



Make the Grade Student Workshops Guidance for Course Teams and Academic Support staff

Make the Grade is a teaching and learning intervention which course teams across UAL can choose to implement. It is designed to address specific issues with student attainment and experience, as evidenced by external NSS and internal UAL attainment data. Make the Grade is part of the UAL Academic Enhancement Model (AEM).

Make the Grade Student Workshops aim to encourage 'conversational connections' with students to encourage deeper engagement with course materials and information, namely:

- the Learning Outcomes
- the Assessment Criteria
- the evidence students need to provide.

The Make the Grade Student Workshop is supported by a checklist, and together they aim to address any misunderstandings about these areas and provide a supportive space for students to ask questions and develop their understanding of the contextual work they need to do to succeed and reach their potential.

There are three stages to the Make the Grade Student Workshop:

- Stage 1: Course teams and Academic Support discuss course materials
- Stage 2: Develop the Checklist and Student Workshop Presentation
- Stage 3: Run the Student Workshop.

More information about preparing for and running the workshop are below.

More details about Make the Grade in general are available in the relevant AEM toolkit [here](#).

Make the Grade: Student Workshop

Preparation

- Six weeks prior to the Make the Grade Student Workshop, the Course/Unit Leader and the Academic Support Tutor will organise a Teams meeting to develop a checklist of questions for the students to consider regarding their Learning Outcomes and Assessment Criteria and unpack key areas of consideration from the Unit/Course Handbook and any other relevant course-related materials. **It is important that all those involved in assessment (as far as possible) are involved in this initial discussion.**
- It is essential that the Academic Support Tutor engage with course material to gain an understanding of what is asked of students. Course/Unit Leaders are able to convey to the Academic Support Tutor student challenges at this stage. For example, student research lacking depth – this point and others could be included during the workshop.
- The Academic Support Tutor will produce the draft presentation and send to the Course/Unit Leader to comment on before the workshop.
- A date for the workshop is agreed upon between the Course/Unit Leader and Academic Support Tutor. **This must be at least 3 weeks before the hand-in date.** The Course/Unit Leader will set up a link via Moodle and advertise the session to the students (a template for writing to students can be provided).

Running the Workshop

- The workshop will take the form of an hour-long session presented on Blackboard Collaborate Ultra (set up earlier by the course team as a Moodle link). The Academic Support Tutor will present the workshop after being introduced by the course team.*

* While the Academic Support Tutor will lead and facilitate the workshop, highly specific questions can only be answered by members of the course team. Some Course/Unit Leaders may prefer for the workshop to be presented by the Academic Support Tutor alone. In this case, towards the end of the session the Course/Unit Leader (or other member of the course team) will re-join the online discussion to answer questions regarding more specific aspects of the course materials.
- During the workshop, the Academic Support Tutor will begin by breaking down the Learning Outcomes and Assessment Criteria and remind students of the necessity of their Unit/Course Handbook for guidance.
- The Academic Support Tutor will talk through the checklist with the students, i.e. the points on the checklist determined previously with the Course/Unit Leader.
- Students ask questions relating to the brief and any other course materials. Students are informed of an agreed date for the course team to answer any additional questions.