The Grimsby Institute Group (GIG) recognises that ‘Teaching, Learning and Assessment’ is of paramount importance to the student experience. These guidelines are intended to act as a mechanism in which to better understand the robust approach taken within the GIG with regards to enhancing the quality of Teaching and Learning in Higher Education. Through a process of observing tutors in practice, the GIG is better equipped to govern the quality of the student experience, support tutors in delivering high quality, innovative Teaching and Learning and promote continuous improvement across its faculties.

In using this guidance other documents may need to be considered:

Document Reference: Review of Teaching and Learning in Higher Education
Reference Code: QAARtl.
Version: 2
Date: May 2013
Date of Implementation: June 2013
Originator: Quality & Standards Committee
Approval by: Quality Improvement Committee
Date for Review: June 2014

Description:

For further advice on how these guidelines work, you should contact the Quality and Standards Department.

Department Contacts: Quality and Standards (Higher Education)
Rm: 3H06 (01472) 311222

This document is available in alternative forms on request from the Quality and Standards Department.
1: Introduction

1.1 This document is for guidance only; the GIG Policy on ‘Observation of Teaching and Learning’ must apply in every instance.

1.2 From 2009 onwards, the criteria for ‘observations of teaching and learning’ in higher education (HE OTL) has changed from a previously used further education model to one that better reflects a higher education agenda. The result of the new model was a revised HE OTL proforma and supporting guidance, which had subsequently been altered in review of the HE OTL process undertaken on an annual basis.

1.3 The development of the revised guidance document and corresponding 13/14 HE OTL proforma has been informed by a three stage process of consultation; an approach underpinned by a strategic view that feedback from stakeholders is key to gaining ‘buy in’, ownership by staff and the enhancement of high quality opportunities to support teaching and learning.

Stage 1: Formal consultation
The views of tutors who have experience of the observation process as both observers and observes were sought.

Stage 2: Pre consultation
In 2013 opinions of students from within the GIG were gathered from student led Institutional level focus group activity that focused upon student opinions of what constitutes good quality Teaching and Learning.

Stage 3: Formal consultation
The guidance and corresponding documentation was then revised and considered by the HE Teaching, Learning and Scholarship Group.

1.4 Within the HE OTL process, the Framework for Higher Education (FHEQ) is used as a ‘tool of reference’ to determine the extent to which a relationship exists between the FHEQ and depth, breadth and challenge of teaching and learning - see appendix 2

1.5 The word ‘classroom’ within these guidelines relates to any other venue in which observations of teaching and learning can occur

1.6 The word ‘tutor’ within these guidelines refers to the individual being observed

1.7 The word ‘observer’ within these guidelines refers to a suitably qualified and experienced individual who has been nominated by a member of the GIG management team and has received prior OTL training and standardisation

1.8 The HE Teaching, Learning and Scholarship Committee will moderate all HE OTL forms to safeguard against inconsistencies and ensure congruence between observation grades and qualitative judgements

2. Supporting Documentation
2.1 Whilst a tutor may provide a number of documents for the observer to utilise throughout the OTL, at the start of the out of classroom review the tutor must provide (or signpost to electronic sources) as a minimum:

i. an up-to-date module register  
ii. a complete tutor planning document — see appendix 3 for guidance document and example  
iii. the relevant module handbook (as per GIG minimum standards)  
iv. copies of any learning resources  
\textbf{v.} the relevant programme specification — see examples: Appendix 5  
vi. any additional supporting documentation  
\textbf{vii.} An up to date CPD record which outlines all research, scholarship and professional activity

3. Criteria within Observations

3.1 The approach adopted within the HE OTL incorporates three distinct sections; an ‘out of classroom’ review; and ‘in classroom’ session; and a ‘post observation’ reflection.

3.2 The ‘out of classroom’ review provides the observer with the opportunity to make a quantitative and qualitative judgement on the following:

i. The group profile  
ii. Planning of the assessment process  
iii. The accuracy and completeness of published Information (teaching and learning plans)

3.3 The ‘in classroom’ observation provides the observer with the opportunity to make a quantitative and qualitative judgement on the following:

i. the quality of the teaching experience (depth, breadth, challenge of teaching)  
ii. the appropriateness of teaching and learning methods used  
iii. teaching of subject knowledge  
iv. teaching of subject specific, practical and/or transferable skills  
\textbf{v.} engagement with and participation by students  
vi. quality of materials to support learning

