Managed Observation of Teaching Scheme Guidance

2021-22

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Committee Approval

Committee	Committee Action	Date
QAEC	Recommended approval	**19 May 2021**
Academic Committee	**Approved**	**9 June 2021**
	Date in force	**1 September 2021**

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 (Goal 3 of our Strategic Framework). 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 Director of the Centre for Excellence in Teaching and Learning (CETL) or a nominee (e.g. line manager). Ordinarily, managed observations will be conducted 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:

- the observed session's objectives

- the specific practice areas the Observee would like the Observer to review

- 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 four possible outcomes from the observation: Outstanding, Good, Satisfactory or Unsatisfactory.

If the agreed outcome is unsatisfactory 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:

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

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

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

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 four possible outcomes: Outstanding, Good, Satisfactory, and Unsatisfactory.

If the outcome is **Outstanding or Good**, 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.

If the outcome is **Satisfactory**, then a follow-up observation is not 'required', but can be arranged should the Observee feel it would be useful. Good practice should be identified, and areas in need of development should be passed on to the Director of CETL or nominee for possible follow-up staff development.

If the outcome is **Unsatisfactory**, 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

4. Learning and Teaching Methods

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

• *Delivery* • *Clarity of instruction* • *Teacher talking time*	

5. Student engagement

6. Use of resources and learning space

7. Summary

8. Outcome	
Outstanding: Exceptionally high standards across all practice areas evidencing innovation; learners are challenged and inspired; all learning objectives achieved.	
Good: High standards across all practice areas: learning objectives achieved. Potential scope for very minor improvements in some areas.	
Satisfactory: Acceptable standards across all practice areas, though scope for improvement in some areas: learning objectives achieved.	
Unsatisfactory: Acceptable standards in most practice areas, though one or two areas in need of significant improvement: some objectives not achieved.	

9. Observee's comments

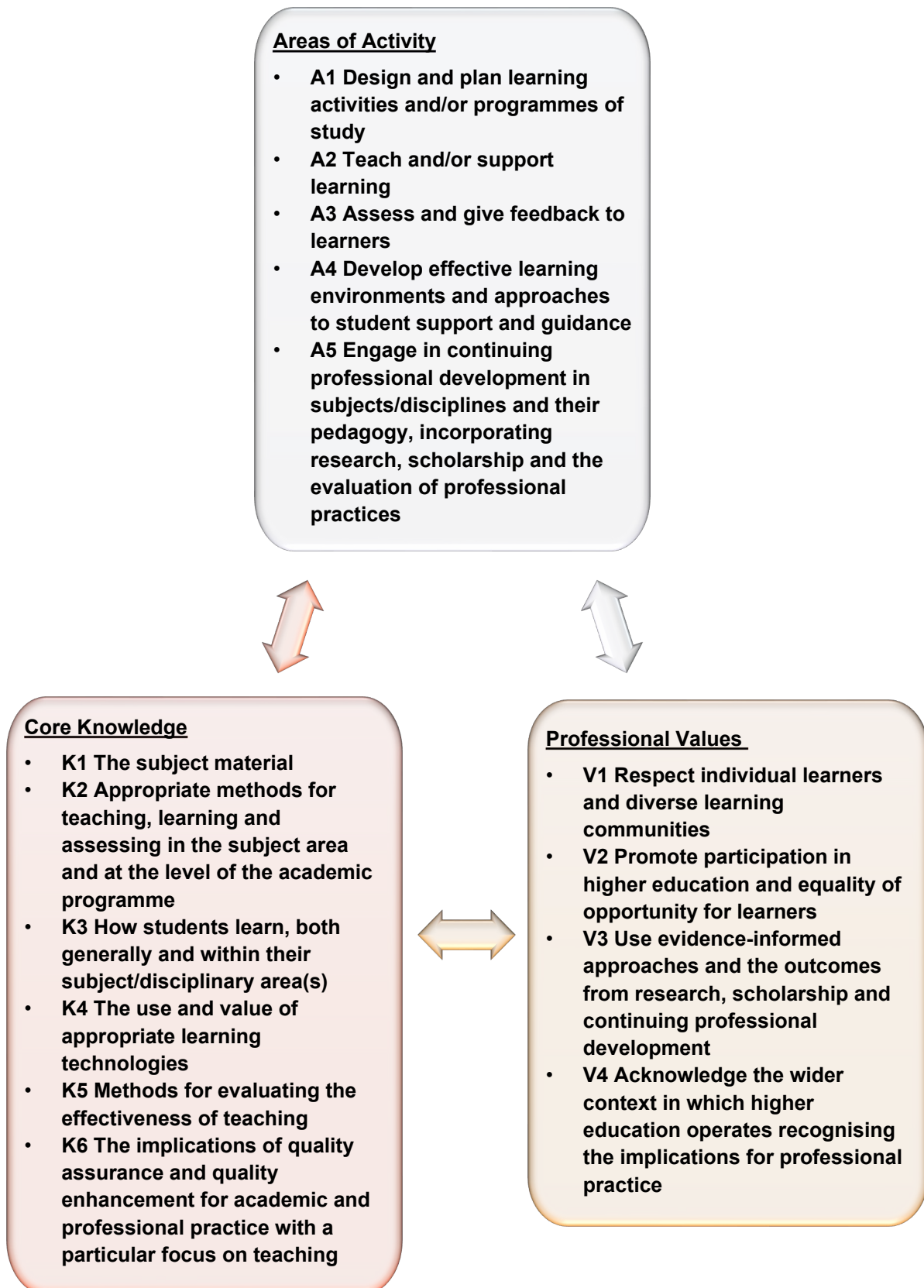**Observee's Signature**   **Observer's Signature**

