



University of Essex

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GTA Handbook 2016

FOREWORD

Graduate Teaching Assistants (GTAs) play a very important role in the Essex Business School. By instructing, evaluating and enabling students in the development of their potential, GTAs form an integral part of the teaching and learning experience at the School. On modules with large numbers of students it is often the GTA who interacts closely with students, getting to know them and reassuring and motivating students to do their very best. Therefore the position of a GTA carries considerable responsibility.

Being a doctoral student involves not only undertaking research, but also communicating ideas to various audiences. The GTA role enables you to develop a wide range of skills that are transferable to any professional environment. The ability to communicate ideas effectively to a range of individuals forms a key part of any professional role. Working as a GTA will give you experience of teaching within higher education in a supportive and structured way. It also opens a window for strengthening the link between teaching and research because it is only by teaching the subject that one acquires a deeper understanding of one's field.

We hope that the guidance offered in this handbook will stimulate your interest in teaching and also help you as a GTA to carry out your duties effectively.

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GTA TIMELINE 2016 (Recruitment, administration, training, support, teaching)

1	2	3	4	5	6
<i>1st week Summer Term (wk 30)</i>	<i>By end of June (end of Summer term)</i>	<i>July</i>	<i>September</i>	<i>September Wed 27 / Thu 28</i>	<i>September Thurs 28 Sep</i>
Number of GTAs required – decided by HoGs	Interviews by panel HoG + 1 (ML, Prog Dir, GTA Coordinator/PhD Director s/end) Interview guided by GTA Interview Checklist GTAs given provisional info regarding teaching	Confirmation of GTA post by HoGs	Teaching allocation/modules confirmed by Joanna/Emma	University GTA Induction (compulsory attendance)	EBS Learning and Teaching Away Day – all staff Optional training in morning (1/2 day in the afternoon)
PGR students informed of GTA opportunity via email by Joanna <i>(Person/Job Spec + Expression of Interest Checklist</i> return expression of interest by week 32	In Southend – GTAs make module wishlist and MLs choose suitable GTAs for modules	GTAs given provisional info regarding teaching allocation - modules		<u>Content</u> Delivered by the Learning and Development Dept. This provides key information and training on professional practice, CADENZA support available, key teaching techniques, etc	
7	8	9	10	11	12
Welcome Week 1 <i>Wed 4 or Thurs 5 Oct</i>	Southend Welcome Week 1 <i>Tuesday 3 Oct</i>	Colchester Welcome Week 1 <i>Fri 6 Oct</i>	Weeks 4 – 5 – 7 <i>(New GTAs weeks 4 -5)</i>	Week 9 <i>tbc</i>	Week 10 <i>Wed 7th Dec</i>
Coffee/Tea Meeting with Module Leader and Teaching Team	GTAs support delivery of induction seminars for 1 st year UG - tbc	EBS GTA Induction (compulsory attendance) All GTAs morning New GTAs afternoon	Teaching observations	EBS GTA Training (compulsory attendance - 1/2 day in the afternoon)	GTA Committee Meeting
Guided by ML Handbook		<u>Content</u> <ul style="list-style-type: none"> • Practical Teaching Skills/marking and feedback (am) • <i>Lunch</i> • Update / Paperwork • Housekeeping (pm) 	Observation form to include practical skills + reflection + follow-up action plan Paperwork collated and sent to HoG	<u>Content</u> <ul style="list-style-type: none"> • Marking and giving effective feedback • Practical Teaching Skills linked to teaching obs. • Update • CADENZA 	

13	14	15	16	17	18
Week 7 - 10	Throughout term	Beg Spring Term	February/April/May	Week 25 Wed 22nd Mar	
Module Teaching Teams Marking Moderation Meeting See ML handbook for suggested process	L+D workshops to support CADENZA application – see webpage for schedule	Teaching observation (Spring) Paperwork collated and sent to HoGs	Deadlines for CADENZA applications Email reminder sent to all GTAs to raise awareness of req by Joanna/Emma	GTA Committee Meeting	

	Related to training/support
	Related to teaching
	Related to admin
	The same week

Appointment of a Graduate Teaching Assistant

Each year, in the Summer Term, an announcement will be made to all doctoral students in Essex Business School inviting applications for the position of a Graduate Teaching Assistant. Potential PhD students (i.e. those who may start doctoral study the following academic year) may also be included in the announcement. Please refer to the Person / Job specification Graduate Teaching Assistants (see appendix A). Applications must then be submitted by the stated deadline. The application should include:

- (a) An up-to-date CV.
- (b) A completed Expression of Interest form.

The Heads of the four groups in the Business School will review the applications and compile a shortlist of those applicants who meet the criteria. The shortlisted candidates will be interviewed and if successful, receive offers of appointment. This will be followed by correspondence from the Business School Academic Services Manager on various aspects of the role such as signing the GTA contract, details of the teaching allocation, training requirements etc.

Please also refer to the Supplementary Employment Information (see appendix E) from the Human Resources Section before you sign your contract and before you start work.

The GTA job description and rates of pay have been standardised across the university. GTAs are paid at Grade 7, salary point (SP) 27. GTAs who have achieved AFHEA accreditation before the start of the module will be paid at SP 28. See appendix A for full details.

GTAs are paid to attend lectures and to attend compulsory training that is organised both centrally and by EBS.

The expectation of the GTA contract is that you will do the marking for the classes you have taken, so you will be given the number of pieces of coursework to equal the number of classes you have taught. This will be included in your contract. In addition to their contracted duties GTAs may be offered the opportunity to take on examination marking on their module for additional payment, the amount is dependent on the type of script and the number marked.

Please note:

- Since the GTA contract is a yearly contract, you need to give your bank details to the University every year.
- To be paid in October, you need to pass your signed contract, Payroll and Pensions New Starter Form and right to work documents for verification in EBS by Wednesday 5th October at the latest.
- Take these forms to Joanna Partner in Colchester and Emma Aldridge in Southend. They will check your documentation, and arrange for your contracts to be authorized in EBS and then passed to Human Resources. If this deadline is missed, your October payment will be added to your November salary.
- There is a further update to documentation that we now need when employing Postgraduate students at the University on a VISA. All postgraduate visa students need to contact the Registry direct for individual letters confirming your own personal term dates. This is a new proof of 'right to work' requirement and the evidence should be provided alongside your visa. The Registry is aware of this and will be able to produce the letter when requested by the student.

Duties of Graduate Teaching Assistants

Most GTAs in Essex Business School will be attached to modules where they are asked to take the classes but not give the lectures. The prime tasks therefore relate to:

- Stimulating the class into useful and constructive discussions around the lecture, the readings prescribed, and the broad syllabus for the week. In addition, support can be provided for essay work and general problems encountered. Creating a positive group dynamic where students feel comfortable is key in encouraging them to take part in discussions.
- Carrying out the required marking and preparing feedback to students for their module in an accurate, timely and professional manner.

In order to be introduced to the student cohort and to ensure there is a clear link between class material and lectures it is **mandatory** for GTAs to attend **all** lectures on the assigned module. This ensures that GTAs are not only familiar with the material, but also with additional items/issues that arise during the lecture. It also ensures that the teaching team communicate a consistent message regarding attendance to the students. Support regarding attendance may be required, please consult your Module Leader.

GTAs are paid for attendance at lectures. Therefore GTAs must present themselves to the lecturer at the beginning of the lecture for attendance to be accurately recorded. If for any reason you are unable to attend the lecture, you must inform the relevant lecturer as soon as possible. Your salary will be adjusted accordingly if you fail to attend lectures.

GTAs don't just teach: they are also responsible for the smooth running of their classes, and a certain amount of administration is therefore involved.

This includes being clear about:

Count-me-in attendance monitoring

Electronic readers are installed in teaching rooms at our Colchester and Southend Campuses. The readers work by 'tapping' a student registration card against the reader, like an Oyster card on the Underground. We use this attendance information to help identify students who may be experiencing problems so that we can offer support and advice. Please ensure that all students who attend swipe their registration card and that attendance **IS NOT** recorded for students who are absent. See appendix G for a brief guide to the university attendance monitoring system.

Students are allowed to change classes up to the end of week 3 in the autumn term and week 17 in the spring term (teaching week) so if they attend a different class they will be marked "ATTENDED OTHER". After that **ONLY** students who are on the register should be attending the class. Students should notify the university of any absence by completing the absence notification forms which they can find on their MyEssex page. If they do not have a justifiable absence, they will receive an absent mark on the register.

Unable to take a class

If you are unwell and unable to take a class, you should phone the EBS Academic Services office as soon as possible on the numbers below. Please ensure that you speak to a member of the admin team in person. Please do not send an email as it may not be actioned with sufficient time before your teaching session.

Finance modules	Michele Williams	01206	
Accounting modules	Fran Bysh	01206	
MMO	Jo Lambert	01206	
	Esther Peace	01206	
Academic Services Officer	Jamie Tuxford	01206	

For Southend modules:

Emma Aldridge	Executive Officer	01702	
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In addition to this procedure, you should also give reasonable notice to the module leader so that he/she is informed of any absence. You should also liaise with the module leader to make arrangements to reconvene the class when you are well, if possible, or make alternative arrangements for the students involved. Non-attendance at classes for any reasons other than emergencies must be agreed with the module leader in advance and with sufficient notice.

Office Hour

Every GTA will have a weekly office hour for each module for every week of teaching including weeks 30 and 31 in the summer term where the module has a summer exam.

The purpose of the office hour is for students to see their class teacher and discuss any module related problems. If you don't find one office hour per module per week sufficient, you should contact the GTA Coordinator immediately. Please ensure that you attend your office hour for the full allocated time so that you are able to support students who wish to see you.