3.4 The ‘post observation’ reflection provides the observer with the opportunity to make a qualitative and quantitative judgement of the following:

i. the extent of regard given to assessment and student support  
ii. research, scholarship and/or professional activity to support teaching  
iii. the tutors reflection on the session

The ‘out of classroom’ observation is based upon the principles of review adopted by the Quality Assurance Agency in the assurance of an Institution’s ability to effectively govern and enhance its higher education quality and academic standards
4. Calculating a grade
4.1 The final grade awarded for a complete observation will be taken from the following scale:
  i. Grade 1: Outstanding
  ii. Grade 2: Good
  iii. Grade 3: Requires Improvement
  iv. Grade 4: Inadequate

4.2 The final grade awarded is to be based on a holistic judgement of the tutor’s performance across all criteria

5. Giving Constructive Feedback
5.1 Before the observer and tutor meet to discuss the outcomes of the OTL, the tutor may complete their reflections of the observed session on the tutor planning document

5.2 Reflections should demonstrate a critical evaluation of the observed session and should be used as a tool through which dialogue can occur between the observer and tutor during the ‘feedback’ process

5.3 During feedback observers will ‘go through’ the findings of the HE OTL, discuss with the tutor their own critical reflections and agree with the tutor an appropriate course of action to follow up on the observation and improve performance

5.4 Tutors can expect that feedback will be given within 48 hours of the observation reflection, in a situation of privacy and with no interruptions. The observer and tutor should both be aware of the time available for the feedback in advance of the meeting

5.5 At the beginning of the feedback meeting, the observer and/or tutor may wish to clarify any points from the lesson

5.6 Good quality feedback should:
  i. encourage reflection and discussion through the use of question and prompts
  ii. focus on performance/practice and not the personal characteristics of the tutor
  iii. be fair, objective and focus on what is observed
  iv. avoid over-generalisation and offer specific examples
  v. focus on key messages drawing out strengths and weaknesses
  vi. promote sharing of ideas and information
  vii. ensure the grade and judgments bear a relationship to the language used in verbal and written feedback

5.7 When giving difficult feedback observers should:
  i. avoid ambiguous statements, remaining fair and direct
  ii. use examples of evidence to support findings
  iii. focus on how what has been observed impacts the learning experience
  iv. remain calm if challenged
  v. always listen to the tutor’s point of view even if there is disagreement
  vi. aim to find realistic, supportive solutions
5.8 At the end of the feedback, the observer should always provide a clear re-cap of the main points for clarity and understanding.

5.9 Care should be taken to ensure that the findings documented on the HE OTL proforma are congruent with the feedback provided and discussed in the feedback session.

6. Constructively Receiving Feedback
6.1 It is important that a tutor actively listens to an observer’s feedback and recognises that objective feedback can often assist in enhancing potential.

6.2 Feedback can often provide a ‘reality check’ through which a tutor can compare the perception of their own practice with that of the observers.

6.3 A tutor should ask for specific examples if feedback is vague or difficult to understand.

6.4 Feedback can sometimes provoke emotion— it is not always easy to hear from others how improvements in professional practice can be made, however tutors should endeavour to remain open to observations recognising the value of feedback in the learning process.

7. Agreeing Points of Action
7.1 The completion of the HE OTL will culminate in the development of an action plan — see appendix 6. The action plan should be negotiated between the observer and tutor.

7.2 The action plan should take into account goals through which performance can be enhanced and/or good practice can be shared.

7.2 Planned actions must be specific, measurable, achievable, realistic and time-based.

7.3 It is important to be aware of the availability of staff development training opportunities.

7.4 Targets may be linked to appraisal (if appropriate).

8. Pool of Observers
8.1 To promote a more ‘peer review’ focused process. The pool of observers within each area must NOT only include line managers. The Heads of School should utilise the experience of the HE Teaching, learning and Scholarship Fellows; and already existing Grade 1 tutors within the School to undertake observations.

9. Guidance for organisation of observations
9.1 All GIG tutors will be formally observed on an annual basis within a four week period. The final decision regarding the four weeks in which HE OTL is to take place is at the discretion of the HE Teaching, Learning and Scholarship Committee.

9.2 All HE GIG tutors will be permitted to discuss with their Head of School an appropriate time for the HE OTL to take place within the four week period stipulated by the HE Teaching, Learning and Scholarship Committee.

9.3 A GIG tutor receiving a Grade 3 or 4 within their formal observation will be allocated a HE Teaching, Learning and Scholarship Fellow for support and will be re-observed within 6 weeks of their feedback.

