Marketing the Partnership

Professor Janice Kay, Deputy Vice Chancellor,

Derfel Owen, Student Engagement and Participation Development Officer, University of Exeter

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Marketing the Partnership

- Marketising the partnership
- Marketing the concept to students

How has the Market affected the Partnership?

- Is there such a tension between consumption and partnership?
- Are we keeping up with what our students think?

	Consumer	Partner
Range of providers	X	X
Range of courses/products	X	X
Informed choices	X	X
Free to make choice	X	X
Pay fee	X	X
You can provide feedback	X	X
You can suggest improvements	X	X
Provider is the expert	X	
You are responsible for your education		X
If it breaks, you can take it back	X	

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	Accountability measures	Shorter term benefits	Medium term benefits	Longer run impacts
Market benefits		• Jobs • Starting salaries • Social mobility	• Lifetime earnings • Better savings management	• Income growth • Per capita economic growth
Private non-market benefits	• Degree completion rates	• Better health • Less smoking • Less obesity • Less depression • Child health • Lower infant mortality	• Greater longevity	• Slower population growth • More investment • Political stability • Sustainable environment
Social / public benefits (benefits to others, to society at large and to future generations)	• Learning (test scores)	• Civic participation • Racial tolerance • Less cynicism • Charitable giving	• Growth of civic institutions • Larger middle class • Less support for authority	• Rule of law • Democratization • Human rights
	• Time to graduation	• Parenting (books etc) • Child learning, college	• Intergenerational transmission	• Education increased
	• Access / affordability	• Lower unemployment • Education finance reform • Universal access • Lower crime	• Reduced inequality	• Less poverty • Social cohesion (social capital) • Lower prison costs
		• Dissemination of new technology and knowledge	• New R&D	• Dynamic growth process

Understanding our students

- Intelligence gathering
- Less surveying
- Shadowing scheme

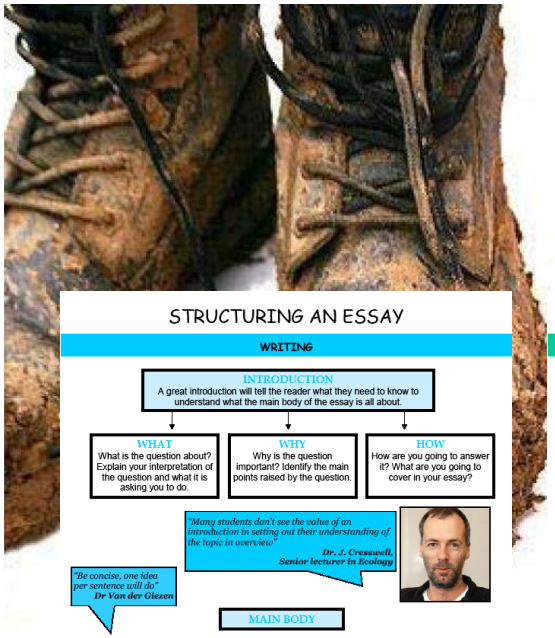
- Reshaping representation and quality assurance processes

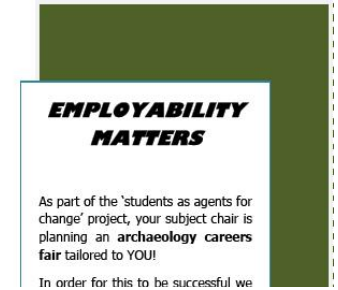
Empowering students

- Partnership with Guild (Derfel's post)
- Reshaping our decision making
- Training and support
- Reward and recognition

Trusting students

- Change Agents
- Ambassadors
- On campus sport

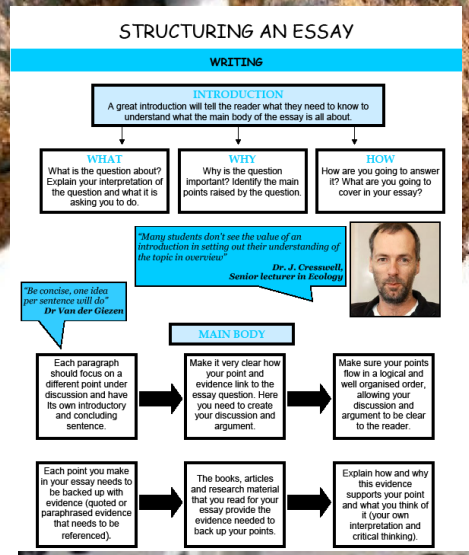




EMPLOYABILITY MATTERS

As part of the 'students as agents for change' project, your subject chair is planning an **archaeology careers fair** tailored to YOU!

