**A black horse with a crown and blue text

Description automatically generated with medium confidenceTeaching and Learning Policy**

**(Teaching and learning quality monitoring and standards maintenance strategy)**

**Introduction**

The management of standards and quality of the teaching and learning is essential to ensuring a viable, consistent and good quality learning experience. This aim is reflected in the CECOS mission statement: ‘*to work together to create a better future for all through education, enterprise and employment’’.* To achieve this, it is essential that teaching and training help students to develop the knowledge and skills that can help them build a successful future. This procedure relates to the staff at CECOS and in particular establishes a point of reference for those employed to deliver or contribute to the delivery of Learning and Teaching. The procedure sets out how CECOS manages the quality of students’ opportunities to learn, and is central to the organisation and its management of teaching and training. The procedure is part of the broader Teaching and Learning Policy and sits alongside other policies including:

* Academic Regulations Policy
* Academic Standards Policy
* Assessment Policy
* Learning Resources Policy
* Student Support Policy
* Student Engagement Policy.

**UK Quality Code references**

The policy draws on the expectations and principles under the Themes of:

Assessment

Enabling student achievement

External expertise

Learning and teaching

Student engagement

**The UK Quality guiding principles for learning and teaching** act as a framework and an expression of the fundamental practices.

1. Effective learning and teaching is underpinned by a shared understanding of the provider’s learning and teaching strategy.
2. Effective learning and teaching is underpinned by a focus on student achievement and outcomes.
3. Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.
4. Effective learning and teaching is informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students’ learning and high quality teaching.
5. Effective learning and teaching is underpinned by routine evaluation of provision to manage and enhance their learning and teaching activities, including achievement of qualification and award outcomes.
6. Effective learning and teaching activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.
7. Effective learning and teaching ensures that information about, and support for, learning and teaching is clear and accessible to all students and stakeholders.
8. Effective learning and teaching encourages and enables student to take an active role in their studies.
9. Providers encourage and enable students to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff.

**1 Aims and purpose of the procedure**

This procedure aims to set out the need for a sustained commitment to the development of the learning environment and the ongoing building of good practices in teaching and learning. This will cover a diverse range of factors including:

* the empowerment of students to learn,
* the need for individual monitoring and tracking of progress,
* raising standards through monitoring and responses to external reports,
* innovation in learning and teaching,
* consideration and response to the learner voice and
* the professionalism and support of staff
* support development and sharing of best practice, including through observations.

**2 Scope and defined responsibilities**

This policy relates to the staff at CECOS and in particular establishes requirements for staff whose primary role is to deliver or contribute to the delivery of Learning and Teaching. The procedure sets out obligations and expected actions and responsibilities. In all cases, Course Managers are responsible for ensuring that teaching meets the Course and Module requirements. This covers the strategies needed to support students to learn and successfully complete their assessments. Reports of observations of teaching are sent to the Heads of Programme and Programme Managers and, as appropriate made available to HR (for inclusion in individual staff files) and to the Principal and Director of Quality as appropriate. Overarching monitoring is undertaken through annual monitoring reports and course action plans, which are expected to reflect and take forward comments and recommendations from external reports and reviews.

**3 Resource allocation**

All Course/Programme Managers are allocated time to manage the quality of teaching and learning as part of their course administration time. Course Managers undertake teaching observations along with the Director of Quality, the Principal and other nominated staff. Course Managers are also responsible for monitoring the quality of assessment, feedback which are a key part of the internal verification processes. This assessment aspect is more clearly set out in the Assessment Policy and procedures. The engagement of students with teaching learning and assessment is also monitored by the course coordinators. The Director of Quality with the Heads of HE and FE provision are responsible for the overview and management of strategies to support the further development and enhancement of teaching and learning

All classes are time-tabled termly in advance, and students are made aware of the content and focus of teach and learning through handbooks, Schemes of Work and other module information made available online and through handouts.

**4 Operational description** *(Guiding principles 1, 3 & 4)*

CECOS aims to provide a high quality learning environment which is welcoming, safe, supportive, accessible and motivating. Teaching areas must be appropriate to the subject requirements and accommodate student needs and promote active learning. Classrooms will be suitably equipped and resourced including new technology to support innovative and participative student learning. The learning environment and teaching delivery strategies must also clearly promote equality and diversity, widen participation and celebrate learner success.

All students and staff are provided with IT access along with training and support on the use of systems. Teaching is expected to make effective use of new technologies to compliment, enhance and/or replace traditional didactic methods. CECOS is committed to providing additional facilities for students which support individuals to access equipment, resources, information and support, and to continue to study and learn beyond the classroom. This includes use of resources such as online libraries, Google Docs platforms and other online resources.

All students are given the opportunity to nurture and develop their capacity to learn. This capacity also supports the development of lifelong learning skills, as part of the development of the independent learner, including the development of the abilities to:

* enquire
* solve problems
* seek information, knowledge and understanding
* be analytical
* be critical yet responsive to the social contexts of learning
* be reflective about own learning experience and that of others
* develop good organisational skills
* prepare for learning and assessment
* be an independent learner.