The Colchester Campus: GTA office hours are held in the GTA Pods on the first floor. These should be used for the weekly office hour on the basis of a timetable agreed with fellow GTAs.

Please advise Lauren Searle-Byrne of your preferred office hour (email: [redacted]). This information will be published on the EBS UG information page.

After arranging an office hour, it is advisable that you talk to your students to ensure that the office hour does not clash with a lecture or class that most of them have to attend. Please advise Lauren [redacted] of any changes to your office hours.

The Southend Campus of the School has an office available for GTAs and visiting lecturers to use for their office hours room (GB3.26 ext [redacted]). There is also a dedicated printer in this office. For replacement toner and paper please advise the Student Services team.

In case this office is occupied, a smaller office will be made available where one-to-one sessions may take place. Please collect the key, for either office, from Emma Aldridge. Please advise Emma of your choice of office hour (emma.aldridge@essex.ac.uk).

According to the School's regulations PhD offices are not to be used to see students as it may inconvenience fellow PhD students. All office hours are to be held in the allocated rooms.

Student Emails

During term time emails from students should be responded to within 36 hours. This applies to all teaching staff on the module.

Webpage: All PhD students can have a webpage and the GTA role (i.e. modules taught, office hours etc.) is part of that webpage. Please see Vicki Cole (email: [REDACTED]) about this as soon as possible.

The Southend Campus - Office Hours are also placed on the student notice board and on the individual module Moodle page, which is co-ordinated by the Student Services team.

Familiarity with the Module

Please note that the terms *seminar* and *class* are used interchangeably.

In order to effectively support the lectures and deliver classes, it is key that you are familiar with the module. Use the checklist below which details what is required.

	You should.....
1	Make sure you understand the structure and rationale of the module, its structure and how it links to other EBS modules. Details can be found in the module handbook.
2	Read the learning outcomes and ensure that you fully understand the objectives of the module. Make sure you are familiar and comfortable with the different teaching methods being used—group discussions/class presentations etc. It is mandatory to attend the lecture before your class.
3	Make sure you know your class timetable and the location of the teaching rooms/labs. http://www.essex.ac.uk/about/colchester/find_your_way.aspx http://www.essex.ac.uk/staff/academic/timetables.aspx
4	Get a copy of the core textbook recommended for the module. Make sure you understand the learning objectives for every lecture and class associated with your session. If you have any difficulty, please get in touch with the GTA Coordinator.
5	Make sure you are familiar with the teaching and learning resources available to the students: Moodle (see below), Listen Again, the library, FASER etc. Training and support to help you make full use of these resources in your teaching is available through the EBS Learning Team.
6	Check class material and liaise with the module leader in advance, at least 48 hours before your class.
7	Ensure that you fully understand the prepared class tasks and have considered possible outcomes so that you are able to focus on discussion and critical thinking and application of theory and concepts. Try to avoid just answering or fielding questions. Ensure that you follow the guidance provided by the module leader.
8	Remember to ask for feedback after each class and discuss concerns with your module leader.
9	Inform students of your office hours and encourage them to use this time for questions related to the module and/or your class.
10	Make sure you know the arrangements for coursework and tests, deadlines, grade distributions and the turn-around time of coursework and test marking.
11	Attend a coursework pre-marking meeting with the module teaching team to standardise marking expectations and standards. This will also include submitting a number of marked pieces for moderation.
12	Read carefully the EBS marking criteria and make sure you know the different grade

	classifications, i.e., < 40%, 40-50%, 50-55%, 55-60%, 60-65%, 65-70% and above 70%.
13	When marking assignments, provide constructive feedback and helpful comments for students, e.g. explain how the work could be improved rather than commenting it is poor.
14	Ensure that you meet the deadlines for marking and returning coursework to the UG administrator. This includes allocation of time for checking your marks and ensuring consistency of marking with your mentor and/or lecturer.
15	Ensure that all paperwork related to marking and feedback for accuracy and consistency – mistakes in the paperwork can result in delays in returning work to students.
16	Ensure that you arrive to start the seminar promptly at the designated time. The seminar must run for the full timetabled allocation (50 minutes). Please ensure that you have sufficient material to cover the duration of the seminar – this may include additional material.
17	Ensure that you maintain professional boundaries and conduct yourself in a professional manner when attending lectures and delivering seminars.
18	Ensure that you arrive promptly and on time for any scheduled meetings with the module leader / teaching team.

Moodle

The School uses Moodle, an e-learning platform, to deliver its courses. Moodle facilitates interactive class design and as such we would like you to get involved. Please check <http://moodle.essex.ac.uk/> and contact your module lecturer to find out more about how you can contribute through Moodle. We would also like to encourage students to use the Moodle Forum as a discussion forum for the modules.

Miscellaneous

There are formal procedures within the School for matters such as complaints, plagiarism, late submission of essays etc. For further details please check the undergraduate handbook/guides and/or contact the Academic Services team.

Support for the GTA

The Mentor System

Your mentor is a member of staff of the Essex Business School. Every GTA will have a mentor who is responsible for overseeing his/her teaching and providing support as and when necessary. Normally, the mentor will be the module leader of the module you are teaching.

Southend Campus: This is confirmed to you in our 'confirmation of post' email, which is sent out by Emma Aldridge.

- *All GTAs are expected to contact their mentors in the first week of the term, if not sooner.*
- *All GTAs are expected to attend all lectures for their module.*

The mentor (or the module leader for a particular session) will ensure that you receive the appropriate teaching material and guidelines for each session to be taught. It is the responsibility of the lecturer to ensure that the GTA has access to the required reading/required text book for the module well in advance of the first class.

It is not the role of the GTA to develop answers or prepare class materials by himself/herself. You are there to deliver classes planned and resourced by the academic staff responsible for the particular module. However, if a GTA is interested in designing classes he/she is more than welcome to get in touch with the module leader.

Your mentor will also ensure that you are familiar with the various administrative duties discussed earlier.

Monitoring Progress

All GTAs are Peer Reviewed by a member of staff (usually their module leader) once or twice during the year. The module leader sits in one (or more) classes of your classes to observe you communicating with students. The observations are recorded in the GTA Peer Review form and filed with the School for future reference. A sample copy of the GTA Peer Review form has been provided (see appendix C).

The object of the Peer Review is to provide you with constructive guidance on improving your teaching skills and to help you become a better teacher.

All GTAs are expected to arrange with their mentors, in their first meeting, a mutually convenient date for the Peer Review.

Please note the initial Peer Review must be carried out in the first two weeks of class teaching.

The Graduate Teaching Assistant Coordinator

Bev Jackson is the current GTA Coordinator: [REDACTED] Room EBS. 2.33

The GTA Coordinator acts as the main link between the GTAs and the Essex Business School. Her role is to ensure that all aspects of training, GTA support, teaching quality and administrative issues function appropriately and effectively. Bev is the point of contact in relation to all aspects of the GTA role. Bev holds a weekly GTA Office Hour on Mondays from 4 – 5. If you have any issues, concerns or points you would like to raise or discuss, please come along to EBS.2.33.

Joanna Partner, Academic Services Manager, carries out the administration related to the GTA role. Her email is: [REDACTED]@essex.ac.uk

Training for Graduate Teaching Assistants

GTAs of Essex Business School are **contractually obliged** to complete all necessary training successfully as specified by the School before they start teaching.

GTAS will be paid for attendance at all mandatory training.

New GTAs are required to attend the University GTA Induction Programme in September. This programme aims to give new GTAs key information about learning and teaching and the opportunity to work on essential skills such as preparing your first lesson. The induction programme also provides information on key university requirements such as CADENZA.

All GTAS are required to attend the EBS GTA Induction at the end of September. This programme aims to update GTAs with key relevant information for the year ahead and to provide the opportunity to continue to develop essential learning and teaching skills. There is also an informal session where good practice, can be shared between new and experienced GTAs.

All GTAs are required to attend the EBS GTA ½ day Away Day that takes place in November.

It is compulsory for all GTAs to successfully complete and achieve Descriptor 1 of the UK Professional Standards Framework (CADENZA) in order to gain associate fellowship status of the HEA by the end of the second term of teaching

Upon completion of Stages 1 & 2, please update/advise Joanna Partner (Colchester) and Emma Aldridge (Southend).

Teaching and Learning Support

The EBS Learning Team (Bev Jackson and Samer Gharib) provide support to GTAs regarding teaching and learning. You can also find out how to enhance your teaching by making full use of the university resources, such as: the electronic voting system (EVS), Moodle, FASER, classroom technology, LYNDIA.com. Samer provides training to all EBS teaching staff. Contact him for further details: [REDACTED]@essex.ac.uk

Bev can also help with CADENZA applications and provide teaching references, based on a teaching observation. Contact [REDACTED]@essex.ac.uk

The university Learning and Development department provides a number of courses and workshops throughout the year that are relevant for all those involved in teaching and learning. Information and booking is available through your HR Organiser/Personal Development. Information regarding courses attended and successfully completed by GTAs is sent back to EBS. See appendix J for details.

Alternatively contact Andrea Munson in L&D for further details andrea.munson@essex.ac.uk

The GTA Voice

As the GTAs have such an important role within EBS, it is essential that their views are represented and that there is an opportunity to provide feedback into decision making mechanisms within the business school. We would like a GTA Representative to be nominated from each campus to provide feedback and a link between both the GTAs and EBS. The GTA Reps are expected to attend the GTA Committee meetings in weeks 10 and 25 and the EBS School Meetings which take place once per term. If you'd like to represent your fellow GTAs, please contact the GTA Coordinator.

Other Useful Resources:

EBS has a number of useful Moodle pages to support both students and staff.



