

Higher Education Quality and Standards

CODE OF PRACTICE IS CURRENTLY UNDER REVIEW

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Description:

Grimsby Institute 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 Institute with regards to enhancing the quality of teaching and learning in higher education. Through a process of observing tutors in practice, the Institute 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:

Institutional Policy: Observation of Teaching and Learning

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

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Additional resources can be obtained by visiting www.heacademy.ac.uk and searching for documents under the heading of ‘teaching and learning’

**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 Institutional 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' (OTL) in higher education 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 OTL proforma and supporting guidance, which has subsequently been altered in review of the HE OTL process undertaken in the Academic year 09/10 to the **10/11 OTL proforma and supporting guidance – see appendix 1**
- 1.3 Within the 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**
- 1.4 The word 'classroom' within these guidelines relates to any other venue in which observations of teaching and learning can occur
- 1.5 The word 'tutor' within these guidelines refers to the individual being observed
- 1.6 The word 'observer' within these guidelines refers to a suitably qualified and experienced individual who has been nominated by a member of the Institute's management team and has received prior OTL training and standardisation
- 1.7 The HE Quality and Standards officer for teaching and learning 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 each session the tutor must provide 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 Institute minimum standards)
 - iv. copies of any learning resources
 - v. the relevant **programme specification – see examples: appendix 4**
 - vi. any additional supporting documentation

3. Criteria within Observations

- 3.1 The approach adopted within the HE OTL incorporates two distinct sections; an 'in classroom' observation and 'out of classroom review'.
- 3.2 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
- v. engagement with and participation by students
- vi. quality of materials to support learning

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

- i. the extent of regard given to assessment and student support
- ii. planning of the assessment process
- iii. research, scholarly or professional activity to support teaching – see appendix 5
- iv. the accuracy and completeness of published Information (teaching and learning plans)

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: Satisfactory
- 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 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 as soon as possible after the observation, 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 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 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)

HE Observation of Teaching and Learning Proforma

Formal

Informal

Reviewer:			
Tutor:			
Date of Review:		Start and End Time:	
Number of Students on Register		Number of Students in Attendance	
Award Title		Mode of attendance	
Module Title		Year & Level	

In Classroom Observation**A: Quality of the Teaching Experience (depth, breadth and challenge of teaching)**

1.	2.	3.	4.
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.	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.	Teaching bears some relationship to 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.	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.

Notes:

- *The extent to which teaching bears a resemblance with the planned learning outcomes and FHEQ should be taken into account (refer to FHEQ document – appendix 2)*
- *Observers must consider issues of depth, breadth and challenge: the extent to which teaching is planned and delivered to the level of the award i.e. Level 4,5,6 and so on*
- *Does teaching encourage evaluation/analysis/criticality?*

B: Appropriateness of Teaching and Learning Methods

1.	2.	3.	4.
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Teaching methods are extremely effective and suitable for the achievement of the planned learning outcomes; curriculum alignment is evident with evidence of excellent practice.	Teaching methods are effective and suitable for the achievement of the planned learning outcomes and curriculum alignment is evident with some scope for improvement.	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.	Methods adopted are largely unsuitable for the achievement of the planned learning outcomes. The alignment of the methods to the curriculum is extremely weak.
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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*

C: Teaching of Subject Knowledge

1.	2.	3.	4.
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.	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.	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.	Very little if any subject knowledge evident such that the teaching of the planned learning outcomes is severely impaired.

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.*

D: Teaching of Professional, Practical and/or Transferable Skills

1.	2.	3.	4.
Teaching makes a strong contribution to the achievement of the planned learning	Teaching makes a good contribution to the achievement of the planned learning	Teaching makes an adequate contribution to the achievement of the planned learning	Teaching makes very little contribution, if any, to the achievement of the planned learning

outcomes and professional, practical and/or transferable skills as identified in the programme specification, with evidence of excellent practice.	outcomes and professional, practical and/or transferable skills as identified in the programme specification, although there is some scope for improvement.	outcomes and professional, practical and/or transferable skills as identified in the programme specification, although there are some significant shortcomings.	outcomes and professional, practical and/or transferable skills as identified in the programme specification.
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Notes:

- *Observers must consider the extent to which teaching contributes towards achievement of planned learning outcomes and professional, practical and/or transferable skills as identified in the programme specification.*
- *Observers may consider how these specific skills are delivered through teaching. E.g.*
 - *Confidence in verbal communication and testing out new ideas*
 - *Respect for others' points of view*
 - *Capacity to critique peers' responses in a supportive and collegial environment*
 - *Openness to new ideas or critical analysis and interpretation skills*

E: Engagement with and Participation by Students

1.	2.	3.	4.
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.	Students are actively engaged with the learning experience throughout although; encouragement of participation and equal opportunities is good although some improvements could be made.	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.	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.

