CBE Award for Excellence in Tutoring

1. Approaches to teaching that influence, motivate and inspire students to learn and achieve the desired objectives of a course
This may include fostering student development by stimulating curiosity and independence in learning; contributing to the development of critical thinking, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, facilitation, presentation and interpersonal skills.

2. Participating in the design, planning or selection of curricula, particularly relating to tutorial or demonstration resources that facilitate learning
This may include: demonstrating a deep understanding of the course objectives and expectations of students as communicated by and discussed with the course convenor; developing and/or selecting and presenting coherent and imaginative resources for student engagement and learning; demonstrating up-to-date knowledge and skills in the field of study in the planning, design and or selection of resources and activities for learning; extending course material in tutorials and/or demonstrations to enhance student learning; implementing research-led approaches to learning and teaching.

3. Approaches to assessment and feedback that foster independent learning
This may include: helping students to understand how assessment strategies integrate with the course aims and objectives and student learning activities; providing timely, and meaningful feedback to students on their learning; using a variety of assessment and feedback strategies; implementing formative and summative assessments; assisting students in adapting to the assessment requirements and where appropriate recommending how assessment should be adapted to cater for the specific needs of students.

4. A commitment to evaluating and improving teaching practices
This may include: analysing and appropriately applying feedback received by students; participating in professional development activities focused on developing a greater understanding around teaching and learning; being proactive in the role as an intermediary between the students and the course coordinator in suggesting how the course can be further enhanced.