- **EBS Student Resources:** This page contains a number of resources that can help your students with skills such as: referencing, writing essays, exam and revision strategies, understanding plagiarism, using the library and making a presentation.
- **EBS UG information page:** key information for UG students such as: student references, office hours schedule and coursework submission information.
- **EBS Bloomberg**
- **EBS Learning and Teaching:** A page for all teaching staff to share good practice and relevant information such as the EBS Module Leader Handbook.
- **EBS Module Leader Handbook:** This guide provides key information regarding the management of modules and the role of the module leader. It also contains details regarding plagiarism, marking policy etc. You can find it on the EBS Learning and Teaching Moodle page.

See appendix H and I for information about key staff within EBS.

Some useful hints on teaching

Most GTAs in the School will be attached to modules where they are asked to take the classes but not give the lectures. The prime tasks therefore relate to stimulating the class into useful and constructive discussions around the lecture, the readings prescribed, and the broad syllabus for the week. In addition, support can be provided for essay work and general problems encountered.

It is important however NOT to use the session for 'another lecture' but to encourage student participation.

Poor teaching just lapses back into 'lecturing the students' and this should be avoided at all costs.

One of the aims of classes should be to establish a friendly, talkative, supportive, informal group. It is key to facilitate an environment where students know each other, can easily talk to each other, and feel relaxed and confident to express themselves within a supportive group where fears and defences are at a minimum. Then good discussion should follow!

The following are a number of suggestions you may find useful in your teaching role

General

Use first names as often as possible. Encourage use of names. Draw a map of names on the board for the first few classes to help people to understand and remember each other's names. We have a very diverse range of students which can make remembering names challenging. You could ask them to put their names on cards in front of them for the first few sessions: remember it is not only you who doesn't know names, but all the students too - they are often all new to each other. Help them to get to know each other and form working alliances. If they have e-mail addresses, encourage them to talk to each other - and you - about the class.

Use the time at the beginning of the seminar when students are arriving to establish rapport – ask the students about their weekend, how they're finding the lectures/settling into university, where they come from, if they're enjoying the campus etc. Don't be afraid of them – talk to them, smile at them – show an interest in them as people.

Use eye contact! Move around the classroom – desks can be a barrier between you and the students. Smile! It lifts your intonation.

Sometimes change the furniture around - the same physical setting is not always suitable for different tasks.

Move the students around – this helps people get to know each other and fosters good group dynamics. Students often sit in the same place which means they don't mix with everyone.

Getting students to speak

Brainstorming. Pose a question (e.g. Key meaning of 'Ideal Types'). Give everyone a couple of minutes to discuss an answer with the person next to them before you ask the whole class. Put all answers quickly on the board. Then discuss. Link 'common-sense' answers to theories and texts etc. Getting students to work in pairs helps build confidence, gives them time to process both language and their ideas and think of an answer and gives them a chance to rehearse answers when they are unsure about their English.

Avoid long monologues and talking too much. If you're talking, the students are not participating or interacting. Remember that you are delivering a seminar **not** a lecture.

Pose your question in several parts. Divide the class into working groups of perhaps three or four, and give them a few minutes to consider the question. Get each group to report back. Encourage questions from the rest of class.

Give a handout or use a PowerPoint slide. Ask questions around it, as above.

First Class of the Year

The first class matters enormously - it sets the tone and the standard for the year to come. It is worth working very hard on it. It should never just be a 'we'll get going next week' approach, as this sets a tone of not really being bothered.

- Most importantly: give students a chance to chat and get to know each other.
- Give an overview of the module and how classes work within the course - including how students will both work with course content, and the kinds of skills they may be developing as well. There will be a lot of anxiety - students want to be told clearly about everything to do with the module! The first class sets the tone for the rest of the year: it needs a lot of preparation.
- Work with the class to agree 'ground rules' and ways you will work together such as discussing expectations around weekly workload/reading, punctuality, meeting assessment deadlines, student contribution to discussions, etc. - if these matters are not discussed early on, it may be difficult to sort out problems that arise later. It is very important to set the ground rule of English being the classroom language from day one – students can be excluded from group work if another common language is used.
- Ensure there is some time in the first session for 'real' work - i.e. subject specialist work;
- Make sure students know how to access and use Moodle and Listen Again - if your students have difficulty accessing it or have any problems using it, ask them to contact the EBS Student Services team or the IT Services helpdesk.
- Set the group up for the following week – preparation for lectures, readings and how/where to find them, your office hours.

Suggestions for getting to know your students:

- Print out a class list, which can include student photos. The EBS Student Services team can help you with this.
- Provide sticky labels to use as name badges for the students and try and give the badges to the right students at the beginning of each class. New first year UG students are given a name card in their University welcome pack that they can use in seminars.
- Discreetly note seating arrangements when taking the register. This enables you to use people's names even if you have not yet learned which face goes with which name.
- Ask students to sit in the same place in the classroom for the first few weeks and make a sketch of the room plan with the students' names marked on it. You can also draw this marked room plan on the whiteboard in the classroom to help class members learn each other's names.
- To help with pronunciation, spell names phonetically on the class list and ask the students to correct you if you make mistakes.

Suggestions for 'breaking the ice' in the first class:

- Introduce yourself and give the students your contact details and office hours first.
- 2-minute biographies. Get students into pairs and ask them to introduce themselves to each other. Maybe provide some basic questions – find something they have in common, why they chose this module / programme / University of Essex. The partners then introduce the others to the rest of the class. Encourage questions from the rest of the class.
- If you are teaching a subject close to your research try and tell the students why you love the subject. Ask them what interests them about it and from there explain the syllabus of the course.

Advice on Marking Undergraduate Essays

When you are required to mark material you will be provided with detailed advice by your module leader or other members of the teaching team, however in the meantime the following will give you a flavour for the marking criteria. There will be a comprehensive training session on marking in week 9 as part of the EBS GTA away day.

Grade descriptions

These grades map onto a 20 point scale running from 0% - 95%. The marking scheme is used for non-quantitative assessments.

Assessment Criteria

There is no comprehensive list of assessment criteria. Module aims are different and these different aims are likely to be reflected in marking criteria. However, the following is a guide of what would usually distinguish between grade classifications.

EBS Marking Scheme

GRADE	DEGREE CLASSIFICATION	CRITERIA
	UG	
95%	First Class (1)	<p>A First Class answer is an excellent, but not a perfect, answer and should reflect 'originality' of thought. Numerical answers will be expected to be complete and free of errors. A First Class answer should have the following features:</p> <p>Structure</p> <ul style="list-style-type: none"> Clearly written, well organised and signposted. Very strong relevant structure; sections follow a logical order. <p>Coverage</p> <ul style="list-style-type: none"> Comprehensive coverage of issues in relation to question; wide reading. Outstanding and thorough understanding of a relevant range of literature. <p>Analysis</p> <ul style="list-style-type: none"> Creative and sophisticated theoretical analysis. An original and refreshing argument, something that surprises in the depth of analysis, knowledge and understanding. Displays unusual lines of argument that are well supported. Evidence of reflection and own analysis of the literature together with an ability to see how lessons learned could be applied to other contexts/examples. Critical evaluation of a wide range of material; may make reference to other relevant issues. Outstanding depth of discussion. Clearly original conclusion.
90%		
85%		
80%		
75%		
72%		
68%	Upper Second Class (2.1)	<p>This is a very good answer, which demonstrates a good level of knowledge. However, does not necessarily show originality. Numerical answers will be complete and almost free of errors (excepting minor mistakes).</p> <p>Structure</p> <ul style="list-style-type: none"> Clearly written, well organised and signposted. Well-structured; sections follow a logical order. <p>Coverage</p> <ul style="list-style-type: none"> Covers all the major issues and some minor ones. Successfully completes tasks and displays clear understanding of the main issues. Wide reading. Substantial coverage of relevant literature and comprehensive knowledge of topic; attempts to answer the question explicitly. <p>Analysis</p> <ul style="list-style-type: none"> Ability to describe and analyse issues in relation to the question. Thorough understanding and clear critical argument; directly addresses question. Critical discussion and presentation of an argument, or problem using material to illustrate points made. Showing evidence of an independent perspective, more than a literature summary. Critical commentary and clear conclusion. A certain degree of self-reflectiveness and attempt to contribute own thoughts.
65%		
62%		