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*

F: Quality of Materials to Support Learning

1.	2.	3.	4.
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.	Materials and/or learning technologies make a good contribution to the learning experience and achievement of the planned learning outcomes. Improvements could be made.	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.	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.

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*

Out of Classroom Review

G: Assessment, Student Support

1.	2.	3.	4.
Careful regard given to student workloads, fully enhancing continuous learning and achievement of the module learning outcomes/ level descriptors. The assessment strategy has a strong formative function.	Regard is given to student workload which serves to enhance learning and the achievement of the module learning outcomes/ level descriptors. The assessment strategy has a good formative function.	Some regard given to student workloads although the achievement of the module learning outcomes/ level descriptors is negatively affected. The assessment strategy has an adequate formative function.	No regard given to student workload so much so that the achievement of the module learning outcomes / level descriptors are significantly hampered. There is no evidence that the assessment strategy has an adequate formative function.

Notes:

- *The review should consider the extent to which careful regard for managing students workloads exists in addition to evidence of planning that encourages enhancement of learning and achievement*
- *Observers must consider evidence of planning for student support through formative and summative strategies*
- *Good practice may include design of assessments and the inclusion of a 'feedback loop'*
- *Module handbooks must be used as a key document*

H: Planning of the Assessment Process

1.	2.	3.	4.
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.	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 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.	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.	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.

Notes:

- *The review should consider the accuracy and completeness of the assessment brief*
- *The extent to which the assessment is appropriately designed and measures the module learning outcomes*
- *For modules previously delivered, evidence that demonstrates assessment has been planned for in light of previous student/tutor/moderator/examiner feedback*
- *The extent to which assessment planning relates to the Institutes CoP Assessment section 2.1*

I: Research, Scholarly or Professional Activity to Support Teaching

1.	2.	3.	4.
Strong evidence of research, scholarly or professional activity having a significant impact on teaching, learning and assessment. Evidence to suggest that teaching	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	Some evidence of research, scholarly or professional activity having an impact on teaching, learning and assessment. Some evidence to suggest that content is partially	No evidence of research, scholarly or professional activity having an impact on teaching, learning and assessment. Evidence to suggest that teaching is insufficiently informed

is strongly informed as a result of scholarly or professional activity and is fully aligned with the development of the discipline.	result of research, scholarly or professional activity, however there is scope for improvement.	informed as a result of research, scholarly or professional activity but some significant improvements could be made.	by research, scholarly or professional activity.
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Notes:

- *Observers must refer to the MEG defined categories of research. Scholarship and scholarly activity (refer to appendix 5)*
- *Observers should in discussion with the tutor detail how activity impacts teaching, learning and assessment practice*

J: Accuracy and Completeness of Published Information (teaching and learning plans)

1.	2.	3.	4.
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.	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.	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.	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.

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*

General Comments

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Grade:	
Tutor Signature:	
Reviewer Signature:	
Date of Feedback:	

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 Satisfactory
GRADE 4 Inadequate

<p><i>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 (Higher Education Academy)</i></p>

APPENDIX 2 FHEQ descriptors

<p>Descriptor for a qualification at Certificate (C) level</p> <p>e.g. HNC/ First 120 credits at level 4 for Fds/ BA. Other programmes such as AAT.</p>	<p>Teaching encourages:</p> <p>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;</p> <p>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.</p> <p><i>Opportunities for students to:</i></p> <p>a. evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;</p> <p>b. communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;</p> <p>c. develop new skills within a structured and managed environment; <i>and:</i></p> <p>d. develop qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.</p>
<p>Descriptor for a qualification at Intermediate (I) level</p> <p>e.g HND/ second 120 credits at level 5 of an Fd/ BA</p>	<p>Teaching encourages:</p> <p>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;</p> <p>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;</p> <p>iii knowledge of the main methods of enquiry in their subject(s), and ability to evaluate</p>

	<p>critically the appropriateness of different approaches to solving problems in the field of study;</p> <p>iv an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</p> <p><i>Opportunities for students to:</i></p> <p>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;</p> <p>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;</p> <p>c develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations; <i>and:</i></p> <p>d develop qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</p>
<p>Descriptor for a qualification at Honours (H) level: Bachelors degree with Honours</p> <p>e.g. final year degree</p>	<p>Teaching encourages:</p> <p>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;</p> <p>ii an ability to deploy accurately established techniques of analysis and enquiry within a discipline;</p> <p>iii conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> • 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