9.4 If a GIG tutor receives a further Grade 3 or 4 within their re-observation, the Performance management process will commence.
PART 1: Out of Classroom Review

A: Planning of the Assessment Process

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<tbody>
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<td>1.</td>
<td>2.</td>
<td>3.</td>
<td>4.</td>
</tr>
<tr>
<td>A strong assessment brief with a strong relationship to the module learning outcomes/ level descriptors is evident. The assessment brief is exemplary; significant evidence that planning for assessment has occurred as a result of moderator/ tutor/ student’s feedback. A strong relationship exists between the assessment process and the Institute’s CoP for Assessment.</td>
<td>A clear assessment brief in which the relationship to the module learning outcomes/ level descriptors is evident, however improvements could be made. There is clear evidence that planning for assessment has occurred as a result of moderator/ tutor/ student’s feedback. There is a good relationship between the assessment process and the Institute’s CoP for Assessment.</td>
<td>An assessment brief evident but could be more transparent in terms of its relationship to the module learning outcomes/ level descriptors. There is some evidence that planning for assessment has occurred as a result of moderator/ tutor/ student’s feedback. There is some relationship between the assessment process and the Institute’s CoP for Assessment.</td>
<td>An unclear assessment brief with an insufficient relationship to the module learning outcomes/ level descriptors. There is no evidence of planning for assessment as a result of moderator/ tutor/ student’s feedback. There is very little relationship between the assessment process and the Institute’s CoP for Assessment.</td>
</tr>
</tbody>
</table>

Notes:

- The review should consider the accuracy and completeness of the assessment brief including formative and summative deadlines
- The extent to which the assessment is appropriately designed and measures the module learning outcomes
### B: Accuracy and Completeness of Published Information (teaching and learning plans)

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<tr>
<td>A strong plan provided for the delivery of the teaching and learning over the duration of the module/unit and session and within a definitive module/unit handbook/tutor planning document. Information provided is complete and accurate; there is evidence that detailed/exemplary planning has occurred.</td>
<td>Clear evidence of planning for the delivery of the teaching and learning strategy over the duration of the module/unit and session and within a definitive module/unit handbook/tutor planning document. Information provided is largely complete and accurate; there is evidence that good planning has occurred.</td>
<td>Some evidence of planning for the delivery of the teaching and learning strategy over the duration of the module/unit and session which might not be in a definitive module/unit handbook/tutor planning document. Information provided is incomplete and/or inaccurate; planning could be more transparent.</td>
<td>No module/unit handbook with no evidence of planning for the delivery of teaching and learning over the duration of the module/unit and session.</td>
</tr>
</tbody>
</table>

**Notes:**

- The review should consider the extent of planning, detail and completeness of the teaching and learning plans/schedule over the duration of the module
- The plan/schedule should aid students in pre-preparing for sessions over the duration of the module
### C: Appropriateness of Teaching and Learning Methods

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<tbody>
<tr>
<td>1.</td>
<td>Teaching methods are extremely effective and suitable for the achievement of the planned learning outcomes; curriculum alignment is evident with evidence of excellent practice.</td>
<td>2.</td>
<td>Teaching methods are effective and suitable for the achievement of the planned learning outcomes and curriculum alignment is evident with some scope for improvement.</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching methods are partially effective and suitable for the achievement of the planned learning outcomes; curriculum alignment is evident however significant improvements could be made.</td>
<td>4.</td>
<td>Methods adopted are largely unsuitable for the achievement of the planned learning outcomes. The alignment of the methods to the curriculum is extremely weak.</td>
</tr>
</tbody>
</table>

**Notes:**

- Observers must consider the ‘diet’ of and/or teaching methods used and appropriateness to the learning outcomes planned for the session
- How effective is the choice of teaching methods utilised i.e. Interactive lecture, group work, practical
### D: Teaching of Subject Knowledge

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<tr>
<td>1. Evidence of thorough tutor subject knowledge and the teaching of subject knowledge make a full contribution to the achievement of the planned learning outcomes. Evidence of excellent practice exists.</td>
<td>2. Evidence that the level of tutor subject knowledge and the teaching of subject knowledge makes a good contribution to the achievement of the planned learning outcomes, although there is still some scope for improvement.</td>
<td>3. Evidence that the level of tutor subject knowledge and teaching of subject knowledge makes an acceptable contribution to the planned learning outcomes, however there are some significant shortcomings.</td>
<td>4. Very little if any subject knowledge evident such that the teaching of the planned learning outcomes is severely impaired.</td>
</tr>
</tbody>
</table>