GRADE	DEGREE CLASSIFICATION	CRITERIA
	UG	
58%	Lower Second Class (2.2)	<p>A Lower Second answer commands a considerable amount of material but does not integrate it very well. Faithfully reproduces a large amount of what has been taught in class, but contributes little from independent reading or thinking.</p> <p>Structure</p> <ul style="list-style-type: none"> • Not very well expressed, just addresses question. • Poorly structured. Jumps from topic to topic without any clear structure or signposting. There is, some kind of order with references and introduction and conclusion. <p>Coverage</p> <ul style="list-style-type: none"> • Completes most major tasks expected in question, but either too simplistic or lacking some co-ordination/structure. • Understanding of lecture material & basic reading. Answers question adequately. • Reasonable coverage of relevant literature but the sources are not always fully referenced. Introduction of irrelevant material will lower grade to low 2:2. <p>Analysis</p> <ul style="list-style-type: none"> • Covers the basic reading, but summarises the literature rather than engages critically with it. Descriptive and lacking an analytic form. • Ability to grasp main issues, but not in any great depth. • Some understanding but lack of critical thought. • Descriptive rather than analytic focus.
55%		
52%		
48%	Third Class (3)	<p>This is an acceptable but weak answer. Has some knowledge, but it tends to be superficial, incomplete, non-integrated or poorly understood. Numerical answers will be relatively complete but with some errors.</p> <p>Structure</p> <ul style="list-style-type: none"> • Poorly written and expressed. • Badly structured and lacks co-ordination. No introduction; Limited range of reading. <p>Coverage</p> <ul style="list-style-type: none"> • Fails to address question or misses an important aspect of the question. Shows confusion but some basic knowledge and relevant discussion. • Poorly researched. Shows knowledge of the major issues, but mostly not strictly relevant to the question. • Poor or no reference to the literature; describes general theme of the question giving opinions without any organisation or substantiation. • Shows intelligence but little knowledge of the module. <p>Analysis</p> <ul style="list-style-type: none"> • Major gaps in analysis. • Demonstrates no widespread knowledge or analytical grasp of issues. • Very superficial grasp of issues. <p>Patchy knowledge of topic. Descriptive and sketchy in style of structure. Poor quantity as well as quality, but enough knowledge to achieve honours.</p>
45%		
42%		
36%	Fail	<p>A poor answer that neither meets key criteria nor provides an adequate level of work. Numerical answers will contain substantial errors or be incomplete. An attempt at an answer (for example, one that is clearly very rushed or barely coherent, or one that largely misses the point of the question) should normally not receive less than 20%. Marks below 20% would normally be appropriate for extremely brief and/or wildly inaccurate answers. Non-existent answers should receive a mark of zero.</p> <p>Structure</p> <ul style="list-style-type: none"> • Disorganised. • Poorly written. Random order of points. <p>Coverage</p> <ul style="list-style-type: none"> • Fails to address question. • Reveals little or no evidence of familiarity with relevant literature. <p>Analysis</p> <ul style="list-style-type: none"> • Misunderstands question or does not make distinction between giving an answer to a question and including anything known on a topic. • Misunderstandings of concepts and major issues. • No argument. • Irrelevant or uninformed or "lazy" answers. • Assertive, unsubstantiated arguments. • Incoherent. Too short, given the time available. Incomplete. • Repetitive!
30%		
24%		
12%		
0%		

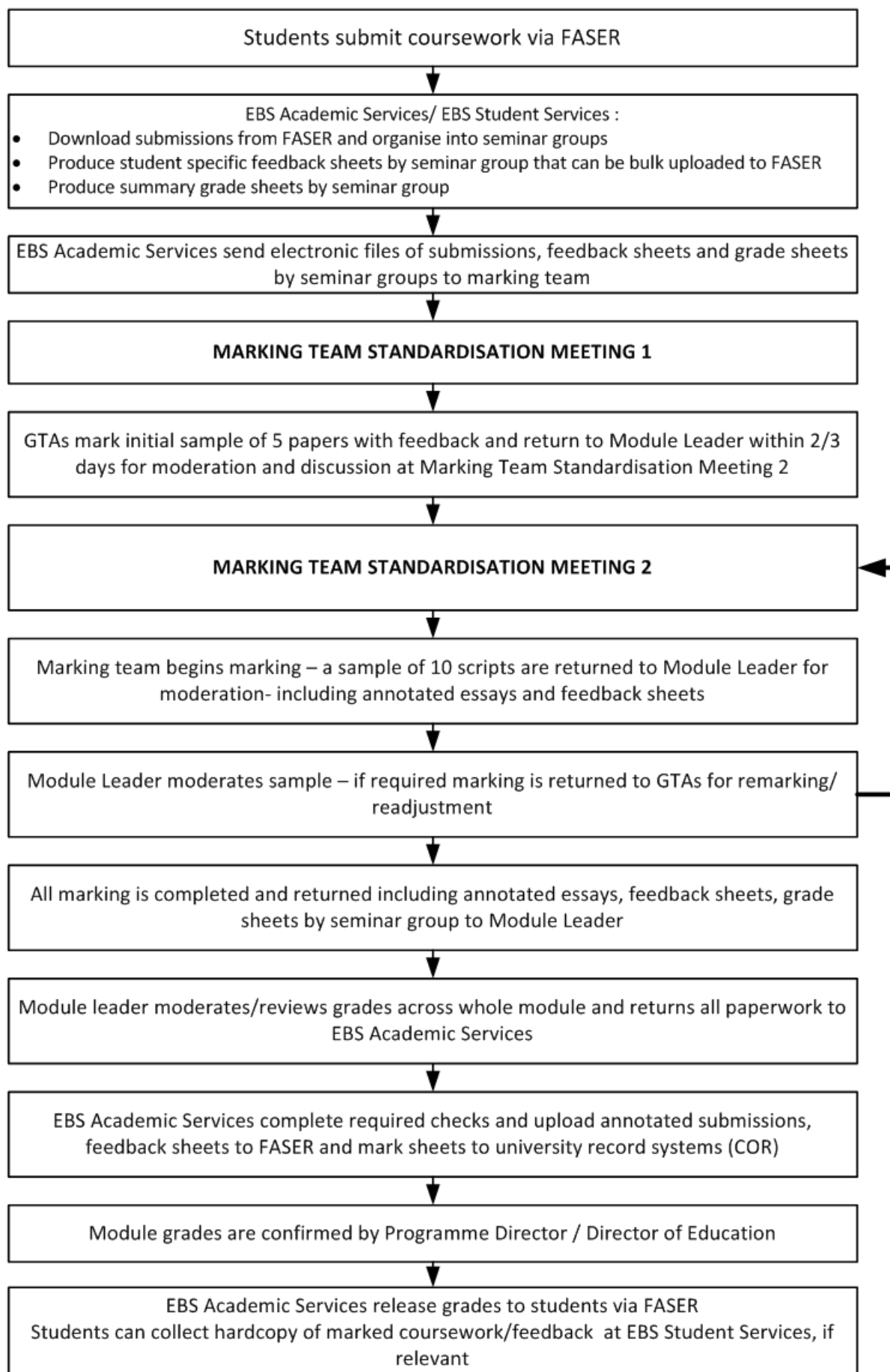
Student Expectations

Students expect that comments will be provided on their essays. These comments will offer the lecturer's/tutor's broad rationale for giving the mark awarded and highlight what the student did well and what was not done so well. The comments will also provide some practical advice regarding further development. Comments should be individual and specific to each piece of work marked. The module leader will provide generic comments on the assessment via Moodle. The feedback provided to each student individually should provide them with information to help them develop their skills so they can improve their grades in subsequent work. You should not cut and paste comments across students' work – students compare feedback with friends. You should also avoid very formal language as this can make it harder for students to understand the feedback.

Comments should be written on the EBS Coursework Feedback Sheet. A sample copy of the feedback sheet has been provided (see appendix D). Copies of these will be supplied by the Academic Services team when GTAs collect the coursework from them for marking. Feedback sheets for Southend GTAs will be provided by Emma Aldridge, Pavanjeet Bassi or Deborah McColgan.

Feedbacks sheets are sent to the Academic Services teams electronically and therefore must be word-processed.

EBS Marking Workflow for 1st and 2nd Year UG Modules



A checklist of some common weaknesses in student essays

Answering the question

1. You need to be more focused.
2. You need to clarify what the questions wants you to do.
3. Too many irrelevancies - you could have cut parts.

Producing a coherent and clear argument and analysis

1. Be clearer about what your argument is: try to say it briefly.
2. It is not clear how all the parts of your argument connect.
3. Weak arguments.
4. You need more logical organisation of your argument.
5. Key points need further development.

Revealing knowledge, reading and evidence

1. You need to read more widely.
2. You need to provide more evidence to support your argument.
3. You do not show that you have read key texts.
4. Insufficient connection to the module.
5. You need to clarify your sources and reading.
6. A reference list is needed.

Demonstrating a critical ability

1. Be more critical of what you read.
2. Be more critical in your argument.

Clarity of expression

1. You have not clearly expressed yourself.
2. Watch out for:
 - spelling
 - syntax
 - sentencing and/or paragraphing inadequate
 - punctuation problems
 - legibility
4. You need to proof read your work.
5. You need to improve your referencing.
6. Clarify the meaning of the key concepts you use.

Providing clear frameworks, structures and signposts

1. Need a better plan and structure.
2. Needs clearer signposting and links.
3. Stronger introduction needed.
4. Weak conclusion.
5. Avoid bringing in new material to the conclusion.

Appendix A – JOB DESCRIPTION – Job ref (HR to allocate number)

Job Title and Grade:	Graduate Teaching Assistant Grade 7
Contract:	<p>Fixed term employment contract until the postholder completes or withdraws from postgraduate studies or enters further completion or an extension to completion period.</p> <p>Although an overarching contract will be in place for the duration of postgraduate studies, GTAs will need to apply for individual posts and will have no entitlement to future engagements beyond their initial post. The reason the contract is fixed term is that these posts provide an opportunity for postgraduate research students to develop teaching skills and to achieve professional recognition.</p> <p>This job description will form part of and will activate the employment contract.</p>
Duration of this post:	From 1 October 2016 to [end date].
Hours:	<p>Total number of hours per week XX. Hours are likely to vary from week to week but will be a total of XX over the course of the appointment.</p> <p>Any restrictions on hours set out in the University's Principal Regulations for Research Degrees, RCUK training grant or any other scholarship will apply. Tier 4 student visa holders will have restrictions on the number of hours they are permitted to work each week. You are required to inform your home department if you are undertaking other work in the University; HR is also required to do so. Research supervisors will also need to agree that the student can apply for GTA roles and agree the number of hours.</p>
Salary:	Grade 7, SP 27. GTAs who have achieved AFHEA accreditation before the start of the module will be paid at SP 28
Department/Section:	Essex Business School
Responsible to:	Head of Group
Reports on a day to day basis to:	<p>Module Leader</p> <p><i>[Usually the module supervisor but may be a Department GTA supervisor. It should be someone who can provide day to day support and direction.]</i></p>

Purpose of the job

GTAs support academic staff at the University by performing teaching or teaching related duties in line with business need and affordability. This post also provides a development opportunity for postgraduate students to develop their teaching skills in preparation for more senior teaching posts in future and to achieve professional recognition.