	<p>equivalent advanced scholarship, in the discipline;</p> <p>iv an appreciation of the uncertainty, ambiguity and limits of knowledge;</p> <p>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).</p> <p><i>Opportunities for students to:</i></p> <p>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;</p> <p>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;</p> <p>c communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences; <i>and:</i></p> <p>d develop qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> • 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.
<p>Descriptor for a qualification at Masters (M) level: Masters degree</p>	<p>Teaching encourages:</p> <p>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;</p> <p>ii a comprehensive understanding of techniques applicable to their own research or advanced</p>

<p>scholarship;</p> <p>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;</p> <p>iv conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> • 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. <p><i>Opportunities for students to:</i></p> <p>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;</p> <p>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;</p> <p>c continue to advance their knowledge and understanding, and to develop new skills to a high level; <i>and:</i></p> <p>d develop the qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> • the exercise of initiative and personal responsibility; • decision-making in complex and unpredictable situations; and • the independent learning ability required for continuing professional development.
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APPENDIX 3 Tutor planning documentation with guidance

To be completed by tutor prior to classroom observation

Tutor:	
Module Title:	
Year and Level:	
Mode of Attendance:	
Award Title:	
Faculty:	

Group Profile:	<ul style="list-style-type: none"> • <i>Number of learners</i> • <i>Ratio of male: female</i> • <i>Any students with DSA requirements</i> • <i>Entry profile</i>
Special Consideration:	<ul style="list-style-type: none"> • <i>Tutors may draw attention to any specific area/ theme where specific feedback is invited.</i> • <i>Any special considerations that should be taken into account must be detailed here.</i>
Summary of research, scholarly or professional activity undertaken in the last 12 months	<ul style="list-style-type: none"> • <i>Tutors should refer to MEG defined categories of research, scholarship and scholarly activity (refer to appendix 5).</i>

Specific learning outcomes planned for the session:	
<i>E.g. Including knowledge and understanding, cognitive, subject specific and/or practical/professional skill, transferable skills</i>	
<ul style="list-style-type: none"> • <i>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.</i> • <i>Planned learning outcomes should be mapped to subject specific, practical and transferable skills as identified in the programme specification.</i> • <i>Tutors should provide a brief summary of the schedule planned for the session.</i> • <i>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.</i> • <i>Tutors may also include a brief rationale regarding how the planned learning outcomes fit within the FHEQ.</i> 	

**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.*

APPENDIX 4 Example Programme Specification (University of Hull)

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	
Knowledge and understanding	
Knowledge and understanding of: <ol style="list-style-type: none"> 1. the principles of business and management and demonstrate relevant knowledge of organisations, and the changing environment in which they operate. (GBM 3.2) 2. the internal aspects of organisations, functions and processes together with individual and corporate behaviours and cultures. (GBM 3.4) 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) 4. management, processes and practice which impact on the effective running of the organisation – this will include theories, models and frameworks. (GBM 3.6) 5. a broad range knowledge of tourism and hospitality activity in contemporary society. (HLST 3.2i,ii, 6.2xvii,xviii,xv, 6.5i,ii,iii,vi) 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,viv) 	Teaching and learning methods/strategies: 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. 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.
	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.

Example Programme Specification (Leeds Met University)

1. Awarding Institution / Body	Leeds Metropolitan University
2. Teaching Institution	The Grimsby Institute of Further & Higher Education
3. Programme Accredited by	
4. Final Award	Foundation Degree
5. Route Title(s)	
6. UCAS Code	
7 QAA Benchmarking Group(s)	Framework for Higher Education and Business Benchmarks where appropriate; General Business and Management Subject Benchmark; & Social Policy and Administration Subject Benchmark.
8 General Aims of the Award	
<p>The Foundation Degree award adopts the overall aims and objectives of the Professional Services Route which in turn reflect those of the Grimsby Institute of Further & Higher Education HE Scheme. However, to satisfy the needs of the awards, the generic Scheme and Route aims and objectives are contextualised and added to as follows:</p> <ul style="list-style-type: none"> • To provide graduates with a base from which to pursue an honours degree in Public Services Management or to pursue a career requiring knowledge and understanding of Public Services Management. • To provide a challenging high quality programme in Public Services Management, with specialisms where elected, facilitating access and progression for a wide range of students from diverse backgrounds. • To offer a robust and vocationally relevant degree in Public Services Management that will allow students to develop personally and professionally. • To develop graduates who have the ability to reflect on and learn from their workplace experience and relate this experience to relevant theory. • To develop graduates who have management, communication, numerical and information technology skills. • To develop graduates who have an analytical and reflective understanding of Public Services Management and its relationship with the wider public services context. • To provide students with the opportunity to choose a specialist vocational area to complement the Public Services Management provision. 	
9 Award Outcomes	
<p>In addition to those of the Scheme, the Route will contextualise the generic Scheme learning outcomes as follows:</p> <p><i>Level 4 - Knowledge and understanding</i></p> <p>On successful completion of level 4 (certificate) students will be able to:</p> <ul style="list-style-type: none"> • View their own role and that of their organisation within the changing context of the wider business environment. (GBM 3.2) • Discuss the nature and functions of business organisations and its interaction with customer needs and organisational objectives. (GBM 3.4) • Evaluate the impact of internal and external influences upon business management tasks and functions within the public services. (GBM 3.2, 3.6) 	

