



Teaching Observation Policy

January 2022

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Version 2.0

Approved by the Board of Governors

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1. Introduction

The purpose of the Teaching Observation Policy is to clearly identify the way that lesson observations are used and managed at Fairfield School of Business (FSB). The policy provides staff with the opportunity for reflection and evaluation of their teaching and assessment practice and this enables alignment with the regulatory requirements of the Office for Student (OfS). As a Higher Education provider FSB places high value on the quality of learning and teaching within its campuses and utilises graded and peer observation of teaching in order to provide opportunities for feedback, reflection, mentoring, and staff development.

The Teaching Observation Policy is designed to enhance the quality of teaching by providing an effective framework for the identification and dissemination of good teaching practice and identification of areas of concern.

2. Policy Statement

The primary objectives teaching observations are to:

- develop new teachers as pedagogical professionals in line with sector expectations,
- ensure that experienced teachers are fully supported in their teaching practice and their professional development,
- maintain appropriate professional standards and ensure Fairfield School of Business (FSB) uses teaching observation to ensure that the student learning experience is of a consistently high standard and on a par with the standards of delivery offered by UK higher education institutions,
- develop dynamic approaches to learning and teaching that are: student centred, creative and innovative,
- identify and value the variety and quality of learning, teaching and assessment practice,
- graded observation and peer feedback forms part of an on-going appraisal process for the School's academic staff, enabling good practice to be identified, good practice to be shared, and for concerns to be identified and support implemented.

3. Scope

As part the Learning and Teaching Framework FSB has operated an Observation of Teaching Scheme and a Peer Review. Graded lesson Observation is usually undertaken during the autumn term and Peer Observation is usually undertaken during spring term. In the case of both types of observation, teaching sessions under observation can include large groups, small groups, one to one tutorial sessions, seminars or lectures. Observation may also be made of discussions on assessment practices or plans for other innovations. These procedures will apply to both face-to-face and online teaching activities.

The two approaches are complementary, and can be differentiated:

i. Observation of Teaching:

- Experienced staff trained to provide constructive feedback on teaching
- Taught session where observee is delivering academic material to students in a lecture/classroom situation
- Improvement of academic practice and enhancement of the learning experience
- Teaching-related actions for improvement.
- Expert diagnosis.
- Effective central management, enabling academic managers to have oversight of the performance in their area and highlight support needs and areas of good practice

ii. Peer Observation:

- Academic colleagues from a common subject or discipline will carry out the observation.
- Covers range of academic roles including assessment, project supervision and use of technology
- Enables critical discourse and self- reflection and sharing of good practice.
- Discussion and analysis of Pedagogies.
- Shared perception.
- Teaching is valued and discussed amongst academics

4. Teaching observation process:

Campus Deans Education has operational responsibility for the scheme and confirms the timetable of expected observations including the observers for the semester and organise deadlines for completion.

Observers should be prepared and guided in the provision of constructive feedback to academic staff on their teaching. Preparation should ensure that observers are familiar

with the teaching observation process and are able to provide feedback that will enable the observee to enhance/improve their teaching practice.

Graded teaching observation pre-planning will usually involve:

1. a pre-meeting
2. the teaching session observation itself
3. a debrief meeting.

The Lesson Plan must be submitted to the observer at least 24 hours prior to the observation; it is the observer's responsibility to obtain this form from the observee.

When the observations have taken place, observers will complete the Learning and Teaching Observation form for each Graded observation.

Observers must complete an observation outcomes report per campus, which is to be shared across the School, good practice must be recorded for wider dissemination utilising Learning & Teaching Forums meetings to disseminate any good practice and recommendations.

5. Peer Observations

Peer Observation are intended to:

- promote a culture in which good teaching is valued and to enhance teaching quality at the point of delivery by encouraging reflection on practice.
- provide a supportive and constructive framework for the college's teaching staff to monitor, reflect upon and improve the quality of their teaching.
- enhance the quality of teaching by providing an effective framework for the identification and dissemination of good teaching practice.
- encourage discussion of ideas and good practice is an essential aspect of peer observation. Discourse helps to develop reflection and innovation for both the observer and the observed.
- ensure that the quality of teaching and learning at FSB is continually refreshed and enhanced.

The College requires all members of staff undergoing Peer Observation of Teaching are treated in a fair and consistent manner.

Peer Observation Process:

- i. Each academic year, staff members will engage in peer observation in accordance with FSB's guidelines. Staff will be paired-up according to subject or discipline.
- ii. A discussion prior to the observation, which includes an outline of the lesson plan, content and focus to the observation. This provides an opportunity for both parties to discuss what areas of practice they wish to focus their development on.
- iii. Observations should be discreet and have minimal impact on the teaching activity
- iv. Post-observation discussion should take place privately, not during the observation
- v. The observer and observee should collectively identify and agree on the aspects of good practice and developmental needs identified through the observation.
- vi. Observers must send the relevant completed form with the notes of the observation to the Campus Dean by the deadline specified at the start of the process. A copy of the Lesson Plan must be attached with the form.
- vii. The Campus Dean will produce a summary report, drawing together the notes made during the observations.
- viii. All documentation (individual peer observations, lesson plans and campus reports) must be returned to the Quality Office. Outcomes will be passed, presented and discussed at Learning and Teaching Forum.

Dissemination:

The Campus Dean will produce a summary report of graded and peer observations covering all findings including areas of good practice and areas for development in order to inform teaching and learning at a strategic-level.

The report will be presented at the Learning and Teaching Forum where the reports will be considered. The reports provide evidence of development and enhancement of the learning and teaching practices at FSB in line with Quality Code requirements.



Version Tracking:

Version	Author / revisions by	Changes summary	Approved by	Date
1-1.3	Senior HR Officer Deputy CEO Quality Unit	Original version and subsequent annual edits	Board of Governors	Oct 2019 Oct 2020 Oct 2021
2.0	Quality Unit Associate Dean	All sections revised, document streamlined and reformatted.	Board of Governors	January 2022