In order for this to be successful we



STRUCTURING AN ESSAY

WRITING

INTRODUCTION
A great introduction will tell the reader what they need to know to understand what the main body of the essay is all about.

WHAT
What is the question about? Explain your interpretation of the question and what it is asking you to do.

WHY
Why is the question important? Identify the main points raised by the question.

HOW
How are you going to answer it? What are you going to cover in your essay?

"Many students don't see the value of an introduction in setting out their understanding of the topic in overview"
Dr. J. Cresswell, Senior lecturer in Ecology

"Be concise, one idea per sentence will do"
Dr Van der Giezen

MAIN BODY

Each paragraph should focus on a different point under discussion and have Its own introductory and concluding sentence.

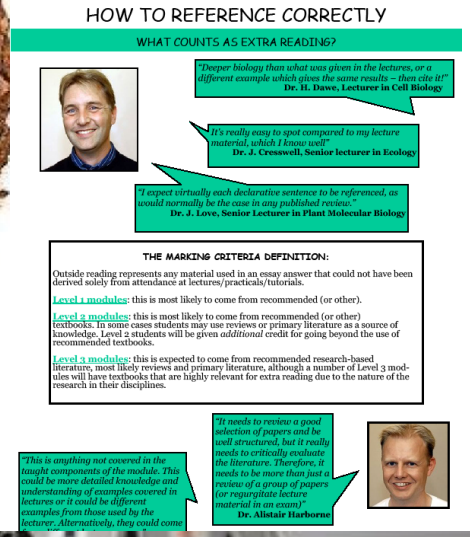
Make it very clear how your point and evidence link to the essay question. Here you need to create your discussion and argument.

Make sure your points flow in a logical and well organised order, allowing your discussion and argument to be clear to the reader.

Each point you make in your essay needs to be backed up with evidence (quoted or paraphrased evidence that needs to be referenced).

The books, articles and research material that you read for your essay provide the evidence needed to back up your points.

Explain how and why this evidence supports your point and what you think of it (your own interpretation and critical thinking).



HOW TO REFERENCE CORRECTLY

WHAT COUNTS AS EXTRA READING?

"Deeper biology than what was given in the lectures, or a different example which gives the same results – then cite it!"
Dr. H. Dawe, Lecturer in Cell Biology

"It's really easy to spot compared to my lecture material, which I know well"
Dr. J. Cresswell, Senior lecturer in Ecology

"I expect virtually each declarative sentence to be referenced, as would normally be the case in any published review."
Dr. J. Love, Senior Lecturer in Plant Molecular Biology

THE MARKING CRITERIA DEFINITION:

Outside reading represents any material used in an essay answer that could not have been derived solely from attendance at lectures/practicals/tutorials.

Level 1 modules: this is most likely to come from recommended (or other).

Level 2 modules: this is most likely to come from recommended (or other) textbooks. In some cases students may use reviews or primary literature as a source of knowledge. Level 2 students will be given *additional* credit for going beyond the use of recommended textbooks.

Level 3 modules: this is expected to come from recommended research-based literature, most likely reviews and primary literature, although a number of Level 3 modules will have textbooks that are highly relevant for extra reading due to the nature of the research in their disciplines.