**Notes:**

- **Observer must consider the extent of the tutor’s knowledge and understanding of the subject material.**
- **To what extent does the tutor’s subject knowledge make a contribution to the achievement of the learning outcomes planned for the session?**
- **Observers must consider the extent to which tutor knowledge engenders trust amongst learners.**
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<td>**Teaching makes a strong contribution to the achievement of the</td>
<td>**Teaching makes a good contribution to the achievement of the</td>
<td>**Teaching makes an adequate contribution to the achievement of</td>
<td>**Teaching makes very little contribution, if any, to the</td>
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<td>planned learning outcomes and professional, practical and/or</td>
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<td>achievement of the planned learning outcomes and professional,</td>
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<td>transferable skills as identified in the programme specification,</td>
<td>transferable skills as identified in the programme specification,</td>
<td>transferable skills as identified in the programme specification,</td>
<td>professional, practical and/or transferable skills as identified</td>
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<td>with evidence of excellent practice.</td>
<td>although there is some scope for improvement.</td>
<td>although there are some significant shortcomings.</td>
<td>in the programme specification.</td>
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<td>- Observers may consider how these specific skills are delivered</td>
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<td>- Observers may consider how these specific skills are delivered</td>
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<td>through teaching. E.g.</td>
<td>towards achievement of planned learning outcomes and professional,</td>
<td>through teaching. E.g.</td>
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<td>practical and/or transferable skills as identified in the</td>
<td>• Confidence in verbal communication and testing out new ideas</td>
<td>practical and/or transferable skills as identified in the</td>
<td>• Confidence in verbal communication and testing out new ideas</td>
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<td>programme specification.</td>
<td>• Respect for others' points of view</td>
<td>programme specification.</td>
<td>• Respect for others' points of view</td>
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<td></td>
<td>• Capacity to critique peers' responses in a supportive and</td>
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<td>• Capacity to critique peers' responses in a supportive and</td>
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<td>collegiate environment</td>
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<td>• Openness to new ideas or critical analysis and interpretation</td>
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<td>• Openness to new ideas or critical analysis and interpretation</td>
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<td>skills</td>
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<td>skills</td>
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### F: Engagement with and Participation by Students

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<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Students are thoroughly engaged with the learning experience throughout; their participation fully contributes to the achievement of the planned learning outcomes. Encouragement of participation and equal opportunities is to a very good standard with evidence of excellent practice.</td>
<td>2.</td>
<td>Students are actively engaged with the learning experience throughout although; encouragement of participation and equal opportunities is good although some improvements could be made.</td>
</tr>
<tr>
<td>3.</td>
<td>Students are actively engaged in the learning experience to some extent; encouragement of participation and equal opportunities is evident although significant improvements could be made.</td>
<td>4.</td>
<td>Very little or no engagement between tutor and students. Two way communication is largely coincidental such that achievement of the planned learning outcomes is severely hampered and the encouragement of participation and equal opportunities is of concern.</td>
</tr>
</tbody>
</table>

Notes:
- Observers should consider the level of students participation/engagement with learning.
- Observers should remain mindful that student participation can manifest itself in a number of ways i.e. from relatively informal contributions to a class discussion, to more formally assessed and carefully structured contributions.
- Observers should note the extent to which the tutor creates an expectation of participation.
- Observers will look to ensure practice does not inhibit participation such as:
  - Appropriateness of the learning environment – room size etc.
  - Racing through problems at break-neck speed; students passively copying from the board.
  - Asking a question and then giving them the answer yourself.
  - Making a student feel stupid.
  - Lack of control of dominant students that limit wider participation.
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<tbody>
<tr>
<td>1.</td>
<td>Materials and/or learning technologies make a sound contribution to teaching, learning and assessment and are carefully interwoven into the learning experience with evidence of innovative practice.</td>
<td>2.</td>
<td>Materials and/or learning technologies make a good contribution to the learning experience and achievement of the planned learning outcomes. Improvements could be made.</td>
</tr>
<tr>
<td>3.</td>
<td>Materials and/or learning technologies make some contributions to the learning experience and the achievement of the planned learning outcomes, but are significantly lacking in some areas.</td>
<td>4.</td>
<td>No materials and/or learning technologies provided to support learning or materials/technologies provided largely ineffective or irrelevant in supporting the achievement of the planned learning outcomes.</td>
</tr>
</tbody>
</table>

