

Appendix AB. Assessment Criteria for Tutorial Contributions, Attendance and Participation

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Tutorials usually occur on a regular basis and are directed by a member of staff who moderates discussions, debates, presentations and other activities of a group of up to about 15 students.

1st: 80-100%. Attendance will be 100%; or have very few absences for very good reasons which were brought to the attention of the tutor at an appropriate time and in an appropriate manner. The student will provide regular extremely useful and well-informed contributions. These will consist of astute questions; concise, accurate and relevant answers to others questions; and extremely helpful, relevant and well-balanced suggestions. The student will display extremely well developed social skills including the ability to listen to others, encourage their participation and evaluate and comment on their contributions. The student will strike an excellent balance between contributing, listening and encouraging others to contribute. The student will display interest and attentiveness at all times.

1st: 70-79%. Attendance will be 100%; or have very few absences for good reasons which were brought to the attention of the tutor at an appropriate time and in an appropriate manner. The student will provide regular useful and well-informed contributions. These will consist of astute questions; concise, accurate and relevant answers to others questions; and helpful, relevant and well-balanced suggestions. The student will display good social skills including the ability to listen to others, encourage their participation and evaluate and comment on their contributions. The student will strike a very good balance between contributing, listening and encouraging others to contribute. The student will display interest and attentiveness at all times.

2(i): 60-69%. Attendance will be close to 100%; and absences will be for good reasons which were brought to the attention of the tutor at an appropriate time and in an appropriate manner. The student will provide regular useful contributions. These will consist of relevant questions; relevant and useful answers to others questions; and helpful suggestions. The student will display the ability to listen to others and will encourage the participation of others. The student will strike a balance between contributing, listening and encouraging others to contribute. The student will display an interest in most discussions.

2(ii): 50-59%. Attendance will be good and most absences will be accounted for and will have been appropriately explained to the tutor, usually in advance. The student will contribute in a variety of ways without prompting. These contributions will often be relevant and useful though they may upon occasion highlight a lack of understanding or failure to grasp the significance of the discussion. The student will not be over-dominating and will not inhibit others when they wish to contribute. The student may at times appear disinterested or inattentive.

3rd: 40-49%. Average to poor attendance which may in some instances have been accounted for and explained to the tutor. The student will contribute, but is likely to need prompting to do so. Contributions may occasionally be useful, but also may lack relevance and/or highlight a lack of understanding or failure to grasp the significance of the discussion or failure to pay attention. The student may show a lack of balance in contributions, or be over-dominating, or reluctant to contribute, or disruptive in some way.

Fail: 30-39%. Probably poor attendance record which is often unaccounted for or for unacceptable reasons. The student may be unwilling to contribute and is likely to be incapable of or unwilling to make any useful contribution. The student may be deliberately disruptive, antagonistic, rude, over-dominating and/or fail to comply with requests to contribute or be unwilling to listen to others.

Fail: 20-29%. Probably poor or very poor attendance record which is often unaccounted for or for unacceptable reasons. The student may be unwilling and/or unable to make any contribution. The student is probably deliberately disruptive, antagonistic, rude, over-dominating and/or fail to comply with requests to contribute or be unwilling to listen to others.

Fail: 0-19%. The student may fail to attend altogether, or provide no contribution or be deliberately disruptive, antagonistic, rude, over-domineering and/or fail to comply with requests to contribute or be unwilling to listen to others.