# Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Presentation Brief

Size of student group: 25

Observer: Hannah Kane

Observee: Maria Charalampous

##### Note: This record is solely for exchanging developmental feedback between colleagues. Its reflective aspect informs PgCert and Fellowship assessment, but it is not an official evaluation of teaching and is not intended for other internal or legal applications such as probation or disciplinary action.

Part OneObservee to complete in brief and send to observer prior to the observation or review:

What is the context of this session/artefact within the curriculum?

This a resource given to the students to help them understand and break down the Assessment Brief for a Year 1 Block 2 unit. The assessment for this unit includes the creation and team presentation of a new product proposal, followed by questions from tutors that can span the entirety of the unit.

How long have you been working with this group and in what capacity?

I am the Year Leader for Year 1, have taught the cohort in extend during Block 1 and I am also the Unit Leader for the unit that this assessment is part of.

What are the intended or expected learning outcomes?

What are the anticipated outputs (anything students will make/do)?

The students need to produce and present in teams a new product proposal.

Are there potential difficulties or specific areas of concern?

Not specifically

How will students be informed of the observation/review?

N/A

What would you particularly like feedback on?

All feedback welcomed!

How will feedback be exchanged?

Via this form/email

## Part Two

### Observer to note down observations, suggestions and questions:

The brief is introduced well with clear instructions about where to find the unit resources and how Teams will be used for communication within the project teams.

Component 1 is clearly explained and then each element covered in detail.

Very good flow of text – giving the performance ingredients a separate page breaks up the presentation well. Good signposting to the weeks where the extra information can be found– these could potentially be hyperlinked to make it easy for the students to navigate.

There are some slight inconsistencies with font sizes for headings and main body text across the slides, and in places e.g. p10 the title would benefit from more space as it is very close to the first bullet point. Unifying the design layout could make the slides even more cohesive.

Overall, the slides are extremely clear and informational even for a person unfamiliar with the course content. I had to Google ‘NPD’ but perhaps this is a familiar acronym for the MSc students.

The brief comes across as an exciting project with room for creative input as well as academic research.

## Part Three

### Observee to reflect on the observer’s comments and describe how they will act on the feedback exchanged:

I asked Hannah to review a brief that I provide to the students, which breaks down the assessed project into its constituent components and can act as a guide and scaffold for a successful summative assessment. This is part of a newly created unit which I developed during the course revalidation process and have led for the last two years, hence I am personally invested in its success and future development. When we were asked to share some part of our practice with a colleague for review, I immediately thought of this brief.

I believe that a good, well written project or assessment brief is key for the students’ successful outcome and should clearly guide them on what is necessary to do and include in order to have said successful outcome.

For example, as this is a team project where teamwork and personal input in the team are part of the final grade, I thought it is important to explicitly outline the communication policy within the teams. It is worth noting here that this project is part of a Year 1 unit and it’s the students first experience with teamwork at university level, hence the reason of having a clear communication policy in the first place. It’s good to see that Hannah picked up on this and agrees with my decision to include this in the brief.

Another unique ‘trait’ that this unit has compared to other units that the students come across in their first year of studies, is its multidisciplinary nature. As this unit aims to introduce the product development process and legislation that governs cosmetic and personal care products, it is necessary to cover a variety of topics spanning multiple disciplines – from regulations and horizontal legislation applicable in this area, to perfumery, manufacturing and branding, all of which are necessary for the students to understand in order to successfully submit and present their assessed presentation. As there’s a fairly broad range and wealth of information shared with the students, I also found it necessary to break down the assessment in manageable chunks, using this brief to signpost students to the week or Moodle area where the necessary information and resources for each particular component can be found. Taking Hannah’s advice on board, I could improve this further by hyperlinking the Moodle areas so it’s more explicit and to aid accessibility.

Similarly, as Hannah suggested, the use of abbreviations in a brief, which by nature is shared at the very beginning of a unit, should be avoided – as NPD (New Product Development) is a well known and used term in the area of consumer products, I inadvertently and wrongly assumed that everyone, including the students, would be familiar with.