Procedure 6.10.1 Higher Education Lesson Observation					
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Procedure Owner : Principal / CEO

- ❖ This procedure is shared with our academic staff and/or can be obtained:
  - o on our website https://docklandsacademy.co.uk/policies-and-procedures,
  - o by emailing us at info@docklandsacademy.co.uk.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Annual Policy and Procedures Review.

1. Introduction

The aim of this document is to explain the higher education lesson observation process. All lecturers are observed at certain intervals. In the case of any issues, the lecturer is given a time span to cover the issue(s) and make required improvements, and then observed again.

2. Lecturer Preparation

2.1 Planning

Lecturers should create lesson plans in addition to the Scheme of Work for their lectures while they are being observed using the template provided, which should include the following in separate columns:

- Course & Unit details
- Topic
- Target Outcomes & Objectives
- Date & Day & Session & Hours
- Room
- Resources used
- Learner Profile
- Anticipated problems & Solutions
- Activities of the lecturer & learners including interaction
- Aims for each activity (linked to the learning outcome(s))
- Functional and higher-level practical skills being developed
- Notes for the following lesson
- Lecturer evaluation

2.2 Lesson Plan Delivery

Lecturers must upload their lesson plans and materials to SharePoint in advance.

2.3 Photocopying

We are bound by copyright laws and if lecturers copy any publish material, they must make sure that they write the **book name** and **author** on the photocopies. They can take a master copy, write the reference details at the top and copy off the numbers needed. The copyright rules we must comply with are provided on the wall by the photocopier.

3. Type of Observation

There will be two types of observation carried out at DAL. The first are **Formal Observations**. This is when the **Academic Head** or **Inspector** from an external body or organisation observes a lesson and gives formal written feedback. The second are **Peer Observations**, which are informal, but teachers are still asked to produce some written feedback. [See Procedure 6.10.2 for details of Peer Review]

- Any lecturer nominee must be observed before a contract is signed as a part of recruitment procedure.
- One Formal Lesson Observation in Autumn and another one (which also functions as Performance Management Observation) per annum in Summer Term on a specific date agreed mutually with lecturers in advance.
- Two Informal (peer) Lesson Observations (if possible, depending on CPD contents) in Autumn and Spring Terms.

4. Pre-observation Meeting

Before a formal or informal observation, there must be a pre-observation meeting arranged by the observer. Typically, this may be an email sent by the observer to arrange a time and date to carry out the observation, and to get some information about the teacher and students.

5. Observation

Lecturers can expect to be observed for about an hour, but it may not actually be that long. Some inspectors enter and leave at will and the lecturer is supposed to more or less ignore their presence; but make sure there is a spare table and chair for them on the day of the observation with a hard copy of the lesson plan and materials being used.

5.1 Observation Feedback

After the observation the lecturer will be given verbal and written feedback on the following:
- evidence of effective planning,
- evidence of independent learning,
- effective engagement and participation by learners,
- effective teaching of subject knowledge,
- effective teaching of higher-level practical skills.

5.2 Types of Evidence the Observer Looks for

What evidence is there of effective planning?
- staged and detailed plan
- class profile, pen portrait

- skills audit, initial assessments, tutorial notes
- scheme of work aligned with programme specifications
- learning objectives integrated and aligned to learning outcomes and assessment criteria

What evidence is there of independent learning?
- learners challenged
- learner centred approach used
- learners able to work unassisted
- learners developing higher skills
- learners asking good questions to assist learning

Is there effective engagement and participation by students?
- learners are engaged
- learners are given equal opportunities
- the lecturer has made the subject interesting
- teaching methods help to facilitate engagement
- participation supports achievement of intended learning outcomes

How effective is the teaching of subject knowledge?
- the lecturer is confident about the subject
- the lecturer can answers questions on the topic
- the lecturer provides reliable, up to date information
- relevant examples are used to explain different aspects of the topic
- there has been prior learning beyond the scope of learning objectives

How effective is the teaching of higher level practical skills identified in the programme specification and subject benchmarks?
- learners developing the ability to critically evaluate
- learners developing the ability to apply theory in practice
- learners developing the ability to make effective judgements
- learners developing the ability to analyse and synthesise information
- learners developing employability skills and self-reflection on performance

5.3 Lecturer Feedback

During feedback lecturers will be given the chance to discuss any comments. In addition, they must complete a form expressing their views about the process and outcomes of the observation.

6. Appeals

If a lecturer feels that comments in the observation feedback are unfair or inaccurate in any way, they have the right to appeal. First, they should make their concerns known to the observer. If they are not satisfied with the response, they can put their appeal in writing to the Quality Committee. The decision of the Quality Committee will be final.

7. **Related Documents**

7.1 Policies

- **1** Governance
- **2** Academic Management
- **3** Teaching Learning Assessment
- **6** Human Resources

7.2 Procedures

- **1.5** Equal Opportunities
- **1.7** Data Protection
- **1.9** Review and Revision of Policies and Procedures
- **2.6** Self-Assessment and Programme and Annual monitoring
- **2.12** Contingency and Adverse Effects
- **3.1** Expectations from and Supporting Staff in Teaching Delivery
- **3.4** Tutorial Arrangements
- **3.5** Assessment Expectations
- **4.11** Student Protection Plan
- **5.3** Equality, Diversity and Special Needs
- **5.7** Reviewing Learning Resources
- **6.1** Recruitment and Selection
- **6.2** New Starters and Induction
- **6.3** Equality and Diversity
- **6.4** Personal Development Review and Appraisal
- **6.9** Continuing Professional Development (CPD)
- **6.10.2** Peer review
- **6.10.3** ELD Lesson Observation
- **6.13** Staff Code of Conduct
- **6.14** Academic Misconduct by Staff

7.3 External Reference Points

- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at *https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf*
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** at *https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf*
- **UKCISA Code of Ethics** at *https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics*
- **Equality Act – 2010** at *https://www.legislation.gov.uk/ukpga/2010/15/contents*
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** *at https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf*
- **British Accreditation Council (BAC) Accreditation Handbook** at *http://www.the-bac.org/wp-content/uploads/2022/10/Accreditation-Handbook-2022-web-compressed.pdf*
- **UK Professional Standards Framework for teaching and supporting learning in Higher Education** at *https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-*

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