticism is useful? If you let the student know what she is doing wrong, try to balance this with advice about what to do to correct weaknesses.
- In the action point box tell the student what would be best to work on in the future in order to improve the writing and get a better mark. Identify the priority action and frame your written comments in a forward looking way (instead of saying 'here's what didn't work' say 'here's what to work on in future papers'). Again, try to give an example of what to do to strengthen the writing. Respond to action point box first, before you fill in the other three.
- One way of responding that is supportive and less critical is to describe how you perceived the essay as you read it (e.g. 'At the beginning of your essay I became confused about where you were taking me. I read your analysis of the industry but I was left unclear about which industry you were referring to. A short description of the industry first would have helped me to understand the analysis...'). This kind of descriptive response helps the student to see their own text and to understand the logical and rhetorical strategies they have used. Notice also the use of the first person to say how you perceived the writing and the conversational tone. This strategy could easily be used in the boxes – (1) answers the question, (2) shows knowledge and skills and (3) essay is logically organised.

Skills and Qualities	Comments/Feedback
<p>Executive Summary Succinctly outlines:</p> <ul style="list-style-type: none"> The aims/objectives of the study The methodology (how it was done) The results and main discussion points <p>Introduction and Method</p> <ul style="list-style-type: none"> Describes the question/issues being studied Gives background, assumptions and limitations Clearly explains the aims and objectives Clearly identifies the theoretical framework Explains how issues were studied (methods) Outlines the structure of the report 	
<p>Analysis and Interpretation</p> <ul style="list-style-type: none"> Presents results clearly and logically Uses appropriate analytical methods <p>Makes interpretations based on the analyses by referring back to:-</p> <ul style="list-style-type: none"> The original issues or question The aims and objectives The theoretical framework 	
<p>Conclusions and Recommendations</p> <ul style="list-style-type: none"> Draws together main points after the analysis Assesses relevant alternatives Clearly lists appropriate recommendations Identifies areas for further study (if appropriate) 	
<p>Report overall: Structure/presentation</p> <ul style="list-style-type: none"> Is carefully structured and well-presented References are cited correctly Is coherent and parts linked together Includes good quality tables/graphs, figures, etc 	

Action Point(s)

Tutor: _____

Recorded mark:	70% or over	60% to 69%	50% to 59%	45% to 49%	40% to 44%	39% or less
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Excellent	Very Good	Good	Fair	Pass	Fail

APPENDIX 2C

ASSESSMENT OF ORAL PRESENTATIONS

1. It is important to assess demonstrable behaviours when assessing oral presentations rather than unscen elements. Preparation is a good example: you cannot assess preparation directly but you can assess the outcome of preparation - eg. The logical organisation of the presentation, how points are linked
2. The attached assessment proforma divides the qualities and skills being looked for in an oral presentation into five categories and this should be discussed with students prior to the presentation.
3. The areas covered in these categories can be used to assess the presentation in terms of various skills. The first box is related to knowledge of the topic, level and depth of analysis, and evaluation and application of the theory. The other boxes deal with the effectiveness of the presentation, organisation and logic of the material presented, personal appearance, diction, body movement, pace of speech, confidence (including ability to answer and deal with questions) and organisation.
4. How you assess all those skills will depend on the experience level of the students. Remember that for a first time presenter, stepping in front of an audience may be like a Christian stepping into the arena of a Roman Colosseum. So the tutors may be looking for different skills from a first year student than from an Honours student and will assess them accordingly.
5. Students should be encouraged to use the time allocated and learn to discipline and plan their presentation around this. You may need to stop the student and deduct marks if necessary if they go over the time allocated.
6. As with the other proformas, the action box is very important and should be used to provide corrective advice.

Marking Categories

These are indicated at the bottom of the proformas together with mark ranges.

Excellent: (70% or over) The student has understood the question(s)/problem(s) to be analysed and makes a clear statement of this. Extensive and appropriate use of relevant literature has been made. This has been analysed and evaluated using a critical approach. The student has also been able to make relevant application of the literature to practical issues raising further questions. In the case of reports (for case studies, for example), the student has provided and evaluated alternative solutions before suggesting a preferred choice. There is evidence of learning which will also give a learning opportunity to the teaching staff. The work is well presented, with good writing style. References are sourced and presented properly.

Very Good: (60% to 69%) As above but the student has used a more limited range of literature. It still deals with the problem in an entirely satisfactory manner incorporating and using relevant practice. Alternative solutions are suggested and discussed. He/she has carried out the work competently but has not raised anything new or with significant insight. Well presented, with good writing style and referencing.