Teaching should normally be undergraduate class teaching/seminars or demonstrating, using existing teaching materials. Lecturing duties, and any delivery of teaching at Masters level, would not usually be undertaken by GTAs/GLAs/GDs and must be associated with a student's research interest, and require prior approval from the Deputy Dean (Education) of the relevant Faculty in which the teaching will be conducted. Lecturing duties should be as directed by and under the supervision of the module supervisor. Marking should be undertaken in line with the [Marking Policy](#) and with permission from the Deputy Dean (Education), on the basis of a case made by the Dean of the Business School.

Graduate teaching assistants will receive close supervision and direction from the module supervisor, including regular feedback, pastoral support and guidance. The module supervisor will give full background on the module and clear direction on the content to be taught and the preparation necessary, and will undertake assessment of teaching.

Duties of the Post: *(Please indicate the main tasks and responsibilities below)*

The main duties of the post will be:

	YES	NO	Additional information (may include more detail about what is expected. It is not necessary to detail the hours but it may be helpful in some areas e.g. teaching hours)
Teaching classes to students, providing them with a thorough knowledge of the subject and enabling them to meet the learning outcomes.	YES ¹		XX classes per week
Preparation time – lesson planning, reading around the subject etc.	YES		2 hours per 1 st contact class per week. 1 hour per 1 st contact lab per week
Attending the lecture associated with the class.	YES		
Holding office hours related to the courses taught and undertaking student liaison (e.g. responding to emails within 36 hours).	YES		1 office hour per week for classes and labs
Additional time to office hours to provide feedback to students to support their learning.	Yes		1 office hour per week for classes in weeks 30 and 31 in summer term where module has an exam

¹ A GTA role at grade 7 must always include teaching.

Use of moodle tests (GTAs would not usually develop material for moodle)		No	
Undertaking related administrative duties, including monitoring attendance.		No	
Exceptional duties			
Delivering lectures to students, providing them with a thorough knowledge of the subject and enabling them to meet the learning outcomes, using teaching materials provided by the module supervisor. ²		No	
Adapting existing teaching materials (GTAs would usually use teaching materials without adaptation)		No	
Marking exam papers, including use of FASER. ³	Yes		Marking of first year exam papers to be paid separately on timesheets in May/June dependent on requirements of EBS. Marking of 2 nd /final year exams only with permission of DDE
Marking coursework assignments, including use of FASER. ⁴	Yes		Equivalent of 25 pieces of c/w per class/lab for 1 st /2 nd year modules Marking of tests 1 st /2 nd year Marking of final year modules on case by case basis
Invigilation related to the module you are employed to teach.		No	
Additional duties may be added ⁵		No	
University Training of new GTAs	Yes		21 hours
<u>Training all GTAS</u> EBS GTA Induction EBS Learning and Teaching Away Day EBS GTA Training, Au & Sp term	Yes		(Total 14 hours) 4 4 6

² GTAs are normally engaged in teaching rather than lecturing. Any lecturing exceptionally must be associated with a student's research interests and requires prior approval by the Deputy Dean (Education)

³ In line with the [Marking Policy](#). A graduate student should be employed to mark examinations only when the individual has taught the whole or a significant part of the module. Permission must be sought in advance from the relevant Dean, on the basis of a case made by the Head of Department.

⁴ As above, and it is also possible that new guidelines will be introduced on coursework marking.

⁵ Advice should be taken from your link HR manager/officer as to whether the activity would mean the post is still Grade 7.

GTAs must engage in professional development activity related to teaching, learning and assessment responsibilities. All GTAs are expected to achieve Associate Fellowship of the HEA (CADENZA) at the first possible opportunity and by the end of their first year of teaching (or they will not normally be able to continue teaching as a GTA). GTAs will be paid for all mandatory training. The following training should be undertaken:

- Attendance at the two day induction event (September and/or January) (12 hours)
- Equality & Diversity and other mandatory online training (3 hours)
- Complete the CADENZA application (6 hours).

In addition, there will be the following Departmental induction and training.

- EBS GTA Induction (all GTAs)
- EBS Learning and Teaching Away Day
- EBS GTA ½ day Away Day, Au & Sp term

Graduate teaching assistants are also expected to play a wider citizenship role in the Department. This will include activities including where appropriate involvement in module development and review, and being represented at Departmental meetings.

Duties may be changed from time to time to meet changing circumstances.

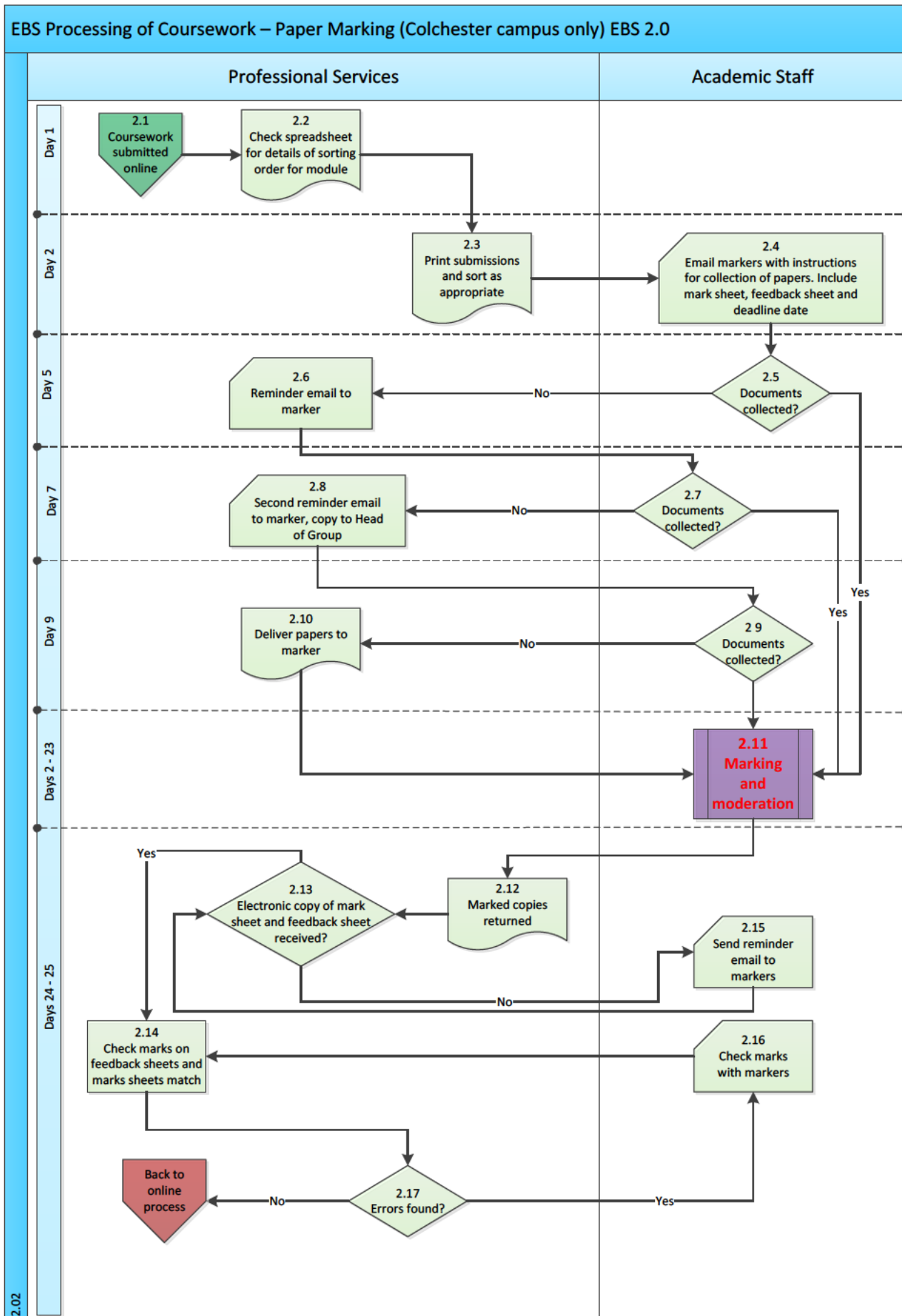
Terms of Appointment:

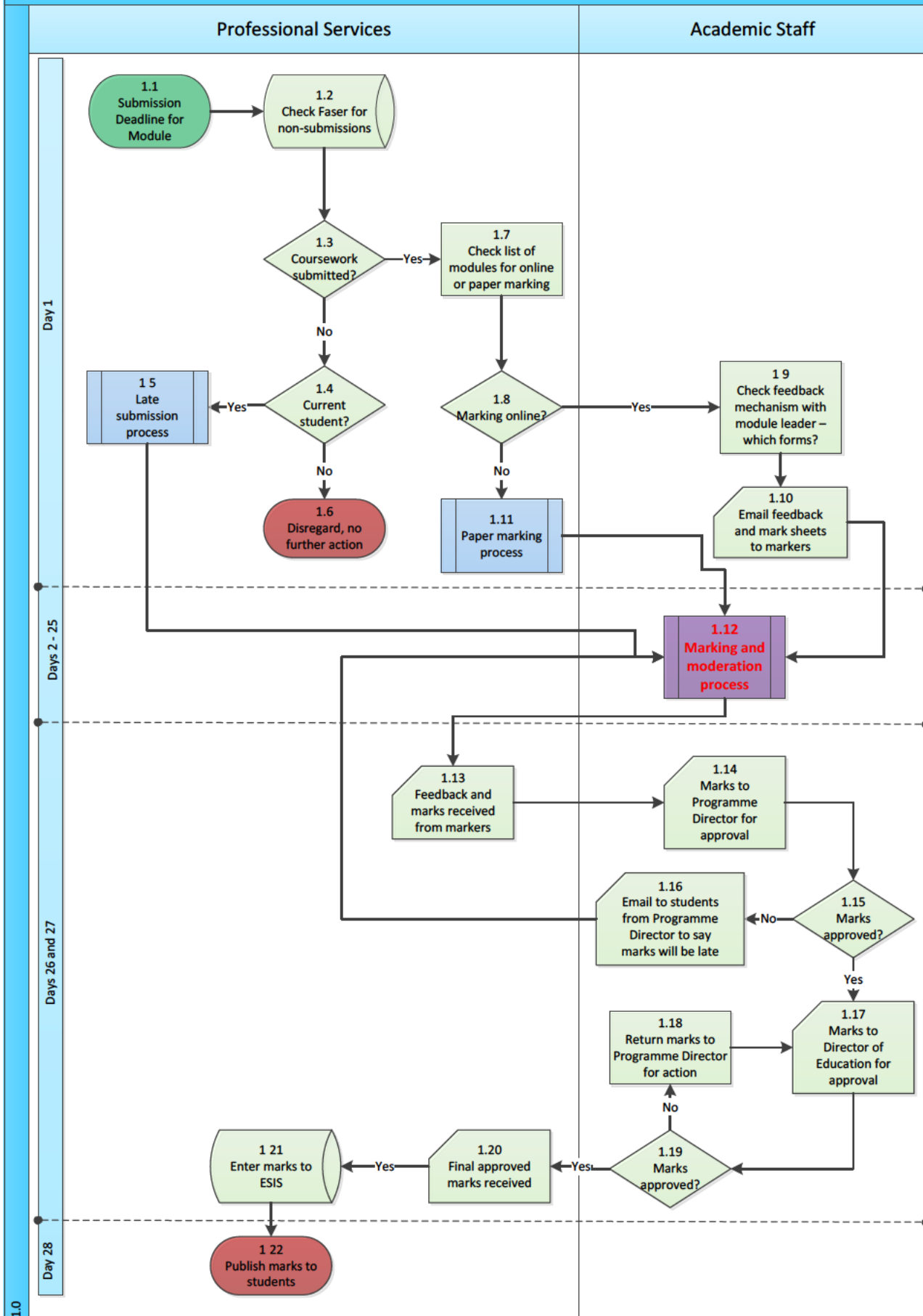
For a full description of the terms and conditions for this post please visit: XXX

Person specification

	Essential	Desirable
Knowledge / qualifications	An undergraduate degree in a relevant subject area	[Masters degree in a relevant subject area.]
	Studying for a PhD in a relevant area but not in further completion.	Professional recognition e.g. AFHEA or a teaching qualification.
	Good knowledge of the subject area being taught.	
	Willing to undertake training to the requirements of the post.	
Skills	Able to communicate academic and teaching material clearly to both academic staff and a wide range of students.	
	Effective organisation skills to manage time and prioritise different duties.	
	Able to present work on a well-structured and coherent manner.	
	Ability to work independently and as part of a team.	
Experience		Some experience in delivery of academic content to small groups using oral presentation.
		Previous experience of teaching.
		Assessing students' work and providing feedback/

Appendix B – How is coursework processed in EBS? You can see that what you do as part of a marking team fits into a much bigger process which is why accuracy is so important.





University of Essex

**Essex Business School
GTA Review of Teaching 2016/17**

Details of teaching session observed:

Observer:		Observed:	
Module:	Date:	Time:	Room No:
Type of activity (eg Lecture):		Level:	No of students:

Introduction

- Were the objectives of the session made clear to the class?
- Were the anticipated learning outcomes for the session identified?
- Did the class begin on time?
- Was the structure of the session clear?
- Was an attendance register taken?

Methods/Approach

- Were the methods/approach taken suitable to achieve the learning objectives set? What other alternative approaches could have been taken? Were suitable learning resources used (slides, board, OHP, etc)? Was there an over-reliance on pre-prepared slides?

Delivery and Pace

- Did the pace and delivery seem appropriate for the students present?
- Were any aspects, in your view, dealt with too briefly/with too much elaboration?
- Did the session seem rushed/too drawn out?
- Did the session appear to be well planned and organised?

Content

Was the session pitched at the appropriate level for the student present?
Did the content match the needs of the students? Were examples given?

Student Participation

Were students invited to participate?
How was participation managed? Did it appear to be carefully planned?
Did participation enable the tutor to check the students' understanding of the material/approach?

Overall style and ambience

Did the tutor appear confident in delivery?
Did s/he convey enthusiasm? Was s/he clear and audible?
Did the session seem to "go well"? Was there good rapport with the students?
Were the students attentive/bored? Did they seem to "engage with the session"?
Did the tutor have good presentation skills? Was there good eye contact with students?
Did the tutor seem sensitive to the "mood" of the students?

Summary

Summarise the main points which you wish to feed back to the teacher. Identify key strengths and areas that need attention.

POST OBSERVATION MEETING

Reflection on the session by observee

Final comments from observer

Appendix D – EBS COURSEWORK FEEDBACK SHEET



COMPULSORY ASSESSMENT
FEEDBACK SHEET COLCHESTER CAMPUS
2016-2017

NAME:

REG NO:

Module Code:

Module Title:

In addition to the feedback below, please consult the generic feedback on Moodle.

Comments:

Key areas for improvement

2nd Marker Comments (where applicable)

REFERRAL TO THE EBS LEARNING TEAM:

You are advised to get support to help you work on your skills in these key areas from the EBS Learning Team – Bev and Samer. Please email them at ebsearn@essex.ac.uk to make an appointment.

Mark:

|

Marker:

Date:

**UNIVERSITY OF ESSEX
GRADUATE TEACHING ASSISTANT (GTA)
SUPPLEMENTARY EMPLOYMENT INFORMATION**

Before you sign this contract: The Immigration, Asylum and Nationality Act 2006 requires employers to verify a new employee's right to work in the UK by checking and copying certain documents, and to undertake repeat checks on individuals whose right to work is time-limited. To comply with equality legislation this applies to all new staff, irrespective of nationality.

You should provide the original of one of the documents, or combination of documents, detailed in the attached Appendix and a copy of the relevant page(s) will be retained on your personal file for the duration of your employment. In the event that you are unable to produce document(s) which satisfy the requirements of the Act then it may be necessary for the University to delay the commencement of your employment and, if you continue to fail to meet the requirements, withdraw the offer of employment. Tier 4 or student visa holders: please ensure you are clear in regard to any work restrictions placed on you by UK Visas & Immigration (previously the UK Border Agency) - such as the maximum total of 20 hours work per week across all jobs in term time. By signing this contract you are confirming your adherence to all such rules. If in doubt, please refer to the international student pages of the Student Support website: <http://www2.essex.ac.uk/stdsup/>

Before you start teaching in EBS:

When you have checked your timetable and signed your contract, you should complete the Payroll and Pensions New Starter Form. Take these forms with your right to work documentation to Emma Aldridge for Southend Students and Joanna Partner for Colchester students. They will make sure your contract and payroll information is signed for EBS and forwarded to HR/Payroll and Pensions. **If you have held a previous contract with us, but there has been a break in your service, you must re-confirm these details with Finance.**

Minimum Training Requirement

Before commencing duties all newly appointed GTAs must attend a two-day induction programme in September by Learning and Development and a one day school induction managed by EBS. All newly appointed GTAs, subject to role and responsibilities, must also achieve Descriptor 1 of the UK Professional Standards Framework (UKPSF) for those teaching and supporting learning. This recognition is to be achieved by the end of the first year of teaching or the end of the first two terms of teaching. All those successfully completing this process will become Associate Fellows of the Higher Education Academy (HEA). Full support for this training will be provided by Learning and Development.

Payment

You will be paid in monthly instalments in arrears by direct credit into a bank or building society account. In order to access your payslip you will need to log into HR Organiser at <https://hrorganiser.essex.ac.uk/>.

Superannuation

Any member of staff (Grades 7-11) with aggregated earnings of above the auto enrolment threshold will be contractually enrolled into the Universities Superannuation Scheme (USS). Multiple position holders will be assessed on all contracts.

You cannot opt out of the scheme before you have been opted in, however once you have been opted in to the scheme, you are able to "Opt Out" by downloading the Opt Out form directly from the USS website, and sending the form to the Payroll and Pensions team. If the form is received within three months of your start date of employment, or pension joining date, then you shall receive a full refund. After the three month has expired, you are able to cease membership but are not entitled to a refund under the USS scheme rules.

The University of Essex runs a salary sacrifice pension payment scheme which you will be automatically entered into unless you are not eligible through legislation restrictions.

Those with earnings under the auto enrolment threshold still have the right to join USS and if you wish to do so, please contact the Payroll and Pension department within Human Resources.

Period of Notice

This employment may be terminated by either side giving one month's notice in writing.

Disciplinary Matters

Details of the procedures for dealing with disciplinary matters, including termination of the appointment may be obtained from Human Resources upon request.

Individual Grievances

A member of staff who has a grievance relating to his/her employment should discuss the matter initially with his/her Head of Department/School. If the grievance is not settled satisfactorily at that stage, then he/she should follow the procedure set out in the Grievance Procedure which may be obtained from Human Resources upon request.

