

## Assessment and marking - Observation Form

The **Reviewer** is the member of the Academic Development Team observing and/or giving feedback on the assessment and feedback process.

The **Tutor** is the member of staff being assessed in their assessment and feedback practice.

Tutor to provide the reviewer with the following:

- The module descriptor
- The assessment brief or outline of the assessment task
- Assessment criteria and rubric for the assessment task
- Feedback template (if used)
- 3 Examples of feedback provided (e.g. marked scripts, download of feedback given in Turnitin, etc.)

**Part 1** – Tutor to complete Part 2 prior to the observation by the Reviewer.

<b>Tutor Name</b> Jodie Calleja	<b>Faculty/School/Dept.</b> Student Engagement	<b>Course Title – N/A – Personal Tutoring Service</b> <b>Module Title - Level - 6</b>	<b>Year</b> 1-3
<b>Observation Date</b> N/A	<b>Reviewers Name</b> N/A Student Feedback	<b>Session Type</b> Individual meeting 1 & 2 - learning plan	
<b>Observation Focus</b> – <i>are there any aspects of your assessment/marking/ feedback practices you would like the Reviewer to focus on and provide specific feedback?</i>			
Assessment of career goals, academic aims and personal objectives in order to collaboratively set action tasks, which will be assessed in the next individual meeting.			

**Part 2** – Tutor to complete Part 2 prior to the observation by the Reviewer.

<b>Please consider your assignment brief/task and then describe how you have ensured that it:</b>	<b>Tutor comments</b>
Is aligned with the module learning outcomes and is effective for measuring attainment of those outcomes.	PT Aims and outcomes: 1. Provide a friendly personal tutor, giving you someone to discuss pastoral and study skills progress 2. Support with the transition into your course and the British Higher Education system 3. Help set realistic and achievable goals 4. Provide a learning plan, with actions to help reach your academic and career goals 5. Discuss your results, celebrate your achievements and help to make progress with your challenges, so that you can achieve your full potential 6. Make referrals to other departments on your behalf, such as Student Support or Careers, Employability and Enterprise 7. Monitor your engagement and contact you if we are concerned 8. Advise on how to use your assignment feedback  The first individual meeting covers outcomes 1-4. The second individual meeting covers outcomes 5-8.
Is designed to allow students to demonstrated excellence at the required level of learning.	Individual meetings have a set, but flexible structure, which allows collaboration between tutor and tutee. In meetings following results release, we praise success but also scrutinise feedback to improve.
Is written/presented clearly with sufficient guidance (clear	The structure has been transferred to a SharePoint form,

information, grammar, spelling, etc.).	which automatically translates to a clear learning plan sent by email upon saving.
Has assessment criteria that give students a clear indication of what is required the different grade bands, i.e. pass, merit or distinction.	<p>Actions are rated according to:</p> <ul style="list-style-type: none"> <li>- Exceeded</li> <li>- Met</li> <li>- Partially Met</li> <li>- Not Met</li> </ul> <p>The next set of actions are set according to these actions and other meeting items.</p>
Indicates clearly how marks/grades are allocated – thus effective use of assessment criteria and rubrics.	The rating is discussed with the student before it is set. In future, when SharePoint online is available, students will be able to self-assess their action completion before attending the meeting.
Requires appropriate student effort hours in relation to the overall weighting against a module.	Actions set are simple yet effective. As the service is optional, we take into account the amount of extra time tutees are willing to allocate to the additional actions, whilst still being engaged.
Is inclusive, accessible and provide opportunity for achieving equality of attainment.	<p>All meetings are face-to-face, with phone options offered in appointments are cancelled. in future, when SharePoint online is release, there will be more technology available to allow online support.</p> <p>Many of the actions set in individual meetings for the learning plan include online learning or online learning alternatives to f2f lessons/workshops. Additional support is offered at drop-ins, if needed to meet the actions.</p>
<b>Describe how you have ensured that your marking:</b>	<b>Tutor comments</b>
Is fair and consistent.	The meetings are fair in that the meetings are collaborative, rather than tutor led. We ensure consistency in learning plans by using a set structure, which allows some flexibility.
Accords with the assessment criteria and marking/grading scheme issued.	N/A
Is at an appropriate standard to the level of study.	Yes, with flexibility to set actions according to level expectations.
Includes constructive and developmental feedback to individual students.	<p>Actions set are partially feedback.</p> <p>Second meetings include feedback on actions and includes opportunities to discuss feedback from submitted assignments.</p>

**Part 3** – Reviewer to complete as part of the observation and discussion with the Tutor.

**We have made a decision not to rate participants due to issues arising with diverse roles.**

**Additional Comments in relation to requested “observation focus” (in Part 1) - Reviewer to complete**

Given the role you have as personal tutor, you have defended well the nature of your support and addressed all criteria (where appropriate) above. When reconsidering what you do, for the redesign, use this as your starting point and develop practices from there.

You may want to start thinking about you and your peers’ roles and how this may change when CU starts implementing the pre-induction training and 6 week extended induction training from 2019 onwards. Have a word with Georgy to hear about this development.

Revisit too the guidance send to you and from our Skype meeting for when you work on your final task.

Real good practice have been noted from your write-up here and from our conversations. Well done.

Reviewer comments

Tutor Signature:

Jodie

Date:

Reviewers Signature:

Hannelie Du Plessis-Walker  
January 2019

Date:

8<sup>th</sup>

*Please turn over...*

**Part 4** – (Reviewer to complete and to discuss with the tutor – should an issue need to be addressed)

**Institutional Feedback for Action**

1. Quality of the systems used for assessment/marking.

2. Opportunity identified to generate session for Academic Professional Development (i.e. best practice to share).

**Part 5** (Tutor to complete)

## Personal Reflection and Development Planning

Having completed the review process, what are your critical reflections at this point of time?

Consider the review process from start to end, your reflections on the observations, the feedback received and your feelings/development needs/strengths. You may wish to use some of the feedback to inform how you plan to redesign your assessment as part of the final assessment task.

Consider also any links this may have to evidencing the UKPSF requirements.

**My Action Points going forwards:**

1. For self

2. For wider discussion with School /Faculty

**NOTE TO TUTOR:**

CU Academic Development  
M08ODL  
16/10/2018

Remember to add the observation form to your e-Portfolio and write a brief reflection on your learning taken from the Assessment and Marking observation.