Good: (50% to 59%) The student knows what the question/problem is and brings in the standard literature. This is sometimes used to analyse the problem, and similarly with practice – quoted but not always integrated. There is evidence of learning and presentation is of a good standard.

Fair: (45% to 49%) As above, but the literature relies mainly on lecture notes and the core textbook, and it is not fully used to analyse the problem. Practical examples are noted but not integrated. The student has difficulties in identifying relevant alternative solutions to the issues in a case study and the final choice has not been based on an evaluation of alternatives. There is evidence of some learning and presentation is of an acceptable standard.

Pass: (40% to 44%) There is a general, basic understanding of the problem/question and the student mentions the standard literature (based mainly on lectures) but in a routine, descriptive way. The student does not use this to analyse or understand the problem and practical examples are few and may not be related to the theory.

Fail (Unclassified): (39% and below) Issues have not been understood at all. Little if any use of relevant literature has been made and practical examples are merely described rather than used in any systematic way. No evidence of learning despite probably a lot of effort having been put into it. A bad fail (below 35%) contains serious factual errors, makes no use of the relevant literature and is highly descriptive. Presentation is unacceptable and there is no evidence of any effort having been put into understanding the issues.

55% IS THE MINIMUM REQUIREMENT FOR ENTRY INTO HONOURS



UNIVERSITY OF STRATHCLYDE

Department of Marketing
Assessment of Oral Presentations (1st year)

Name: _____ Date: _____

Reg No: _____ Assignment No: _____

APPENDIX 2A

Communicating Assessment Requirements to Students

Students should be told exactly what is expected from them in their assignments, be it essays, reports, presentations, etc. What qualities, skills and attitudes will be assessed. The tutor should communicate requirements by discussing with students the qualities and skills that make a good essay, report, etc. and the criteria that will be used to assess their performance. The issuing of assessment proformas, like the ones attached in the following pages is an efficient way of clarifying assessment requirements to students. However, distributing the proforma is not sufficient: some time should be spent discussing and clarifying the meaning of the various categories and the criteria contained in each category of the proformas. Feedback can then be given in terms of the communicated criteria using the proforma.

The proformas have been designed around three or four broad categories, which makes the giving of feedback easier and more useable to students. Each category lists a number of more specific criteria. However, when giving feedback it is often better to target a key problem within a category area and provide specific comments and specific suggestions for improvement rather than give them a comprehensive list of everything that went wrong with their assignment. Students can find the latter overwhelming and it can make it difficult for them to decide which element to attend to if they wish to make improvements for the next task.

At the bottom of the proformas you will find the marking ranges. Please note that we use two types: one for the First year core class (Principles of Marketing) where we give exact marks using multiples of five (30, 35, 40, 45, etc.) The second type is for the other two years and marks are allocated using any figure within the ranges.

Skills and Qualities	Comments/Feedback
Context/Text Answers the question Deals effectively with the task Demonstrates knowledge of the subject area Demonstrates appropriate skills in analysis, evaluation, application Uses evidence, uses examples It is interesting	
Structure/Logic Uses appropriate forecasting (in introduction) & signposting (beginning and end of subtopics) Highlights important points Uses linking, sequencing, summarising Gives appropriate closure (conclusion)	
Delivery/presentation Voice is clear. He/she is articulate, fluent Makes good eye contact Audio-visual aids are readable, clear Good posture/appearance Adequate pace, pauses. Few mannerisms Established good rapport Well organised	
Handling Questions Responds/Engages in discussion Manages the audience well Demonstrates knowledge Depth of answer is good	
Timing	

Action Point(s)

Tutor: _____

Recorded Mark: 75% or over 70% 65% 60% 55% 50% 45% 40% 35% or less

Excellent Very Good Good Fair Pass Fail



UNIVERSITY OF STRATHCLYDE

Department of Marketing

Assessment of Oral Presentations (2nd and 3rd year)

Name: _____ Date: _____
 Subject: _____ Group No: _____
 Reg No: _____ Assignment No: _____

Skills and Qualities	Comments/Feedback
Context/Text Answers the question Deals effectively with the task Demonstrates knowledge of the subject area Demonstrates appropriate skills in analysis, evaluation, application Uses evidence, uses examples It is interesting	
Structure/Logic Uses appropriate forecasting (in introduction) & signposting (beginning and end of subtopics) Highlights important points Uses linking, sequencing, summarising Gives appropriate closure (conclusion)	
Delivery/presentation Voice is clear. He/she is articulate, fluent Makes good eye contact Audio-visual aids are readable, clear Good posture/appearance Adequate pace, pauses. Few mannerisms Established good rapport. Well organised	
Handling Questions Responds/Engages in discussion Manages the audience well Demonstrates knowledge Depth of answer is good	
Timing	

