

Managed Observation of Teaching Scheme Guidance

2023-24

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Committee Approval

Committee	Committee Action	Date
QAEC	Recommended approval	19 May 2021
Academic Committee	Approved	9 June 2021
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QAEC	Recommended approval	21 June 2023
Academic Committee	Approved	26 July 2023
	Date in force	1 September 2023

This Managed Observation of Teaching Scheme Guidance will be reviewed annually by our Quality Assurance and Enhancement Committee (QAEC). Any amendments will be subject to approval by the Academic Committee.

1. Overview

At Bloomsbury Institute we are committed to providing support to our academic community in delivering an excellent experience to our students and delivering high-quality education. The managed observation process is designed towards this aim.

Managed Observations are usually only conducted once for each academic unless there is a need to observe more than once for developmental reasons.

Our Peer Observations (see Peer Observation of Teaching Scheme) are conducted annually by all academic staff.

2. The process

The observations are carried out by either the Head of School or their nominee (e.g. line manager), or in the instance of a Head of School being observed, then the Deputy Principal or their nominee (e.g. another Head of School or the Principal and CEO). Ordinarily, managed observations will be conducted in-person on a 'live classroom'; however, the Observer and the Observee can agree for the observation to be conducted in an alternative medium such as through MS Teams.

The Managed Observation of Teaching Scheme is intended to be supportive and developmental as well as affirming teaching standards.

All staff who conduct observations should complete the managed observations training and standardisation. This training ensures comparability and consistency of approach and standards in the managed observations.

Managed observations will be undertaken for those staff who:

- are new to Bloomsbury Institute
- have started teaching at a higher level or have started teaching different types of sessions (e.g. dissertation supervision, Learning Enhancement sessions)
- may need support in developing areas of their teaching

Managed observations do not have any direct impact on an Observee's ASADS [appraisal] but may be considered in the ASADS for developmental purposes.

2.1 Pre-observation phase

The Observee is required to meet with the Observer (in person or online) prior to the observation (a minimum of two working day before the scheduled observation) to discuss and agree on:

- i. the observed session's objectives
- ii. the specific practice areas the Observee would like the Observer to review
- iii. the timing and structure of the post-observation meeting

The Observee should, before the pre-observation meeting:

- complete relevant Sections 1 and 2 of the Managed Observation of Teaching Form (see Appendix 1)
- provide copies of the relevant module specification, teaching scheme, handouts and any other supporting material
- alert the Observer to any supporting material on Canvas

- relate the session objectives to identified module learning outcomes
- describe any salient features of the student group (see Section 4.1)

2.2 Observation phase

The Observee should explain the presence of the Observer to the students and then conduct the session.

2.3 Post-observation phase

Following the observations, the Observer completes Sections 3-8 of the Managed Observation Form:

- providing feedback that is specific, constructive and supported by evidence
- highlighting strengths and identifying areas for further development

The Observer then forwards the report to the Observee inviting them to provide a reflective evaluation of the session (Section 9 of the Managed Observation Form).

The Observer and Observee should meet (in person or online) to:

- discuss the completed form
- agree the comments, any development needs, and a schedule for further observation (if applicable)
- sign the form

The post-observation meeting will normally take place within one calendar week from the observation date.

The signed and completed form is emailed to the Observee and uploaded to the Observee's HR online account.

3. Outcome of the observation

There are two possible outcomes from the observation: 'meets expectations' or 'requires further support'.

If the agreed outcome is 'requires further support' then:

- The Observer provides the Observee with an 'action plan' for improvement (e.g. additional peer observations, team teaching, training events, mentoring).
- A further observation(s) is undertaken to enable the Observee to monitor those areas that required further development and support. The Observer will suggest a period of time before which the follow up observation will take place.

4. Completing the Managed Observation Form

When completing the form, the Observee should refer to the UK Professional Standards Framework (UKPSF) to reflect on the dimensions of the Framework and those that are to be addressed in the observation. The UKPSF Dimensions are given in Appendix 2. The full document can be accessed at the following link: <https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf>

For a clear and full explanation of how the UKPSF can be applied in the classroom, please refer to Appendix 3.

The **Observer's comments** on the lesson are completed under four headings:

1. Planning and content
2. Learning and teaching methods
3. Student engagement
4. Use of resources and learning space

Each of the four headings is referenced directly to the dimensions of the UKPSF. It is not expected that an observed session should specifically address **all** of the references, but the Observer should note the linkages made between the session and the UKPSF.