Notes:

- **Observers should consider the extent to which materials and/or learning technologies used contribute to the learning experience and achievement of the planned learning outcomes to the session.**
- **Materials/sources must be adequately referenced, of publishable standard and appropriate level of programme**
### H: Quality of the Teaching Experience (depth, breadth and challenge of teaching)

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<tbody>
<tr>
<td>1.</td>
<td>Teaching is strongly aligned to the FHEQ. The challenge of the session ensures students can engage with the general flow of the session such that there is a significant contribution to the achievement of the planned learning outcomes. Evidence of excellent practice exists.</td>
<td>2.</td>
<td>Teaching is in the main aligned to the level as defined by the FHEQ. In the main the challenge of the session ensures students can engage with the general flow of session such that a good contribution of the planned learning outcomes is made. However there is some scope for improvement.</td>
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<td>3.</td>
<td>Teaching bears some relationship to the level as defined by the FHEQ. The challenge of the session is partially aligned to the level. Students can mostly engage with the general flow of the session but some significant improvements could be made.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Teaching bears no relationship to the level as defined by the FHEQ. The challenge of the session is not aligned to the level. Students have difficulty engaging with the general flow of the session such that achievement of the planned learning outcomes is severely impaired.</td>
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**Notes:**
### PART 3: Observation Reflection: To be completed by observer and observee as a joint process

#### I: Student Feedback, Learning and Support

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<tbody>
<tr>
<td>1.</td>
<td>Student feedback demonstrated appropriate challenge, interested and students can clearly see the way in which the sessions inform personal and professional development. Students are thoroughly supported through the learning journey; and learning is a positive experience.</td>
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<tr>
<td>2.</td>
<td>Student feedback demonstrated a good level of challenge; interested and students have a good overview of the way in which the sessions inform personal and professional development. Students are well supported through the learning journey; and the learning experience is good.</td>
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<tr>
<td>3.</td>
<td>Student feedback demonstrated satisfactory challenge and interest in the sessions. Students are able to see how the sessions inform personal and professional development. Satisfactory support is provided to students through the learning journey; and learning is a satisfactory experience</td>
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<tr>
<td>4.</td>
<td>Student feedback demonstrated limited challenge, and interest in the sessions. Students are unable to see how the sessions inform personal and professional development. Students are inadequately supported through the learning journey.</td>
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</tbody>
</table>

**Notes:**

- The reviewer should ensure that this section is complete as a joint process between the observer and observee.
- The feedback from the student learning journey feedback sheet must inform the overall assessment; but not be the only information source.
- The reviewer must discuss how the students are supported throughout the module; and how student feedback is utilised as an enhancement tool.
- The completed proforma that is sent to the He Manager: Teaching, Learning and Scholarship must include an analysis of the Student Learner journey feedback sheets through the completion of the following table:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Disagree (3)</th>
<th>Strongly Disagree (4)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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</table>

**Overview of Comments:**

Majority grade awarded by students in the Student Learner journey feedback sheets (i.e. if 8 out of 10 strongly agree on all questions; a grade 1 is awarded): Grade ……. 
## I: Research, Scholarly or Professional Activity to Support Teaching

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<tbody>
<tr>
<td>1.</td>
<td>Strong evidence of research, scholarly or professional activity having a significant impact on teaching, learning and assessment. Evidence to suggest that teaching is strongly informed as a result of scholarly or professional activity and is fully aligned with the development of the discipline.</td>
<td>2.</td>
<td>Clear evidence of research, scholarly or professional activity having an impact on teaching, learning and assessment. Evidence to suggest that content is largely informed as a result of research, scholarly or professional activity, however there is scope for improvement.</td>
</tr>
<tr>
<td>3.</td>
<td>Some evidence of research, scholarly or professional activity having an impact on teaching, learning and assessment. Some evidence to suggest that content is partially informed as a result of research, scholarly or professional activity but some significant improvements could be made.</td>
<td>4.</td>
<td>No evidence of research, scholarly or professional activity having an impact on teaching, learning and assessment. Evidence to suggest that teaching is insufficiently informed by research, scholarly or professional activity.</td>
</tr>
</tbody>
</table>

**Notes:**

- **Observers must refer to the HE Teaching, Learning and Scholarship strategy for the defined terms**
- **Observers must also be mindful of the Descriptors that are applicable to the individual tutor (as identified in the UKPSF, 2011)** See **APPENDIX 8**
- **Observers should in discussion with the tutor detail how activity impacts teaching, learning and assessment practice**
Grade awarded to be based on a holistic judgment of the tutor’s performance across all criteria.