Action Point(s)

Tutor: _____

Recorded Mark:

70% or over <input style="width: 40px; height: 30px; border: 1px solid black;" type="checkbox"/> Excellent	60% to 69% <input style="width: 40px; height: 30px; border: 1px solid black;" type="checkbox"/> Very Good	50% to 59% <input style="width: 40px; height: 30px; border: 1px solid black;" type="checkbox"/> Good	45% to 49% <input style="width: 40px; height: 30px; border: 1px solid black;" type="checkbox"/> Fair	40% to 44% <input style="width: 40px; height: 30px; border: 1px solid black;" type="checkbox"/> Pass	35% or less <input style="width: 40px; height: 30px; border: 1px solid black;" type="checkbox"/> Fail
--	---	--	--	--	---

APPENDIX 1A

UNIVERSITY OF STRATHCLYDE

Department of Marketing

Key Undergraduate & Honours Dates 2002-03

Week	Dates	Years 1-3	Honours
Zero	Tuesday September 24 - Thursday 26 2002	N/A	Week Zero induction
New Term One			
1-6	Monday 30 September w/b Tuesday 1 October 2002	University Closed Teaching Starts	University Closed Teaching Starts
7	w/b 11 November	Teaching	Teaching Ends
8-11	w/b 18 November	Teaching	Self Study/Dissertation*
12	w/b 16 December	Teaching Ends	Self Study/Dissertation*
Christmas Holiday Saturday 21 December to Sunday 5 January (Students)			
13	w/b Monday 6 January 2003	Revision Week	Self Study/Dissertation*
14&15	13 to 24 January	Examination Period	Self Study/Dissertation*
New Term Two			
1	w/b 27 January	Teaching starts	Self Study/Dissertation*
2	w/b 3 February	Teaching	Self Study/Dissertation*
3	w/b 10 February	Teaching	Self Study/Dissertation* Submission deadline 14 February 2003
4	w/b 17 February	Teaching	Teaching Starts
5-10	w/b 24 February	Teaching	Teaching
11	w/b 7 April	Teaching breaks at end of week	Revision
Easter Holiday Saturday 12 April to Sunday 27 April			
12	w/b 28 April	Last week of teaching	Revision

Where are your classrooms?

You will be working in classrooms located all over the Anderson Campus so it is important that you get to know where they are and their prefix key. The map in Appendix III shows you all the buildings on this campus, but the following ones are used for lectures and tutorials:

Building	Prefix	Building	Prefix
Colville Building	Col	McCance Building	McC
Curran Building/Library	Curr/Cur	Royal College	R
Graham Hills Building	P	Stenhouse Building	S
James Weir Building	M	Thomas Graham Building	C
John Anderson Building	K	Todd Building	B
Livingstone Tower	L		

What happens if you are ill or unable to teach for any other reason?

You should attempt to arrange cover yourself from one of the other tutors in the first instance. If this fails, report to the class coordinator who will either postpone the class or arrange for somebody else to cover for the absent tutor. If you cannot get hold of him/her contact the Undergraduate Office.

What about holidays/primary research periods?

Breaks have to be discussed with your PhD Supervisors. Tutors can take their these during the students holiday times. Remember that you will need to invigilate exams in January, May/June and August. Consult with Richard Kane for exact dates.

Other People in the Department?

Undergraduate/Finance Administrator: Mr Richard Kane, S512, Ext 4224
Safety Officer: Mr Jeffrey Johnson, S419, Ext 3776

MD/28/09/02

APPENDIX 3

An Explanation of the Peer Assessment System

As any group, by definition, is made up of a number of individuals there can be a divergence in the manner in which group members approach assignments and the degree of commitment each brings to the work. These differences can lead to difficulties, particularly when allocating marks. In order to ensure these differences are recognised (and to encourage the active participation of all group members) the following peer assessment procedure should be followed.

Each student is required to complete a 'team assessment form' (see p 22 in which they are invited to allocate 100 marks between all **other** group members (i.e. they do not assess their own contribution). In allocating marks, individuals should reflect the contribution they believe each member of the group has made towards the successful completion of the assignment.

In those groups where the marks awarded vary (experience indicates that in most instances students equalise the mark), the individual mark for each group member can be calculated using a simple 5 step formula (see example below):

- Step 1: Add together all group members assessments for that individual = x
- Step 2: Divide x by 100 = X
- Step 3: Halve the overall mark awarded for the assignment = Y
- Step 4: Multiply X*Y = Z
- Step 5: Add Z+Y = individual's mark

This assessment procedure ensures that half of the mark awarded is based on peer assessment. No group member should receive a mark of zero using this formula. However, tutors have the discretion to alter the marks according to emerging circumstances.

