



# **Teaching Observations Policy**

**September 2024**

**Version 1.3**

**Approved by the Board of Governors**

# Introduction

The UK Business College (UKBC) Teaching Observation Policy is designed to enable academic staff to gain feedback from a trained and experienced observer and interact with fellow teachers as part of a process of reflection on teaching performance with emphasis on the intention to engage academics in critical discussion about learning and teaching. The policy takes two approaches to gathering information regarding teaching and learning, there are graded lesson observations and peer observations.

## Aims of Teaching Observation Policy

- Provide assurance to the College of the quality of teaching, learning and assessment
- Enhance the importance attached to quality of teaching.
- Ensure continuous improvement in individual teaching, learning and assessment practice.
- Inform objective setting and development needs within the appraisal process.
- Provide evidence in relation to probation and ongoing performance review
- Provide data for Annual Academic Monitoring/annual Self-Assessment reporting.
- Enhance the quality of teaching by providing an effective framework for the identification and dissemination of good teaching practice
- Enable all teaching staff to learn from each other and mutually benefit from improving understanding and practice.
- Support staff to identify strengths in learning and teaching, and to identify areas where teaching and student learning could be improved.
- Ensure that the quality of teaching and learning at UKBC is continually refreshed and enhanced.

## Teaching Observations Process

- Campus Academic lead has operational responsibility for the scheme and will confirm the timing of expected observations including the observers and the deadlines for completion.
- Observers should be trained in the provision of constructive feedback to academic staff on their teaching.
- Preparation should ensure that observers fully understand the teaching observation process and are able to provide appropriate feedback that will enable the observee to enhance/improve their teaching practice.

- The observer should identify any areas of practice that require development.
- Graded teaching observation pre-planning should involve:
  1. A pre-meeting
  2. The teaching session observation itself
  3. A debrief meeting.
- A Lesson Plan must be submitted to the observer at least 24 hours prior to the observation; it is the observer's responsibility to liaise with teacher to ensure the lesson plan is submitted.
- Observers will complete the Learning and Teaching Observation form for each Graded observation.
- Observers must complete an observation outcomes report per campus, which is to be shared across the College, good practice must be recorded for dissemination utilising Learning & Teaching Forums meetings to disseminate any good practice and recommendations.

## **Peer Observation Process**

- Each academic year, staff members will engage in peer observation in accordance with UKBC's guidelines. Staff will be paired-up according to subject or discipline.
- The observer and the observee will meet prior to the observation to discuss, the lesson plan, content and focus to the observation. This provides an opportunity for both parties to discuss what areas of practice they wish to focus their development on.
- Observations should not impact on the teaching activity or impact on the student experience.
- Post-observation discussion should be organised to take place at a convenient time after the observation.
- The observer and observee should collectively identify and agree on the aspects of good practice and developmental needs identified through the observation.
- Observers must send the relevant completed Peer Observation form to the Campus Academic Lead by the specified deadline. A copy of the Lesson Plan must be attached with the form.

### **Dissemination**

- The Campus Academic Lead will produce a summary report, using the completed Peer Observation Forms and associated notes and comments
- All documentation (individual peer observations, lesson plans and campus reports) must be returned to the Quality Office.

- Outcomes will be passed, presented and discussed at Learning and Teaching Forums.

## Policy Review

This policy will be reviewed every year, unless there are internal or legislative changes that necessitate earlier review.

### Template of Lesson Observation:

<b>Lecturer Name:</b>	<b>Campus/Location</b>	<b>Course Title:</b>	<b>Academic Year:</b>
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<b>Course:</b>		<b>Subject:</b>	<b>Level:</b>
<b>Course Week No:</b>		<b>Date:</b>	<b>Time:</b>
<b>Subject Teachers:</b>		<b>Number on register:</b>	<b>Room:</b>
<b>Topic of lesson:</b>		<b>Lesson Aims:</b>	
<b>Materials, equipment and resources required:</b>			
<b>Use of the VLE:</b>		<b>Skills, attributes and qualities to be developed:</b>	

  

Lesson Outline					
Duration	Subject matter/content	Activities	Assessment (How learning will be recognised)	Differentiation (Addressing all learners' needs)	Resources

<b>Observation Date:</b>	<b>Observer's Name:</b>	<b>Session Type:</b>	
<b>Module/Unit Name:</b>	<b>Level of Study:</b>	<b>Length of Session:</b>	
		<b>Length of Observation:</b>	
<b>Cohort Details and Composition of Student Profile:</b> <i>(Include cohort size and current attendance patterns, and any specific arrangements/adaptations that need to be considered for this particular cohort)</i>			
<b>Session Learning Outcomes:</b> <i>(How are the students intended to benefit from this session? That is, what are the overall learning objectives planned for this session (for example knowledge and understanding, key skills, cognitive skills, and subject-specific, including practical/professional skills)?</i>			
<b>Use of the Virtual Learning Environment – VLE:</b> <i>(Identify how you have, or plan to use the VLE to support the session to maximise learning. This could include how you have used an online activity to prepare the students for the session, or how you will be using an activity post-session to check and extend learning)</i>			
<b>Observation Focus:</b> <i>(Are there any particular aspects of your teaching or learning that you would you like the observer to focus on and provide feedback? This could link to previous appraisals and student feedback)</i>			

*\* Discourse- Additional section of this template is provided on the separate document.*

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Document Information	
Document Title:	Teaching Observation Policy
Version:	1.3
Date:	September 2024
Previous Version/Date:	---
Next Review:	September 2025
Classification:	Internal and External
Approve By:	Board of Governors
Owners:	Dean