Key:
- GRADE 1 Outstanding
- GRADE 2 Good
- GRADE 3 Requires Improvement
- GRADE 4 Inadequate

Amended from a peer review process at Doncaster College and further informed by the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education 2011 (Higher Education Academy)
<table>
<thead>
<tr>
<th>Descriptor for a qualification at Certificate (C) level</th>
<th>Teaching encourages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. HNC/ First 120 credits at level 4 for Fds/BA, Other programmes such as AAT.</td>
<td>i. knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;</td>
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<tr>
<td></td>
<td>ii. an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of their subject(s) of study.</td>
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<tr>
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<td>Opportunities for students to:</td>
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<tr>
<td></td>
<td>a. evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;</td>
</tr>
<tr>
<td></td>
<td>b. communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;</td>
</tr>
<tr>
<td></td>
<td>c. develop new skills within a structured and managed environment; and:</td>
</tr>
<tr>
<td></td>
<td>d. develop qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Descriptor for a qualification at Intermediate (I) level</th>
<th>Teaching encourages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. HND/ second 120 credits at level 5 of an Fd/BA</td>
<td>i. knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;</td>
</tr>
<tr>
<td></td>
<td>ii. ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;</td>
</tr>
</tbody>
</table>
iii knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;

iv an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

*Opportunities for students to:*

a use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;

b effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;

c develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations; *and:*

d develop qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

**Descriptor for a qualification at Honours (H) level: Bachelors degree with Honours e.g. final year degree**

**Teaching encourages:**

i a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;

ii an ability to deploy accurately established techniques of analysis and enquiry within a discipline;

iii conceptual understanding that enables the student:

- to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
- to describe and comment upon particular aspects of current research, or
equivalent advanced scholarship, in the discipline;

iv an appreciation of the uncertainty, ambiguity and limits of knowledge;

v the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).

**Opportunities for students to:**

a apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;

b critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;

c communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences; **and:**

d develop qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable contexts; and
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

**Descriptor for a qualification at Masters (M) level: Masters degree**

Teaching encourages:

i a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

ii a comprehensive understanding of techniques applicable to their own research or advanced
iii originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

iv conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline; and
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

**Opportunities for students to:**

a deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

b demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

c continue to advance their knowledge and understanding, and to develop new skills to a high level; **and:**

d develop the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations; and
- the independent learning ability required for continuing professional development.
### APPENDIX 3  Tutor planning documentation with guidance

#### To be completed by tutor prior to classroom observation

<table>
<thead>
<tr>
<th>Tutor:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title:</td>
<td></td>
</tr>
<tr>
<td>Year and Level:</td>
<td></td>
</tr>
<tr>
<td>Mode of Attendance:</td>
<td></td>
</tr>
<tr>
<td>Award Title:</td>
<td></td>
</tr>
<tr>
<td>Faculty:</td>
<td></td>
</tr>
</tbody>
</table>

#### Group Profile:
- Number of learners
- Ratio of male: female
- Any students with DSA requirements
- Entry profile

#### Special Consideration:
- Tutors may draw attention to any specific area/ theme where specific feedback is invited.
- Any special considerations that should be taken into account must be detailed here.

#### Summary of research, scholarship or professional activity undertaken in the last 12 months
- Tutors should refer to HE Teaching, Learning and Scholarship strategy for defined categories of research, scholarship and professional activity.

#### Specific learning outcomes planned for the session:

_E.g. Including knowledge and understanding, cognitive, subject specific and/or practical/professional skill, transferable skills_

- Tutors must detail the planned learning outcomes for the session paying attention to knowledge and understanding, cognitive, subject specific/ practical/professional skills and transferable skills.
- Planned learning outcomes should be mapped to subject specific, practical and transferable skills as identified in the programme specification.
- Tutors should provide a brief summary of the schedule planned for the session.
- In determining planned learning outcomes for the session, tutors should refer to intended learning outcomes and the learning and teaching strategies outlined in the validated module.
- Tutors may also include a brief rationale regarding how the planned learning outcomes fit within the FHEQ.
# TUTOR REFLECTIONS ON THE SESSION:

demonstrating a critical evaluation of practice and a commitment to professional development

