

## **Code of Conduct for Tutors**

### **1. Purpose**

As a key element in providing a quality service to our students, it is essential to achieve and maintain consistent standards of conduct in the delivery of the basic components of our teaching activity, namely distance tuition and assessment.

The purpose of this Code is to ensure that there are consistently applied and understood standards and good practice in relation to the delivery of tuition and assessing in the interests of staff and students the quality of the service we are providing.

### **2. Standards of Conduct and Good Practices**

- (i) Tutors must be available to provide the necessary internet, email, correspondence and telephone support (and, if appropriate, other forms of communication i.e. fax, and electronic conferencing) to students. There are key times during a module course when this role is vital, i.e. during the first month, around assignment due dates and during the revision period.
- (ii) All tutors are 'ambassadors' for the *ifs School of Finance* and as such should be seen and heard to promote a positive image of the Institute at all times and especially when they are in the public arena.
- (iii) It is now a requirement that all tutors must have a telephone answering facility, fax and email facilities. Anyone appointed as a Web Tutor, must have a pc and internet access which meets the minimum specification for the *ifs School of Finance* Learning Environment.
- (iv) Tutors must contact the student at the start of the course if possible by telephone to introduce themselves. This is in conjunction with an introductory letter or email that complements and reinforces the nature of the relationship within two weeks of tutors receiving their allocation lists. Tutors should try to make contact with all students before contacting the *ifs* that will then write to the students concerned.
- (v) Personal Tutors must tell their students if they expect to be non-contactable at their usual address (including email) and/or telephone number for a

significant period (5 days or more) and should arrange a temporary address and/or telephone number if appropriate.

- (vi) Personal Tutors will only be able to agree late submission of assignments in line with the rules stipulated in the tutor handbook.
- (vii) If a Tutor is unable to be contacted at his/her usual address for a continuous period of more than 15 days, the Tutor must inform the **ifs** in writing not less than one month before the start of a session. The **ifs** may then exclude the Tutor for that session if in the opinion of the **ifs** the Tutor would be unable to give the students the necessary support.
- (viii) All assignments received by the Tutor must be recorded, marked with teaching comments and returned to the student within 21 days. **All** ACIB Core and DFSM Band A subject assignments **must also** be sent to a second marker within the same 21 days. Tutors who think they will have a problem meeting these deadlines must contact Learning Support team at the **ifs School of Finance** as soon as possible.
- (ix) **This clause only relates to Degree/ACIB CORE and DFSM Band A assignments only (with the exception of Band A modules 'The Monetary Financial System' and Financial Reporting and Analysis'.**

When assessing an assignment, Tutors should be confident that they could defend the mark awarded. Students/second markers may wish to discuss the assignment mark.

After the student assignment has been assessed and the coursework cover sheet completed, Tutors should follow the process detailed below:

- ◆ the Tutor must send the original assignment back to the student together with the white copy of the completed coursework cover sheet (CCS);
  - ◆ the Tutor must also send the a copy of the assignment, blue copy of the coursework cover sheet to the second marker; and
  - ◆ the Tutor will send the green copy of the coursework cover sheet to Learning Support team at the **ifs**.
- (x) The second marker on receipt of the tutor's assessed assignments checks /confirms tutor's marks, discusses differences with 1<sup>st</sup> marker (where applicable) and sends a feedback form with the checked script to **ifs**. The second marker must also send the copy of the assignment together with the blue copy of the coursework cover sheet to the Learning Support team to confirm the overall mark.
  - (xi) Tutors based in the UK should note that assignment fees are linked to the return of completed assignment cover sheets and therefore it is important for tutors to keep their own copies. In the event of a postal strike or lost mail, the Tutor's copy of the cover sheet will be proof that the student's work was returned.

- (xii) Some students are uneasy about 'interrupting' a Tutor and so do not make contact. It is therefore good practice to be pro-active and call students before assignments are due, to offer support. Alternatively, a follow-up call after an assignment has been returned will give students the opportunity to discuss any unresolved issues more fully.
- (xiii) Supplying students with constructive criticism on an assignment is a demanding task and one that takes time to develop. If a student's argument is flawed or they have made a mistake, the Tutor should show the student how they could improve their assignment in a supportive way.

When assessing assignments it is best practice to offer students suggestions on how improvements to incomplete or unfocused answers could be made. **It is unacceptable to award a low mark without suggesting how the student performance could be improved.**

All assignments (study and course work) must contain supportive teaching comments. The assignment cover sheet is meant to:

- ◆ direct the student to these more detailed teaching comments;
- ◆ outline/summarize the major issues concerning the student; and
- ◆ encourage the student to continue dialogue with the Tutor.

- (xiv) Tutors will receive guidance notes on assignments. These guidance notes aim to help the tutor body in gaining a common standard in assessing work. If tutors are unhappy with marking schemes or notes, please feed back your comments to the Learning Support team.
- (xv) It is imperative that all Personal Tutors complete the Student Contact Sheet during the study session. This ensures that all contact with the student is recorded and should be forwarded with the final claim form at the end of the session.
- (xvi) Personal Tutors are required to provide the Institute with feedback on the experience and performance of the students that he/she has been allocated. Tutor questionnaires must be completed and returned to the Learning Support team as required, (normally twice a year). The *ifs School of Finance* will endeavor to provide Tutors with timely feedback on student performance and a response to tutor and student issues raised through questionnaires.
- (xvii) Tutors are required to encourage each student to complete his/her student questionnaire, as required by the Institute.
- (xviii) Tutors are expected to liaise closely with the module Lead Tutors and specialist Lead Tutors, (where appropriate), in carrying out their duties.

### **3. Student Contact**

#### **A: Personal Tutors (for degree/ACIB and DFSM Modules)**

It is important that students are offered, where location permits, induction and/or revision sessions. Tutors should liaise closely with the Learning Support team to assess whether such sessions can be combined with those of other Tutors.

The *ifs* will normally only pay expenses for room hire if 5 or more students have indicated that they will attend.

#### **B: Tutors for Professional DFSM Modules**

##### **(i) Personal Tutors**

Personal Tutors are required to contact students through the *ifs* Learning Environment, email or telephone at three key stages of study, as outlined in the tutor handbook.

##### **(ii) Web Tutors**

Web Tutors are required to respond to student queries on the *ifs* Learning environment within three working days.

##### **(iii) Workshop Tutors**

Workshop Tutors are required to deliver the workshop sessions to cover the content designed by *ifs* to meet the aims and learning outcomes of the session. The *ifs* Learning Support team will inform Workshop Tutors of the venue and timings of each workshop. Workshop Tutors are required to provide a student attendance list for each workshop to the Learning Support team.

Teaching and Learning  
February 2005