Dealing with conflict and tensions within the group is an important part of the learning process and students should be encouraged to maintain open lines of communication between group members and to make every effort to resolve any difficulties that emerge within the group. Where problems emerge students should be advised to report these to their tutor as early as possible.

As well as submitting team assessment forms, groups should also complete a 'diary record sheet' (see p 22)) for each scheduled meeting. These records provide a useful backup when dealing with concerns raised about an individual's level of attendance at scheduled group meetings. Diary record sheets and individual team assessment forms should be submitted during the last tutorial. Where a student fails to submit a peer assessment form, tutors should assume the marks have been divided equally across the group.

Example:

Student	Peer Assessments					Total (x)	Mark Awarded
	-	0	10	25	10		
1	-	0	10	25	10	45	42
2	25	-	30	25	35	115	62
3	25	33	-	25	45	128	66
4	25	33	30	-	10	98	57
5	25	33	30	25	-	113	62
Total	100	99	100	100	100	499	

Overall Mark 58%

E.g. Student 1:

$$X = 45/100 = 0.45$$

$$Y = 58/2 = 29$$

$$Z = 0.45 \times 29 = 13.05$$

$$\text{Mark} = 13 + 29$$

42%

If any student has missed two tutorials and/or has not submitted 50% of course work you should immediately advise the Undergraduate Secretary (Ruth) and the class coordinator. The student will be given a written warning about the possibility of being NOd.

- **Late Submission of Assignments:** Students have a maximum of two weeks following the submission deadline to hand in an assignment (that is, until their next tutorial) after that you should not accept any assignments unless there are extenuating circumstances. Consult with the class coordinator if in doubt. If students do not hand in assignments on time, one per cent (1%) per day is then deducted including weekend days. If students have a very important reason for not handing in an assignment (illness, bereavement, etc), they should contact you in advance and they also need to get a medical certificate or inform their advisor of studies³. In this case you do not deduct any marks. Reasons such as broken printers, computer problems, lost assignments should not be accepted as valid grounds for late submission and therefore should be penalised.
- **Academic Integrity:** You may find instances of dishonesty on the part of the students: plagiarism, collusion, etc. If you suspect that some of your students are at fault notify the course coordinator. See Appendix 5 for the guidelines given to students in their course handbooks and in front of each course outline. Please remind students to read these. Consult the Staff Handbook Supplement, Section 2.6 for more specific details.
- **Availability to students:** You should be available to see students personally for a minimum of 4 hours per week. Hours when tutors are available to see students for consultation are put on the notice boards outside their rooms. You are also required to be available to students outside these hours. This is done by appointment only so that it does not interfere with your teaching or research. Make sure that you update your availability regularly. Let the Undergraduate secretary know of any changes to your availability.
- **Problems with students:** If the students have any personal problems and you are concerned about this refer him/her to the Undergraduate/Honours Counsellors. Every student is allocated a counsellor when they start University so they will be able to provide you with this information. You may contact the Counsellor if necessary.
- **Other duties:** you will be asked to help with degree exam invigilation (in January, May/June and August) and information sessions (to prospective students). In the past year there have been a number of attempts at plagiarism during exams. New guidelines can be found in the Staff Handbook Supplement, Section 5. Please notify Richard Kane if you are going to be unable to do invigilation in either semester: you may be able to block this in order to carry out research. (Check dates of exams in Appendix 1)
- **Copyright:** There are specific guidelines on this. Please refer to the Staff Handbook

³ Advise students that medical certificates for tutorial absences and late assignment submission must be submitted to Registry. Ask for a photocopy for your own records.

Marking bands are as follows:

Scale	Description ¹	Degree Equivalent	ECTS ²
70% or above	Excellent	First Class Honours	A
60%-69%	Very Good	Second Class Honours Upper Division	B
50%-59%	Good. 55% is the minimum requirement for entry into Honours.	Second Class Honours Lower Division	C
45%-49%	Fair	Third Class Honours	D
40%-44%	Pass	Pass Degree	E
39% or below	Fail	Fail	F/FX

- **Records:** you need to keep records of all marks and attendance. Keep at least one copy of the records for yourself of both marks and feedback (duplicate copy of assignment marking forms) in case documents are lost, mistakes may be made when secretaries are putting data in the computers or you need to refer to them for any queries from students or the course coordinators.

