Formats for the evaluation of a tutorial.

| Criteria | Notes | Present Y/N |
|---|---|---|
| Preparation | Is there evidence of preparation for the tutorial by either side, either in content or in stated aims? | |
| Content | Was the content of the tutorial appropriate, relevant and interesting? | |
| Assessment /Feedback | Was there evidence of an assessment of the content being learnt or understood and was this information fed back to the learner? | |
| Achievable | Was the stated aim of the tutorial achievable in the time allotted? | |
| Dialogue | Was there a dialogue in which was demonstrated appropriate questioning, answering, listening and summarising skills? | |
| Learner centred | Was the tutorial centred around the needs of the learner or the agenda of the teacher? | |

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| 1. There was evidence of preparation | O - O - O - O - O - O - O | There was no clear evidence of any preparation |
| 2. The content was interesting, relevant and appropriate | O - O - O - O - O - O - O | The content was boring, irrelevant and inappropriate |
| 3. That learning had occurred was assessed and the result fed back. | O - O - O - O - O - O - O | No attempt was made to assess if learning had occurred. |
| 4. The stated aim was achievable in the allotted time. | O - O - O - O - O - O - O | It was impossible for the stated aim to be achieved in the time allowed. |
| 5. There was dialogue in which the teacher demonstrated good questioning, answering, listening, and summarising skills. | O - O - O - O - O - O - O | Questions and answers were inappropriate, listening was limited and summarising poor. |
| 6. The tutorial was centred around the needs of the learner. | O - O - O - O - O - O - O | The tutorial centred around the teachers agenda. |