"This is anything not covered in the taught components of the module. This could be more detailed knowledge and understanding of examples covered in lectures or it could be different examples from those used by the lecturer. Alternatively, they could come

"It needs to review a good selection of papers and be well structured, but it really needs to critically evaluate the literature. Therefore, it needs to be more than just a review of a group of papers (or regurgitate lecture material in an exam)"
Dr. Alistair Harborne

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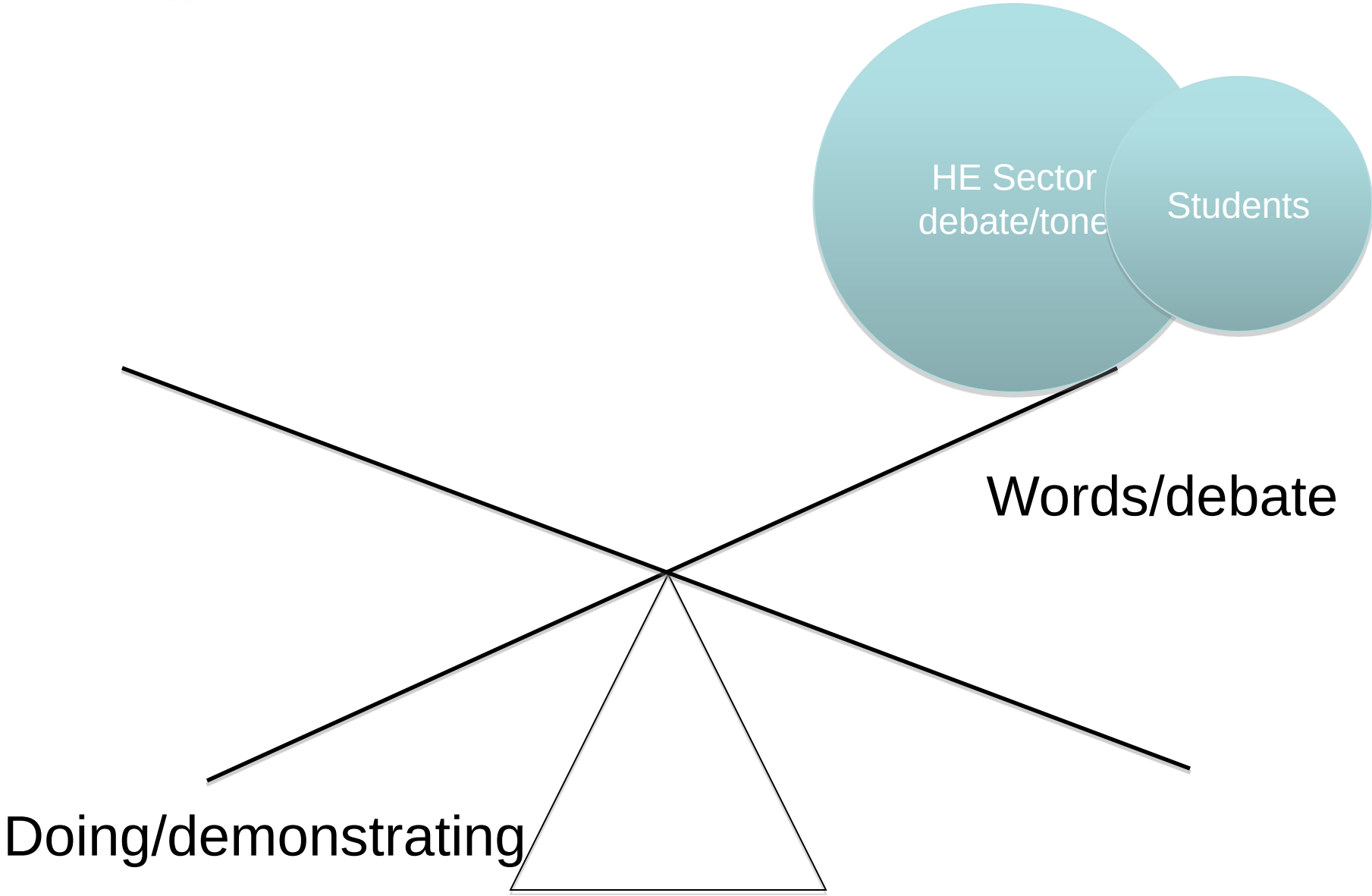
- 4,000 audience response handsets now issued across undergraduate and Masters' students.
- Dramatic changes in teaching practices

Getting the balance right

HE Sector debate/tone

Students


HE Sector
debate/tone
Students
Words/debate
Doing/demonstrating

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