



GRIMSBY INSTITUTE GROUP

**HE Observation of Teaching, Learning and
Assessment**

Guidance documentation (process)

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1. Introduction

This document is for guidance only; the GIG Policy on 'Observation of Teaching and Learning' (2014) must apply in every instance. This document is to be utilised by HE teaching staff and observers to support the observation of HE teaching, Learning and assessment process.

2. Purpose

The purposes of the HE Observation of Teaching and Learning are as follows:

- To continually improve to becoming Outstanding in Teaching, Learning and Assessment throughout the GIG
- To recognise, disseminate and promote innovative and outstanding practice
- To support the creation of individual, team and HE School staff development plans that focus upon developing innovation
- To create a culture of transparency in which staff feel empowered and able to work together to develop their Teaching, Learning and Assessment practice
- To ensure that we have outstanding practice in the development of employability skills including Math and English
- To create outstanding practice in equality of opportunity
- To create a culture where technology enhances learning
- To utilise the Learner voice as a driving force for quality improvement, viewing learners as partners in the development of teaching, learning and assessment practice.

Within the HE OTL process, the UK Quality Code for Higher Education, Part A: Setting and maintaining academic standards (2013) is used as a '*tool of reference*' specifically to determine the extent to which a relationship exists between the Framework for Higher Education Qualifications (FHEQ, 2008) and depth, breadth and challenge of teaching and learning.

Within the HEOTL process, the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (2011) and UK Quality Code for Higher Education, Part B, Chapter B3: Learning and Teaching (2012) are used also as '*tools of reference*' to determine the extent to which teaching, learning and assessment is adhering to national standards across the HE sector.

3. Scope

The GIG recognises that there are a variety of ways in which development of outstanding Teaching, Learning and Assessment can be supported and generated. As such a range of approaches to self-evaluation and quality improvement will be employed including, but not limited to, the following: graded and ungraded observations of Teaching, Learning and Assessment; walkthroughs; teaching and learning drop ins; and peer learning opportunities. Other processes that are focused upon review for quality improvement purposes will also be employed by the GIG to support staff in developing professional practice including teaching and learning coach support; and audits related to professional practice. Details of all types of observations can be found in the GIG Observation of Teaching, Learning and Assessment Policy (2014).

4. Procedure

4.1. Formal HE Observations of Teaching, Learning and Assessment

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. All GIG HE tutors will be formally observed on an annual basis.

Out of classroom review

The 'out of classroom' review provides the observer with the opportunity to discuss the following:

- The group profile
- Planning of the assessment process
- The accuracy and completeness of published Information (teaching and learning plans)

In classroom observation

The 'in classroom' observation provides the observer with the opportunity to make judgement on the following:

- Quality of the teaching experience (depth, breadth, challenge of teaching)
- Appropriateness of teaching and learning methods used
- Teaching of subject knowledge
- Teaching of subject specific, practical and/or transferable skills
- Engagement with and participation by students
- Quality of materials to support learning

Post observation reflection discussion

- The 'post observation' reflection provides the observer with the opportunity to discuss research, scholarship and/or professional activity to support teaching

The post observation reflection discussion is an opportunity for a professional discussion to occur between the observer and staff member, and look specifically at the staff members perceptions of the extent to which research and scholarship engagement impact upon the quality of teaching, learning and assessment. This is also the opportunity for the observer to discuss with the staff member actions for development, and for the staff member to then produce their own action plan for development (as indicated within the Observation of Teaching, Learning and Assessment Policy, 2014) This section does not have an impact upon the overall grade awarded.

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; the post observation reflection is based on the UKPSF and the holistic approach to professional standards for teaching, learning and assessment in Higher Education.