Policy Statement of Equal Opportunities

The University of Essex, in conformity with the intention of its Charter, confirms its commitment to a comprehensive policy of equal opportunities within the University. It aims to create the conditions whereby students and staff are treated solely on the basis of their merits, abilities and potential regardless of gender, colour, ethnic or national origin, age, socio-economic background, disability, religious or political beliefs and affiliations, family circumstances, sexual orientation or other irrelevant distinction. The University is committed to a programme of action to ensure that this policy be fully effective.

Members of staff should ensure that they become familiar with, and understand, the contents of both the University Policy and Codes of Practice.

It should be noted that any intentional breaches of the legislation on equal opportunities or of the University Policy or Codes of Practice may lead to disciplinary action.

Membership of Trade Unions

Graduate Teaching Assistants/ Graduate Demonstrators/ Graduate Laboratory Assistants are entitled to join the University and College Union.

Updated June 2014



UNIVERSITY GUIDE TO CHECKING RIGHT TO WORK DOCUMENTS

The rules relating to the prevention of illegal working are set out in the Immigration, Asylum and Nationality Act 2006. As an employer we have a duty under the Act to carry out document checks to make sure all staff have the right to work for us. We can be prosecuted for employing someone illegally, which includes students with expired visas or working more hours than they are allowed to; or offering work to someone on a visitor’s visa. Employing anyone with no right to work leaves us open to prosecution and payment of a civil penalty of up to £20,000 per illegal worker and jeopardises our ability to recruit international students and staff.

To avoid discrimination, right to work checks must be carried out on all staff before they start work, irrespective of nationality.

What documents are acceptable?

There are two lists of documents that are acceptable under the Act for demonstrating someone has the right to work in the UK. These lists are provided as an Appendix.

Most prospective members of staff provide a passport (with visa or UK Residence Permit where appropriate), a European Identity Card, or a UK Birth Certificate (accompanied by a document giving their NI number).

What is the process for checking documents?

To avoid the risk of civil penalty we must follow a Home Office 3-Step process. The following guidance is taken from the Home Office’s *An employer’s guide to acceptable right to work documents*, May 2015.

1. Obtain original versions of one or more of the acceptable documents;
2. Check the original documents in the presence of the holder of the documents;
3. Make copies of the documents, retain copies and a record of the date on which the check is made.

Step 1: Obtain	Step 2: Check	Step 3: Copy
You must obtain original acceptable documents	You must check that they are genuine, that the person presenting them is the prospective employee or employee, the rightful holder and allowed to do the type of work offered.	You must make a clear copy of each document in a format which cannot later be altered: electronically or hard-copy. You must retain a record of the date on which you made the check
You must ask for and be given original documents from either List A or List B	<p>How: You must check:</p> <ol style="list-style-type: none"> 1) photographs and dates of birth are consistent across documents and with the person’s appearance; 2) expiry dates for leave have not passed; 3) any work restrictions; <p>(Students holding a Tier 4 visa have limited permission to work during term-times. As well as a valid visa the student must provide a letter confirming their term dates. This can be obtained by emailing the International Services Team (compliance) at casquery@essex.ac.uk. It may take up to 5 working days for this letter to be produced and possibly longer during busy periods.</p> <ol style="list-style-type: none"> 4) the documents are genuine, have not been tampered with and belong to the holder; 5) the reasons for any different names across documents (eg marriage, divorce, deed poll). Supporting documents should be copied and retained. 	<p>How: you must copy and retain:</p> <ol style="list-style-type: none"> 1) passports: any page with document expiry date, nationality, date of birth, signature, photo, leave expiry date information indicating the holder has an entitlement to enter or remain in the UK and undertake work (the front cover no longer has to be copied) 2) all other documents: the document in full including both sides of a biometric residence permit. <p>Date stamp and sign each of the above pages.</p>



Employing workers from the European Economic Area (EEA)

Nationals from EEA countries (see below) and Switzerland can enter the UK and work without restriction – provided you have seen either a national passport or national identity card. If presented with an ID card you must check it describes the holder as a 'national' or 'citizen' of the relevant EEA country or Switzerland.

European Economic Area

Iceland	Norway	Cyprus
Finland	Sweden	Latvia
Ireland	United Kingdom	Lithuania
Denmark	Germany	Hungary
Netherlands	Belgium	Malta
Luxembourg	Austria	Poland
Portugal	Spain	Slovenia
France	Italy	Slovakia
Greece	Liechtenstein	Bulgaria
Czech Republic	Estonia	Romania

Croatian Nationals

Croatia is an EEA Accession State, which means that Croatian nationals have freedom of movement within the EU but do not have full member rights, so cannot work without Home Office permission or an accession worker authorisation document. Please contact HR for guidance before offering work or accepting a registration certificate.

Employing Students

Remember that there are both University rules and Home Office rules relating to the hours students can work during their studies. An individual's visa will say if they can work in the UK and, if so, how many hours per week during term time. Ensure that any casual or temporary contract does not go beyond the visa expiry date.

The visa holder must only work the hours stated on their visa. In vacations they can work longer hours but you must check what term time rules apply to them as the University term dates do not apply to all individuals. From 16 May 2014, students must provide details of their academic term and vacation dates covering the period of study during which they will be employed.

Further information on student working is available on the Student Support website:
http://www.essex.ac.uk/immigration/living/work_int.aspx

Expired Passports

You can accept an expired UK.

What if I am unsure about the documents presented to me

If you have any concerns about the documents presented to you, contact your link HR Assistant or a member of the Resourcing Team immediately. Remember that satisfactory document checks must be completed before an individual can start work in your Department, School or Section.

Appendix


The documents that are considered acceptable for demonstrating right to work in the UK are set out in two lists – **List A** and **List B**. These are shown below.

List A documents show that the holder has a permanent right to work in the UK, for example a UK Passport.

List B documents show that the holder has a temporary right to work in the UK for a specified time- limited period, for example a visa.

List A – Acceptable documents to establish a permanent right to work in the UK	
1.	A passport showing the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
2.	A passport or national identity card showing the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
3.	A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
4.	A Permanent Residence Card issued by the Home Office to the family member of a national of a European Economic Area country or Switzerland.
5.	A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
6.	A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, has the right of abode in the UK, or has no time limit on their stay in the UK.
7.	A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
8.	A full birth or adoption certificate issued in the UK which includes the name(s) of at least one of the holder's parents or adoptive parents, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
9.	A birth or adoption certificate issued in the Channel Islands, the Isle of Man or Ireland, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
10.	A certificate of registration or naturalisation as a British citizen, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

List B – Acceptable documents to establish a right to work for a limited period of time	
Group 1 – Right to work documents valid until the expiry date of leave shown	
1.	A current passport endorsed to show that the holder is allowed to stay in the UK and is currently allowed to do the type of work in question.
2.	A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder which indicates that the named person can currently stay in the UK and is allowed to do the work in question.
3.	A current Residence Card (including an Accession Residence Card or a Derivative Residence Card) issued by the Home Office to a non-European Economic Area national who is a family member of a national of a European Economic Area country or Switzerland or who has a derivative right of residence.
4.	A current Immigration Status Document containing a photograph issued by the Home Office to the holder with a valid endorsement indicating that the named person may stay in the UK, and is allowed to do the type of work in question, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.
Group 2 – Documents providing evidence of right to work for 6 months	
1.	A Certificate of Application issued by the Home Office under regulation 17(3) or 18A(2) of the Immigration (European Economic Area) Regulations 2006 to a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is less than 6 months old together with a Positive Verification Notice from the Home Office Employer Checking Service.
2.	An Application Registration Card issued by the Home Office stating that the holder is permitted to take the employment in question, together with a Positive Verification Notice from the Home Office Employer Checking Service.
3.	A Positive Verification Notice issued by the Home Office Employer Checking Service to the employer or prospective employer which indicates that the named person may stay in the UK and is permitted to do the work in question.



University of Essex

ATTENDANCE AT TEACHING – GUIDANCE FOR STUDENTS

Welcome Week 2016/2017




ATTENDANCE AT TEACHING

- By recording your attendance you can help us to help you achieve your goals when you are studying here with us.
- If you have questions about your course or encounter any difficulties which affect your studies, speak to your [Personal Tutor](#) or [EBS Student Services](#)




RECORDING YOUR ATTENDANCE

- You just need to tap your student card against the electronic reader and make sure it turns green either 15mins before or 15mins after your start time.
So for a 9:00 lecture between 8:45 - 9:15
- Tapping and attending is especially important if you are here on a Tier 4 visa.
- If you tap and go or tap for a friend you are breaking the University code of conduct and could be fined.**




IMPORTANT!

- If you miss a teaching event for any reason you must complete a **“notification of absence”** form which you can find on your MyEssex page. This notifies EBS.
- If you have another teaching event in the same room immediately afterwards, you must tap in again to record your attendance at the next event.
- If you think your card is faulty you can check this at your Student Services Hub.




REMEMBER!

- Even if you are going through a change of class, module or course, you should always tap in with your card.
- You don't need to tap your card again when you leave the teaching event. You only need to tap once.
- During the year you can see your attendance on your MyEssex page.