- Collect, manipulate and interpret data relevant to the public services. (SPA 3.5)
- Outline the legal, social and economic responsibilities which affect public services organisations. (SPA 3.2)
- Demonstrate subject knowledge and knowledge of operational practices relevant to the public services. (SPA 3.2)

Level 4 - Skills and other attributes

Upon completion of level 4 (certificate) students will be able to:

- Apply different approaches to the resolution of business management related problems. (GBM 3.2)
- Select and apply techniques and methods of practice common to the public services. (SPA 3.2)
- Communicate in a clear and effective manner on limited and well-defined topics. (SPA 3.6)

Level 5 - Knowledge and understanding

Upon completion of level 5 (intermediate) students will be able to:

- Critically analyse and evaluate operational systems to improve effectiveness and efficiency. (GBM 3.7)
- Identify and critically evaluate models and approaches to public services processes and their impact on organisational change. (SPA 3.3)
- Acquire the specialist knowledge and understanding required to practice within a broad or specific public services occupation. (SPA 3.6)

Level 5 - Skills and other attributes

Upon completion of level 5 (intermediate) students will be able to:

- Demonstrate a range of key skills including communication, application of number, ICT, team working, problem solving. (GBM 3.9)
- Be able to present, interpret and evaluate simple quantitative and qualitative data. (GBM 3.9)
- Develop a range of management skills including critical analysis appropriate to the public services sector. (SPA 3.6)
- Take responsibility for their own learning and professional development. (SPA 3.6)
- Be qualified to progress to an appropriate Honours programme at Level 6. (SPA 3.6)

APPENDIX 5 Definitions of Research, Scholarship and Scholarly Activity

The Mixed Economy Group define Research, Scholarship and Scholarly Activity as detailed below. Whilst each list is not exhaustive, they provide a detailed categorisation of pertinent activities that may be used to analyse a tutor's involvement in professional activity aimed at contributing to teaching, learning and assessment.

1. **Research:** "Original enquiry into a matter of academic or professional interest resulting in publication in peer referenced journals etc"

2. **Scholarship:** "Academic or professional activity which develops or promotes staff expertise in their discipline"
 - i. Speaking at conferences
 - ii. Presenting papers at professional or other events
 - iii. Publishing articles in journals, magazines, newspapers etc (work outside the definition of research, also narrative or summative work rather than original research)
 - iv. Presentation of artistic or performance related work
 - v. Leading staff development activity either in College or more widely

3. **Scholarly Activity:** "Academic or professional activity aimed at developing the individual by undertaking study or other professional development to support and inform their teaching"
 - i. Purposeful study periods or professional activity to maintain currency of knowledge and expertise (i.e. a nurse carrying out secondments or updating in a hospital)
 - ii. Involvement with professional bodies or subject based groups such as HEA Subject Centres
 - iii. Participations in college, regional or national development forums
 - iv. Working towards and attaining higher level qualifications to support teaching
 - v. Maintenance of professional body status/ currency; Institute funds professional body fees, practicing certificates
 - vi. External Examiner or reviewer roles
 - vii. Sitting on validation panels (including internal panels)
 - viii. Delivering CPD to employers
 - ix. Assessing in the workplace

APPENDIX 6: Action Plan

Agreed action plan for improvement of the student learning experience and maintenance of academic standards. Reference to specific scores should be made.			
Area for Development	Target/ Actions	Date for Review/ By Whom	OUTCOME 1 Achieved 2 Partially Achieved 3 Not achieved