…………………………………………   …………………………………………

Date: …………………………………   **Date:**   …………………………………

Appendix 2: The UK Professional Standards Framework

Dimensions of the Framework

Areas of Activity

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

- K1 The subject material
- K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
- K3 How students learn, both generally and within their subject/disciplinary area(s)
- K4 The use and value of appropriate learning technologies
- K5 Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Appendix 3: Application of UKPSF Dimensions

Table 2:	Description of Practice Standards for areas of activity, core knowledge & professional values	
Areas of Activity	**Levels 1 & 2 (HEA Associate Fellow/Fellow)**	**Level 3 (HEA Senior Fellow)**
A1 **Design and plan learning activities and/or programmes of study**	• Demonstrates effective application of constructive alignment design approach to design and plan learning opportunities aligned to the learning outcomes of the learners are expected to achieve (whether for sessions, modules and/or programmes). • Demonstrates application of current and relevant discipline, and learning and teaching knowledge and practice, to inform the curriculum design and content. • Demonstrates accurate awareness and application of current Bloomsbury Institute academic practice and policy in their design and planning.	As for Levels 1 & 2, and: Demonstrates their wider contribution at team, course and/or discipline level to the review and professional development of other colleagues' practice across all 5 areas of activity to develop and deliver practice enhancements. Demonstrates the impact of this contribution on learning and teaching practice standards within teams, department, and/or discipline. Innovates practice and leads colleagues by personal example.
A2 **Teach and/or support learning**	• Demonstrates appropriately informed use of teaching and learning methods which promote and support the active and inclusive engagement of learners in working to achieve the intended learning outcomes. • Demonstrates appropriate use and design of sustainable learning resources in appropriate media, at an appropriate academic level and using appropriate technology.	
A3 **Assess and give feedback to learners**	• Demonstrates appropriately informed use of a range of assessment and feedback methods, which help learners identify their progress and how to develop further. • Demonstrates accurate awareness, application and understanding of current Bloomsbury Institute academic practice and policy relating to assessment and feedback in their practice.	
A4 **Develop effective learning environments and approaches to student support and guidance**	• Demonstrates an awareness of equality and diversity issues in learning and teaching, and how this awareness is applied to create an inclusive learning environment which supports student learning in whatever media used. • Demonstrates their contribution to the pastoral care of students, providing support and referring students to other colleagues and professional services as appropriate.	
A5 **Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice**	• Demonstrates active reflection on their professional practice to identify areas for development and how these can be addressed. • Demonstrates active participation in T&L continuing professional development relevant to their role and expertise, and how this is applied to enhance their professional practice and student learning.	

Areas of Core Knowledge	Levels 1 & 2 (HEA Associate Fellow/Fellow)	Level 3 (HEA Senior Fellow)
K1 **The subject material**	Evidence of: • current discipline knowledge and how it is used to inform and update the material and learning activities designed and delivered. • engagement with relevant professional bodies and subject/discipline colleagues to develop approaches to teaching and promote student understanding of the discipline.	As for Levels 1 & 2, and evidence of: • contribution to enabling others within a team and/or discipline to do likewise to their practice.
K2 **Appropriate methods for teaching and learning in the subject area and at level of academic programme**	Evidence of: • use of learning and teaching methods which address diversity of student needs at an appropriate academic level. • informed choice of learning and teaching methods to encourage the active participation of learners in the learning process. • application of constructive alignment principles in curriculum design and delivery.	As for Levels 1 & 2, and evidence of: • impact of contribution to the professional development of other colleagues learning and teaching methods within a team and/or discipline.
K3 **How students learn, both generally and within their subject/disciplinary context**	Evidence of: • relevant awareness and demonstration in their practice of the relationship between teaching and learning, and the factors which support successful independent learning. • approaches that support active participation and engagement of students in learning generally, and in the discipline.	As for Levels 1 & 2, and evidence of: • contribution to the wider development and application of approaches to professionally develop other colleagues' practice within a team and/or discipline.
K4 **The use and value of appropriate learning technologies**	Evidence of: • appropriate use of Canvas/NILE and associated tools for design and delivery of learning and teaching to help meet diverse learning needs and stimulate more active and self-managed learning opportunities. • applying knowledge of digital and non-digital technologies in learning and teaching, and their benefits in supporting active and independent learning in HE.	As for Levels 1 & 2, and evidence of: • contribution to the wider development, evaluation, and application of appropriate technologies in the design and delivery of HE learning and teaching within a team and/or discipline.
K5 **Methods for evaluating the effectiveness of teaching**	Evidence of: • knowledge and consistent use of a selection of appropriate methods to evaluate own learning and teaching practice and its impact on student learning. • using an appropriate range of feedback sources to inform curriculum design and delivery.	As for Levels 1 & 2, and evidence of: • contribution to the evaluation and assessment of teaching effectiveness within a team and/or discipline.
K6 **The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching**	Evidence of: • knowledge of, and appropriate participation in Bloomsbury Institute quality and assurance processes for learning and teaching design, approval and review at individual, team and departmental level. • how these impact on enhanced learning and teaching.	As for Levels 1 & 2, and evidence of: • contribution to supporting the promotion, development and application of colleagues' professional development practice to learning and teaching within a team and/or discipline.