There are a number of proformas (for essays, reports and presentations) which are used to give feedback to students. These are kept in the Undergraduate Office. Information on assessment, examples of proformas and guidelines for their use are included in Appendix 2 (A, B and C).

Group work is very common in the Department and students are required to keep a diary of their meetings and to allocate individual marks to each other. Every student is now required to fill in a Peer Assessment form (Appendix 3) where they allocate marks for each member of their group. These forms must be accompanied with the Group Meetings diaries which should be completed at each group's meeting (Appendix 4). Without the diaries the Peer Assessment marks cannot be validated.

Take the list of students registered for your tutorial given to you by the lecturer to each tutorial to make sure that all students in your class are on the list. This is the only way to keep control of changes and absentees.

- **Attendance:** This is also compulsory and students should inform you of any reasons for missing tutorials. Failure to attend without adequate explanation could result in the student being prevented (NQd) from taking the degree exam.

¹ See Appendix 2A for an explanation of each of these categories
² European Credit Transfer Scheme



UNIVERSITY OF STRATHCLYDE

DEPARTMENT OF MARKETING
 TEAM ASSESSMENT FORM

CLASS:

Your Name:

Tutorial Time Tutor:

Each member of the group should fill in one of these forms. Your assessment will be combined with those of your other group members to determine individual marks for the group work.

Please allocate a total of 100 marks among all OTHER members of the group. In allocating these marks, you should reflect the degree of commitment, effort and the contribution which you believe every OTHER member of the group has made towards the successful completion and submission of this assignment.

Please note: you should NOT assess yourself.

STUDENTS NAMES	MARKS OUT OF 100
1.	
2.	
3.	
4.	
5.	
6.	
7.	
TOTAL	100

Signature Date

APPENDIX 4

UNIVERSITY OF STRATHCLYDE
DEPARTMENT OF MARKETING

GROUP ASSIGNMENT DIARY RECORD SHEET

CLASS:

DATE OF MEETING:

GROUP MEMBERS

NAMES:	PRESENT (Y/N)
MEMBER 1
MEMBER 2
MEMBER 3
MEMBER 4
MEMBER 5
MEMBER 6
MEMBER 7
MINUTE SECRETARY:	

AGREED ACTIONS

NOTES

Who will provide you with secretarial support?

The Undergraduate Office: This is in room S532. There are two members of administrative staff in this office. At present Ruth Kerr, Ext 3736, deals with administrative matters for the core and elective classes. You should give her the students' marks, any changes to the tutorial groups and record of tutorial attendances. Iain Gray is responsible for the Honours class.

The Financial Assistant, Maria Moran, in room S531 deals with requests for overhead transparencies, pens, and general stationery. Whenever you need something, send her an e-mail.

What else do you need to know about tutorials?

- **Size of your groups:** ideally your groups should have twelve students. In some cases there will be thirteen. If you find that you are given larger groups consult with the class coordinator and inform the Senior Tutor.
- **Accepting students into tutorials:** Students are allowed to change groups during the first three weeks of teaching. If the lecturer has not informed you of any changes and you already have twelve students you may take the student on a provisional basis only until you get confirmation. In the first tutorial inform students that if they have changed or want to change groups, they must obtain permission from the course coordinator.
- **Submission of Course Work:** All pieces of course work must be submitted: This is compulsory. You need to remind students that failure to do so may result in them being **NQd: not qualified to sit the degree exam. (See Staff Handbook Supplement, Section 2)**
- **Marking:** you are expected to mark all the continuous assessment for your group. This includes essays, reports, presentations and class tests. You will not be involved in marking the degree exams. Marks have to be given to students at the tutorial following the submission of the assignment (generally after two weeks, unless otherwise indicated by the lecturer). Make sure that the marks for the Core Classes are with the Undergraduate Secretary immediately after giving them to the students. These marks should be the final marks for each of the assignments and after you have made all calculations for group work, penalties, etc. Secretaries are not expected to carry out these calculations for you. Marks for Elective classes should be given to Course Coordinators. If you have any problems with calculations consult the Coordinator or the Senior Tutor.

There are two types of marking schemes: those for the first year which uses fixed marks based on multiples of five below or above the pass mark. The minimum pass mark is 40%

Who is responsible for your teaching load and support for your teaching?

The Senior Tutor (Mrs Mercedes Douglas, S417) is responsible for the allocation of hours, guidance for preparation of tutorials, marking and assessment, departmental methods and procedures for feedback to students, supervision and communication between class coordinators and tutors

The Senior Tutor also acts as a mentor and monitors the performance of tutors and supports their development, effectiveness and contribution to teaching. She will inform you of the classes you will take and those who are responsible to teach and coordinate the class work. She will also inform you of training workshops and meetings. You should keep her informed of any arising needs or problems you may have, or any suggestions for improvements so that she can report back to the Undergraduate Course Committee.