4.1 Group profile

This section should include any information about the group that would help the Observer 'understand' the group e.g.:

- Information about the make-up of the group
- Any issues experienced to date with the group/individuals
- A brief explanation of the timetable fit of the lesson to be observed

4.2 Objectives

This section should include a description of the intended aim(s) and objectives of the session. It should provide a short description of:

- The overall aim of the session
- The specific learning objectives you are expecting your students to achieve and their relationship to the module learning outcomes

4.3 Planning and content

Related UKPSF: A1, A4, K1, K2, K3, K4, K5, K6, V1, V2

4.3.1 Focussing Questions:

- Do the learning objectives support the module learning outcomes/overall programme?
- How does the session relate to previous sessions?
- Is the session planned so that it fully addresses the stated learning objectives?
- Is the session well-structured with an identifiable introduction, development and conclusion?
- Have appropriate supporting resources been made available to students/participants?

- Does the content support the achievement of the learning objectives?
- Is the content appropriate for the level, abilities and needs of students/participants?
- Is the content well researched and up-to-date?
- Are examples of topical illustrations, analogies and references to research appropriate?

4.4 Learning and teaching methods

Related UKPSF: A2, A3, A4, K2, K3, K4, V1, V2

4.4.1 Focussing Questions:

- Is the purpose and structure of the session clearly outlined to students/participants?
- Are the methods used appropriate to the objectives of the session?
- Are the methods well suited to the students'/participants' level, ability and needs?
- Do the methods used stimulate student interest?
- Have issues of student diversity/accessibility been addressed?
- Is there evidence of an inclusive learning environment?
- Can the tutor be seen and heard by all the class?
- Is oral delivery clear, well-paced, and appropriate in tone and style?
- Is the session introduced/closed effectively?
- Is it clear to students/participants how the session relates to previous work?
- Is the material clearly structured and easy to navigate?
- Are there helpful 'verbal signposts' for students/participants (e.g. tone of voice and signalling moves to indicate a change of focus)?
- Are explanations clear and coherent?
- Is feedback clear and developmental?
- Are key points summarised?
- Is there eye contact with students/participants?
- Are body movement, posture and facial expression used appropriately?

4.5 Student engagement

Related UKPSF: A1, A2, A3, A4, K3, K5, K6, V1, V2

Focussing Questions:

- What evidence was there of the tutor facilitating active and inclusive student engagement?

- Did the tutor adequately address any equality and diversity issues?
- Was student participation appropriate to the nature and purpose of the session?
- What [student] evidence is there of the learning objectives being achieved?
- What strategies are used to gain attention, to refocus at intervals, and to ensure attention span is maintained?
- Are there opportunities for students to question and feedback?

4.6 Use of resources and learning space

Related UKPSF: A1, A4, K1, K4, K5, V3, V4

4.6.1 Focussing Questions:

- Is the teaching space utilised effectively?
- Are the learning and teaching methods employed suitable to the accommodation/size of group?
- Has due consideration been given to the teaching space available?
- Are selected resources (specialist equipment, visual aids, etc.) appropriate for purpose?
- Are resources used effectively?

4.7 Summary

This section should be used to identify areas of strength, areas in need of development, and to give a summary of the observation. The Summary section requires the Observer to provide a summary statement reflecting the overall quality of the teaching observed. Any areas where further development of practice is required should be clearly identified.

4.8 Outcome

There are two possible outcomes: 'Meets expectations' or 'Requires further support'.

If the outcome is "Meets Expectations", the Observee should be invited to deliver a Teaching and Learning Forum or another staff CPD event ('live' or asynchronous) to disseminate their good practice in particular any aspects that are outstanding or of very high quality.

A follow-up observation is not 'required' but can be arranged should the Observee feel it would be useful.

If the outcome is 'Requires further support', the Observee and Observer need to agree the main area(s) for improvement, an 'action plan' for improvement and reschedule a follow-up observation (see Section 3).

4.8.1 Failure to agree outcome

In the unlikely event that the Observer and the Observee fail to agree the outcome, a follow up observation with a new Observer should be conducted. The outcome of the follow up observation is decided by the new Observer and is final.

4.9 Observee's comments

This section invites feedback from the Observee on:

- how they felt the lesson went
- anything they would do differently next time
- any concerns they would like to raise re the observation and the outcome

Appendix 1: Managed Observation of Teaching Form

Before completing this form, please read the Managed Observation of Teaching Scheme Guidance.

Completing this form:

1. Sections 1 and 2 should be completed prior to the observation by the Observee.
2. Sections 3 - 7 should be completed during/after the observation by the Observer.
3. A suggested Outcome should also be included in Section 8.
4. The form should then be returned to the Observee to complete Section 9.
5. The Observee and the Observer should then meet to discuss, agree and sign the form.

Observation Details				
Name:				
Reason for observation	New	Higher Level	Support	
Date, time, room:				
Mode of delivery	Face-to-face / online			
Module:				
Observer:				
Nature of session:	Lecture	Seminar	Workshop	Other (specify) ¹ :
Observation length				
No. of students on register (Observee)				
No. of students attended (Observer)				

1. Group Profile
2. Objectives
3. Planning and Content

¹ E.g., dissertation supervision, small group tutorial, one-to-one Learning Enhancement support etc.

4. Learning and Teaching Methods