You may find it useful to consider the following:

- what did I intend to do in these sessions (what did you want the students to learn)
- what went well – and why
- what didn’t go so well – and why
- what I need to work on to improve.
## Programme intended learning outcomes

Reference the relevant subject benchmark statement(s) for each outcome (in brackets after each outcome)
State supporting learning, teaching and assessment strategies for each group of outcomes

<table>
<thead>
<tr>
<th>Knowledge and understanding of:</th>
<th>Teaching and learning methods/strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the principles of business and management and demonstrate relevant knowledge of organisations, and the changing environment in which they operate. (GBM 3.2)</td>
<td>Throughout the teaching, emphasis will be placed upon the theoretical and conceptual underpinnings of business, management and tourism and hospitality management, its context and practice orientation.</td>
</tr>
<tr>
<td>2. the internal aspects of organisations, functions and processes together with individual and corporate behaviours and cultures. (GBM 3.4)</td>
<td>A varied approach to learning and teaching will be employed including lectures, seminars and workshops to provide knowledge and theoretical understanding, with student-led presentations and self-directed learning tasks.</td>
</tr>
<tr>
<td>3. the external environment, the influencing factors and their effects on strategy, behaviour and the management of organisations at local, national and international level within a tourism and hospitality context. (GBM 3.5)</td>
<td></td>
</tr>
<tr>
<td>4. management, processes and practice which impact on the effective running of the organisation – this will include theories, models and frameworks. (GBM 3.6)</td>
<td></td>
</tr>
<tr>
<td>5. a broad range knowledge of tourism and hospitality activity in contemporary society. (HLST 3.2i,ii, 6.2xvii,xviii,xxiv, 6.5i,ii,iii,vi)</td>
<td></td>
</tr>
<tr>
<td>6. The changing business environment in which tourism and hospitality management operates. (HLST 3.2i,ii,v, 6.2xx,xxi,xxii, 6.5i,iv,viii,viiv)</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment:

A varied approach to assessment will form the basis of the approaches used to examine learning and achievement of the intended learning outcomes. This will include examinations, multiple choice papers, presentations, essays and case studies.
APPENDIX 6: HE OTL Action Plan

Agreed action plan for improvement of the student learning experience and maintenance of academic standards. Reference to specific scores should be made.

<table>
<thead>
<tr>
<th>Area for Development</th>
<th>Target/Actions</th>
<th>Date for Review/By Whom</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 Achieved</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 Partially Achieved</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 Not achieved</td>
</tr>
</tbody>
</table>

Reference to specific scores should be made.
APPENDIX 7: Student Learning Journey feedback
*Please ensure that your responses are a reflection of your experiences within this module

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of this lesson is comparable to other lessons in this module</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My lessons in this module make a positive contribution to my learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I find my lessons suitably challenging in this module</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I am interested in the topics covered in this module</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can see how the teaching and assessment in this module is informing my personal and/or professional development</td>
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</tbody>
</table>

Please include any additional comments regarding your overall learning experience

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APPENDIX 8: The UK Professional Standards Framework for teaching and supporting learning in higher education (2011)

The Dimensions of the Framework:

<table>
<thead>
<tr>
<th>Areas of Activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Design and plan learning activities and/or programmes of study</td>
<td>K1. The subject material</td>
<td>V1. Respect individual learners and diverse learning communities</td>
</tr>
<tr>
<td>A2. Teach and/or support learning</td>
<td>K2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme</td>
<td>V2. Promote participation in higher education and equality of opportunity for learners</td>
</tr>
<tr>
<td>A3. Assess and give feedback to learners</td>
<td>K3. How students learn, both generally and within their subject/disciplinary area(s)</td>
<td>V3. Use evidence – informed approaches and the outcomes from research, scholarship and continuing professional development</td>
</tr>
<tr>
<td>A4. Develop effective learning environments and approaches to student support and guidance</td>
<td>K4. The use and value of appropriate learning technologies</td>
<td>V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
</tr>
<tr>
<td>A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
<td>K5. Methods for evaluating the effectiveness of teaching</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Title</th>
<th>Grimsby Institute Group categorisation against descriptor</th>
<th>The typical individual role of the individual</th>
<th>The ways in which the individual must engage with the dimensions of the framework</th>
</tr>
</thead>
</table>
| Descriptor 1 | Associate Fellow | All staff categorised in descriptor 1 will have no more than 3 years teaching and supporting learning as an FTE calculation (new teaching staff in HE, library staff, study skills staff, specific learning support roles) | • Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically those at Descriptor 1 include:  
  • Staff new to teaching  
  • Staff who support academic provision (i.e. learning resource/library staff)  
  • Staff who take technician roles with some teaching responsibility  
  • Experienced staff in professional areas who are new to teaching | • Successfully engage with at least two of the five Areas of Activity  
• Successfully engage in appropriate teaching and practices related to these Areas of Activity  
• Demonstrate appropriate core knowledge and understanding of at least K1 and K2  
• Have a commitment to appropriate Professional Values in facilitating others’ learning  
• Undertake relevant professional practices, subject and pedagogic research and/or scholarship within the above activities  
• Successfully engage, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities |
| Descriptor 2 | Fellow | All staff categorised in descriptor 2 must be established members of an academic teaching team for more than 3 years as an FTE (teaching only roles, expectation that the majority of staff will hold) | • Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning roles(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically those at Descriptor 2 include:  
  • Early career academics  
  • Academic and/or support staff holding substantive teaching and learning responsibilities  
  • Experienced academics relatively new to UK higher education | • Successfully engage will all five Areas of Activity  
• Demonstrate appropriate knowledge and understanding across all aspects of Core Knowledge  
• Have a commitment to all Professional Values  
• Successfully engage in appropriate teaching practices related to the Areas of Activity  
• Successfully incorporate subject and pedagogic research and/or scholarship within the above activities, as part of an integrated |
| Descriptor 3 | Senior Fellow | All staff categorised as descriptor 3 will hold the qualities of descriptor 2 plus have evidence of sustained practice relating to leadership and mentorship of individuals and/or members of established academic teams including dissertation supervision (i.e. programme coordinators, dissertation supervisors, Heads of Schools) | • Staff with teaching-only responsibilities

• Successfully engage in CPD in relation to teaching, learning, assessment and related professional practice

• Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically those at Descriptor 3 include:
  • Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas.
  • Experienced subject mentors and staff who support those new to teaching
  • Experienced staff with departmental and/or wider teaching and learning advisory responsibilities within an institution

• Successfully engage will all five Areas of Activity

• Demonstrate appropriate knowledge and understanding across all aspects of Core Knowledge

• Have a commitment to all Professional Values

• Successfully engage in appropriate teaching practices related to the Areas of Activity

• Successfully incorporate subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

• Successfully engage in CPD in relation to teaching, learning, assessment and related professional practice

• Successful coordination, support, supervision, management and/or mentoring of other (whether individuals and/or teams) in relation to teaching and learning |

| Descriptor 4 | Principal Fellow | All staff categorised in descriptor 4 cross institute leadership roles. Staff with strategic influence in teaching and learning. Senior academics and strategic leaders with a focus upon teaching, learning, curriculum and quality (i.e. Deans, VC’s, VP’s) | • Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically those at Descriptor 4 include:
  • Highly experienced and/or senior staff

• Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments

• Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, |
with wide-ranging academic-related strategic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning
  - Staff responsible for institutional strategic leadership and policy-making in the area of teaching and learning
  - Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution

and/or (inter)national settings
  - Establishing effective organisational policies and/or strategies for promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning
  - Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating for example, teaching, learning, research, scholarship, administration etc)
  - A sustained and successful commitment to, and engagement in, CPD related to academic, institutional and/or other professional practice
Proposal for the categorisation of HE staff against the UKPSF.

- Descriptor 1: All staff categorised in descriptor 1 will have no more than 3 years teaching and supporting learning as an FTE calculation (new teaching staff in HE, library staff, study skills staff, specific learning support roles)

- Descriptor 2: All staff categorised in descriptor 2 must be established members of an academic teaching team for more than 3 years as an FTE (teaching only roles, expectation that the majority of staff will hold)

- Descriptor 3: All staff categorised as descriptor 3 will hold the qualities of descriptor 2 plus have evidence of sustained practice relating to leadership and mentorship of individuals and/or members of established academic teams including dissertation supervision (i.e. programme coordinators, dissertation supervisors, Heads of Schools)

- Descriptor 4: All staff categorised in descriptor 4 cross institute leadership roles. Staff with strategic influence in teaching and learning. Senior academics and strategic leaders with a focus upon teaching, learning, curriculum and quality (i.e. Deans, VC’s, VP’s)