Who is responsible for each of the classes you teach?

The class coordinator (see table in p 1) is the first point of contact for each class taken by the tutor. He/she will provide you with materials for the class: core textbooks, students' tutorial handbooks, class outlines, tutorial instructions and cribs. They will also provide you with class lists and inform you of any changes to these.

Tutors should attend some of the lectures given for the classes you teach. Discuss this with the class coordinator at the beginning of the term.

Which Departmental group are you expected to join?

The Junior Staff group meets twice a year. In these meetings you will discuss matters concerning teaching and research: problems, career development issues, etc.

All members of the academic staff are expected to attend the Staff meeting, which is convened three times a year. A Calendar of Meetings will be given to you at the beginning of the academic year.

Who deals with your contract of employment/scholarship

If you are a UK or European Union citizen, Mrs Ann Clark (S505), the Departmental Secretary is responsible for liaising with personnel and the finance office for your contracts. She is also your point of contact if you want to speak to the Head of Department.

If you are not a UK or European Union citizen, Mrs Jan Whiteford (S531), the Postgraduate Officer will deal with your scholarship documents.

APPENDIX 5

ACADEMIC INTEGRITY – Section for Programme Handbooks

All students are required to exhibit academic integrity in their work, that is all work submitted as your own must be exactly that, whether individually in the case of essays or examination answers, or collectively in the case of a group assignment.

It is appropriate to make use of the work of others to illustrate and support your work, either through references to their theories and models, or by directly quoting from these, provided you explicitly acknowledge this work in the appropriate way. You must refer directly to the relevant literature source and acknowledge it as the work of a named author. Failure to do so by incorporating quotations, or paraphrases thereof, without due acknowledgement that this is what you are doing and naming the author, constitutes plagiarism. If you are not sure, plagiarism means that you are effectively claiming the work and ideas of others as your own.

In the case of individual assignments, exam questions, or later on in your academic career a dissertation, collaboration with other students which produces similar work, or blatant direct copying or paraphrasing of another student's work, is effectively the same thing as the plagiarism described above.

If you are found to have committed a breach of academic honesty, this is a serious, and potentially disciplinable, action. Illness, employment commitments, or the pressure of academic work in no way represent grounds for special consideration: there is no acceptable excuse for plagiarism. You will at least face a disciplinary meeting in the department, and normally no mark will be given for that assignment. Depending on the seriousness of the offence, you may be removed from the class altogether and/or face a University disciplinary panel.

The risks involved do not merit the slim possibility that any breach will go undetected – it is highly unlikely that an experienced academic would fail to notice either similarities in one assignment to another, or fail to recognise the unacknowledged work of an established academic.

In view of the above, it is departmental policy that work submitted which does not acknowledge the work of others is a breach of academic integrity and will be dealt with accordingly.

ACADEMIC INTEGRITY – Paragraph for class outlines

All work submitted must be your own. This notwithstanding, it is appropriate, and expected, that students will familiarise themselves with relevant literature, which may be used to illustrate an argument, **provided** the author is clearly acknowledged. If due reference is not made, this constitutes plagiarism, which means claiming the work and ideas of others as your own. Similarly, collaboration with another student which produces similar work, or the blatant direct copying or paraphrasing of another student's work, also constitutes plagiarism. Either is a serious offence, which markers **will** pick up on, and will result in disciplinary action. Please refer also to the departmental Undergraduate Handbook.

Who are the Teaching Assistants/Graduate Tutors at present?

	Office Number	Extension
Jill Bain	S523	3085
Madhumita Banerjee	S506	2375
Jacob Frimpong	S324	2962
Paushali Gosh	S324	2962
Shemeen Prashanthan	S523	3085
Thandiwe Phiri	S324	2962
Romeo Turcan	S324	2962
Gillian Scott	S324	2962
Marina Biniari	S523	3085
Barbara Caemmerer		
Christian Felzenstein		

How many hours will you be teaching?

You will be teaching for ten weeks each semester, between seven or eight hours per week (up to 148 hours per year). There will be opportunities to block your teaching to three days per week. Details of key Departmental Undergraduate and Honours dates are in Appendix 1.

What training will you receive?

Tutors will attend compulsory training sessions organised by the Faculty at the beginning of the Academic session. These sessions take place from October to December and are taught by staff from the Centre for Academic Practice (CAP).

Other training will be given in the Department. This will consist of meetings with external advisors, the Senior tutor and class coordinators. You will also be given written guidelines and tutorial cribs and plans.