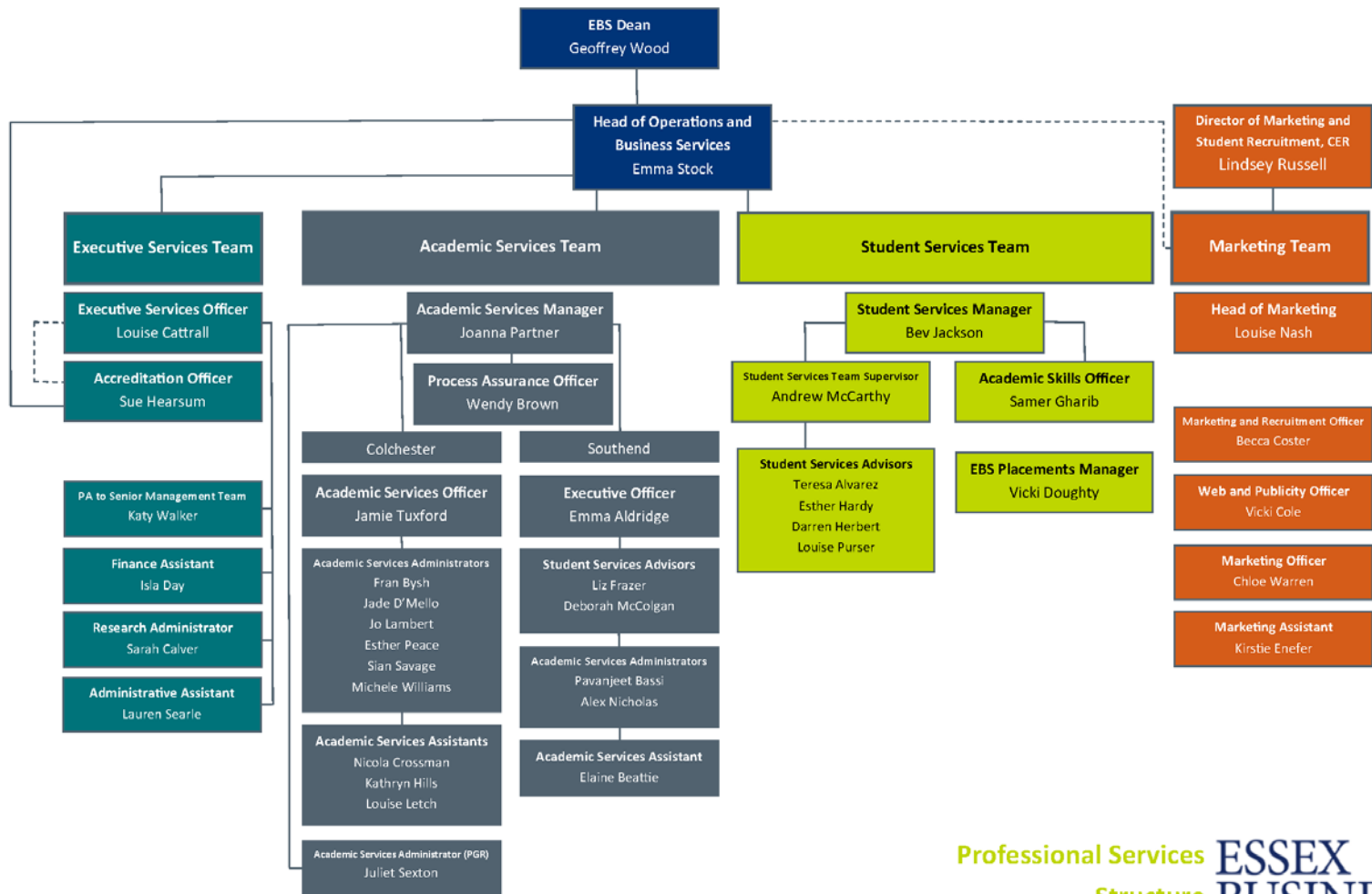


SUPPORTING YOU

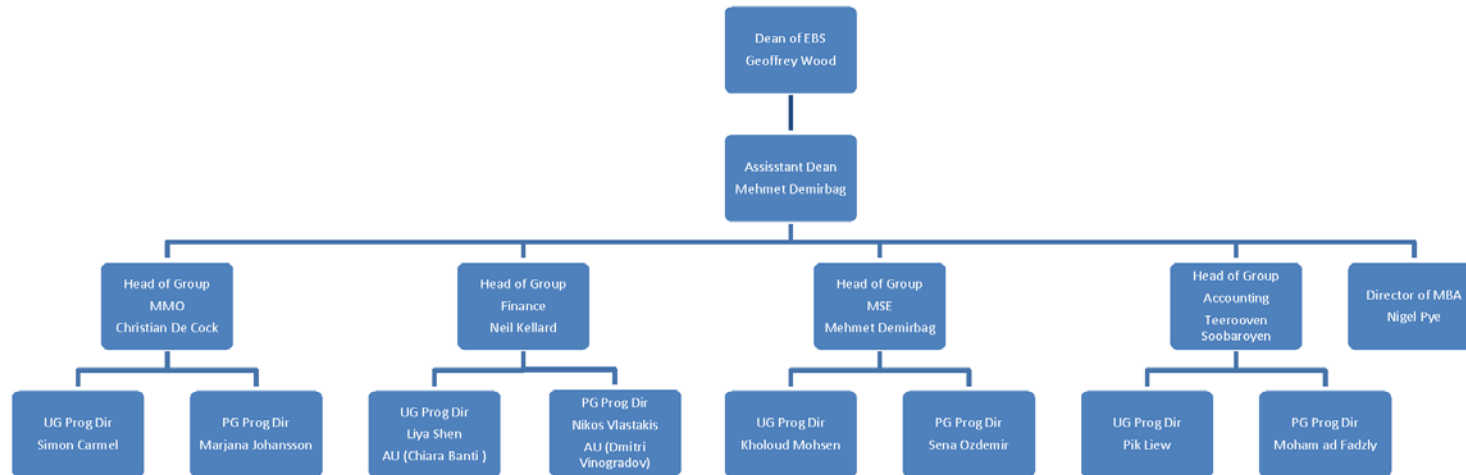
- We regularly monitor your attendance and will contact you if we are concerned about your progress, to offer support and advice.
- We also monitor submission of assessed coursework.
- There are many sources of support if you are experiencing difficulties – please contact your EBS Student Services or the university Student Services Hub for advice.
- More information on university webpage:
www.essex.ac.uk/students/course-admin/attendance.aspx
- Email: countme@essex.ac.uk



Appendix H- EBS Professional Services



EBS Organogram – Key Members of Staff



Other key members of staff

- Prof Andrew Wood – Director of Education
- Svetlana Warhust – Deputy Director of Education (S/end)
- Christina Volkman – Director of Employability (Autumn study leave)
- Manuela Nocker – Director of Recruitment
- Tbc – Director of Research
- Martin Harris – Study Abroad
- Nigel Pye – MBA Director
- Ed Barratt – Prog Dir HRM PGT course
- Magda Abou-Seada – Faculty role as Deputy Dean Postgraduate Research and Education
- EBS Learning Team – Bev Jackson, Samer Gharib
- EBS Placements Manager – Vicki Doughty

Academic Groups (Departments)

- Marketing management and organisations (MMO)
- Marketing science and entrepreneurship (MSE – Southend)
- Accounting
- Finance

Professional Services

- Emma Stock – Head of Operations and Business Services
- Joanna Partner – Academic services manager / Jamie Tuxford / Emma Aldridge (S/end)
- Bev Jackson – Student services manager / Andrew McCarthy
- Louise Cattrall - Executive Services Manager
- Louise Nash – Marketing Manager

This calendar of events has been designed to help you plan your engagement with professional development activities during the academic year 2016/17.

When you have decided on the sessions you wish to attend, log on to HR Organiser to register for a place on the session by selecting the 'Career & Development' tab.

Should you require further information, please contact Learning and Development Admin at Cadenza@Essex.ac.uk

Calendar of events for supporting GTA Teaching & Learning (2016-2017)

Autumn Term

GTA: Induction conference: Day 1

28 September 2016, 9.30am – 4.30pm (Ivor Crewe B)
Learning and Development Team

GTA: Induction conference: Day 2

29 September 2016, 9.30am – 4.30pm (Ivor Crewe B)
Learning and Development Team

CADENZA: Applying for Associate Fellowship (D1)

5 October 2016, 10.30am – 12.30pm (4SA.6.19)
Learning and Development Team

GTA: Good Teaching Practice

19 October 2016, 10.00am – 1.00pm (4SA.6.17)
Learning and Development Team

GTA: Assessment & Feedback

24 November 2016, 10.00am – 1.00pm (4SA.6.17)
Learning and Development Team

CADENZA: Drop-in session for D1 applicants

6 December 2016, 12.00pm – 2.00pm (4SA.6.17)
Learning and Development Team

Spring Term

GTA: Induction conference: Day 1

12 January 2017, 9.30am – 4.30pm (Ivor Crewe B)
Learning and Development Team

GTA: Induction conference: Day 2

13 January 2017, 9.30am – 4.30pm (Ivor Crewe B)
Learning and Development Team

GTA: Assessment & Feedback

19 January 2017, 10.00am – 1.00pm (4SA.6.19)
Learning and Development Team

GTA: Good Teaching Practice

24 January 2017, 10.00am – 1.00pm (4SA.6.17)
Learning and Development Team

CADENZA: Application support session for GTAs

2 February 2017, 12.00pm – 2.00pm (4SA.6.17)
29 March 2017, 12.00pm – 2.00pm (4SA.6.19)
Learning and Development Team

CADENZA: Applying for Associate Fellowship (D1)

24 March 2017, 1.00pm – 4.00pm (4SA.6.19)
Learning and Development Team

Summer Term

CADENZA: D1 Writing Days

5 April 2017, 9.30am – 4.30pm (4SA.6.19)
6 April 2017, 9.30am – 4.30pm (4SA.6.19)
Learning and Development Team

CADENZA: Deadline for draft D1 submissions

12 April 2017, 5.00pm

Annual Good Teaching Practice Conference

26 April 2017, 9.30am – 4.30pm (Ivor Crewe LH)
Learning and Development Team

CADENZA: Application support session for GTAs

11 May 2017, 12.00pm – 2.00pm (4SA.6.17)
Learning and Development Team

CADENZA: Deadline for final D1 submissions

24 May 2017, 5.00pm