To whom are you accountable?

Tutors are responsible to their Heads of Department for the proper performance of their duties. Our Head of Department is Professor Susan Hart (S504). The Director of Teaching Dr Alan Wilson (S515) has overall responsibility for teaching in the Department and overlooks all matters related to teaching quality. He is therefore concerned with the progress of teaching and the performance of tutors. The Undergraduate Course Director, Mr Douglas Eadie (S310) is in charge of the Undergraduate Degree (1st to 3rd years) and Dr Eleanor Shaw (S511) is the Honours Course Director.

What classes will you be taking?

Tutors will primarily assist with the tutorial programmes in the Core Classes. These are the principal compulsory marketing subjects, which are offered from first to fourth (Honours) year. Tutors will be involved in supporting these core classes and a number of electives but only from 1st to 3rd years. (See below for a list of Core subjects for the Undergraduate degree, electives, code numbers and their coordinators)

Core Classes

Class	Code	Coordinator	Coordinator's Office/Extension
Principles of Marketing: 1 st Year	66122	Dr Sally Hibbert	S526 Ext 4702
Advanced Marketing I: 2 nd Year	66220	Dr Iain Black	S518 Ext 3243
Advanced Marketing II: 2 nd Year	66221	Dr Alan Wilson	S515 Ext 3777
Advanced Marketing III: 3 rd Year	66320	Ms Sofia Daskou	S508 Ext 3240
Advanced Marketing IV: 3 rd Year	66321	Dr Michael McDermott	S412 Ext 3196

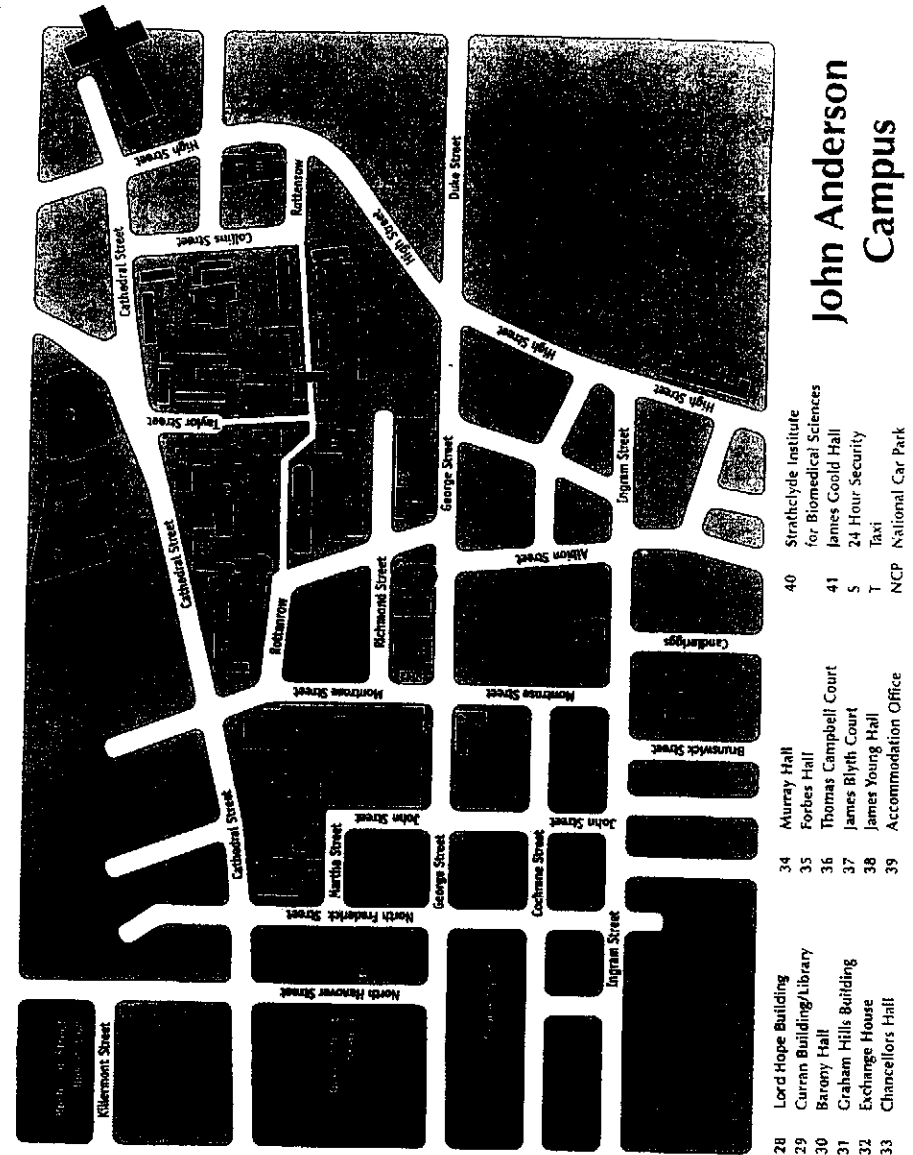
Elective Classes (Semester 1: 2nd and 3rd Year)

Class	Code	Coordinator	Coordinator's Office/Extension
Business to Business Marketing	66222	Mr Barry Moore	S525 Ext 3145
Direct Marketing	66235	Dr Ian Black	S518 Ext 3243
Introduction to International Marketing	66225	Mr Colin Wheeler	S413 Ext 3193
Marketing of Services	66226	Dr Alan Wilson	S515 Ext 3777
Marketing and Innovation	66229	Prof Michael Saren	S529 Ext 3471

Elective Classes (Semester 2: 2nd and 3rd Year)

Class	Code	Coordinator	Coordinator's Office/Extension
International Marketing/Management	66223	Dr Kevin Ibeh	S519 Ext 4928
Perspectives of Retail Management	66227	Dr Sean Ennis	S514 Ext 3247
Marketing for Small Businesses	66232	Mrs Elaine Collinson	S511 Ext 3093
Management of Sales Operations	66233	Dr Ian Black	S518 Ext 3243

The electives may vary from year to year.



John Anderson Campus



- Index**
- 1 Student Refectory
 - 1a Staff Club
 - 2 St Paul's Building
 - 3 Sports Centre
 - 4 Thomas Graham Building
 - 5 Students' Union
 - 6 James Weir Building
 - 7 Royal College Building
 - 8 Graduate Business School
 - 9 Ramakorn Theatre
 - 10 Patrick Thomas Court
 - 11 Alexander Turnbull Building
 - 12 McCance Building
 - 13 Collins Building
 - 14 Livingstone Tower
 - 15 Colville Building
 - 16 John Anderson Building
 - 17 Architecture Building
 - 18 Sir William Duncan Building
 - 19 Henry Dyer Building
 - 20 Stenhouse Building
 - 21 Todd Centre
 - 22 Wolfson Centre
 - 23 Andrew Ure Hall
 - 24 Birkbeck Court
 - 25 Garnett Hall
 - 26 The Lord Todd/Village Office
 - 27 161 St James Road
 - 28 Lord Hope Building
 - 29 Curran Building/Library
 - 30 Barony Hall
 - 31 Graham Hills Building
 - 32 Exchange House
 - 33 Chancellors Hall
 - 34 Murray Hall
 - 35 Forbes Hall
 - 36 Thomas Campbell Court
 - 37 James Blyth Court
 - 38 James Young Hall
 - 39 Accommodation Office
 - 40 Strathclyde Institute for Biomedical Sciences
 - 41 James Gault Hall
 - 5 24 Hour Security
 - T Taxi
 - NCP National Car Park

CONTENTS PAGE

What classes will you be taking?	1
Who are the Teaching Assistants at present?	2
How many hours will you be teaching?	2
What training will you receive?	2
To whom are you accountable?	2
Who is responsible for your teaching load and support for your teaching?	3
Who is responsible for each of the classes you teach?	3
Which Departmental group are you expected to join?	3
Who deals with your contract of employment/scholarship	3
Who will provide you with secretarial support?	4
What else do you need to know about tutorials?	4
• Size of your groups	4
• Accepting students into tutorials	4
• Marking	4
• Records	5
• Attendance	5
• Late Submission of Assignments	6
• Academic Integrity	6
• Availability to students	6
• Problems with students	6
• Other duties	6
• Copyright	6
Where are your classrooms	6
What happens if you are ill or unable to teach for any other reason?	7
What about holidays?	7
Other People in the Department?	7
APPENDIX 1 Key Undergraduate and Honours Dates 2001-02	8
APPENDIX 2A	
Communicating Assessment Requirements to Students	9
Marking Categories	10
Guidelines for Responding to Written Essays using the Proforma	11
Examples of Essay Proformas	12
APPENDIX 2B	
Guidelines for Responding to Written Reports using the Proforma	14
Examples of Report Proformas	15
APPENDIX 2C	
Assessment of Oral Presentations	17
Examples of Presentations Proformas	18
APPENDIX 3 Peer Assessment System and Form	20
APPENDIX 4 Group Assessment Diary Record Sheet	23
APPENDIX 5 Academic Integrity	24
MAP OF CAMPUS	26