The development of these abilities/competencies is supported through the delivery of the Study Skills and academic writing for students studying on higher level programmes at CECOS. Further support is provided through tutorial workshops (see Tutorial Support Handbook).

Students have access to advice and guidance from point of application to point of graduation or course completion. Individual student needs are identified as far as possible in advance of enrolment, and then through initial course induction. The needs and progress of individual students are recorded in the Individual Tutorial or Training Records (ITRs) as set out in the Tutorial Procedure, targets and strategies agreed and student feedback recorded. CECOS is also utilises Individual Learning Plans (ILPs) to further document individual requirements, support and achievement and as a mechanism for reviewing learner progress, as required, and particularly in cases where additional support needs have been identified. The information drawn from ITRs and ILPs allows managers to review the quality of the student learning and informs the quality review and enhancement cycle as set out in the Quality Handbook.

Leadership and management are central to raising the standards of Teaching and Learning and reflecting and embedding the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector and Higher Education. Where possible, all lecturers will be encouraged and supported to achieve a teaching award or qualification, including PGCert/Dip, DET or other recognised teaching qualifications. Raising standards and enhancement of learning is a central feature of staff development. This is linked with objectives for supporting and improving summative assessment success rates, and monitored alongside other performance indicators including student surveys, teaching observations, performance reviews, and attendance and submission data. CECOS also seeks to develop excellence in teaching and to exchange of ideas and examples of identified good practice and innovation with partner institutions and through broader access to sector advice and guidance, including through associate membership of Advance HE.

Students are at the centre of the CECOS Teaching and Learning philosophy and associated management strategies, and student views and feedback fully contribute to the monitoring of teaching and inform future developments. The Student Engagement Policy and procedures require regular consultation with students and ensure that there is on-going dialogue between course managers, lecturers/trainers and students, and that information is reported to senior staff. CECOS views the responsibility for improving the quality of Teaching and Learning as a being shared with the student body.

To enable students to receive high quality Teaching and Learning, and to assure teaching standards, CECOS employs highly qualified lecturers with appropriate teaching experience. Staffing qualifications and experience also meet the requirements of the validating partners and awarding organisations. The quality of Teaching and Learning is further support by procedures of Lesson Plans, Learning Outcomes and Schemes of Work and externally assured assessment strategies.

**5. Monitoring and review**

The monitoring of Teaching and Learning procedures is formalised through Annual Monitoring Reports and the Annual Institution Monitoring and Evaluation Report. The procedures will be reviewed annually, or more frequently based on partnership and quality assurance requirements.

**6. Teaching Observations (guidance)**

The criteria for the observation of teaching and learning in higher education reflect the levels of the RQF and FHEQ, and help determine the extent to which the depth, breadth and challenge of teaching and learning reflects the programme and/or module level.

A lecturer may provide a number of documents for the observer to use during the observation process, but as a minimum the lecturer must provide:

* An up-to-date register (paper or electronic) for the module/unit being delivered
* A completed lesson plan
* The relevant Scheme of Work
* Copies of any learning resources

The teaching and learning observation provides the opportunity for the observer to make a qualitative judgement based on:

* The quality of the teaching and learning experience (including engagement, resources and teaching materials and activities)
* The appropriateness of teaching and learning methods used
* Use of subject knowledge which supports delivery
* Teaching of practical and/or transferable skills
* Engagement with and participation by students
* The links to learning outcomes and assessment, where appropriate
* Testing of students understanding and learning

All observations will be followed by feedback from the observer. These should include the lecturer’s own reflections on their performance and consideration of actions to improve performance, as appropriate. Feedback should be provided within 48 hours of the observation and the observer should ensure that feedback is delivered in private.

Good quality constructive feedback should be provided to the lecturer, which will serve to:

1. Encourage reflection and discussion
2. Focus on performance and practice and not personal characteristics
3. Promote objective discussion based on fair observation
4. Avoid over-generalisation and offer specific examples
5. Focus on key messages drawing out strengths and areas for improvement
6. Promote the sharing of ideas, sources and other relevant information
7. Ensure the grades and commentary support the language used in the verbal and written feedback provided.

Where an observed session has not gone well, feedback should be clear, but not punitive. The feedback should:

1. Avoid use of ambiguous statements and remain fair and focused on performance
2. Cite examples of where performance should be improved
3. Focus on how the factors identified impact on the students’ learning experience
4. Remain objective, and the observer calm if challenged
5. Provide the lecturer with the opportunity to put forward their point of view even where there is disagreement
6. Support the identification of realistic and supportive strategies to improve the delivery of teaching and learning.

All feedback should finish with a re-cap of the main points to support clarity and understanding. The summary should support the agreement of relevant action points which should be noted on the observation form. The planned actions should be specific, measurable, achievable, realistic and timely (SMART). These outcomes and actions may be linked to performance reviews, as appropriate.

**Peer drop-in observations.**

Separate documentation is in place to support peer observations. Peer drop-in observations can provide valuable insights into enhancement of teaching and learning through the active sharing of practices and delivery and assessment strategies (formative and summative). Whilst observations are recorded, both the observer and the lecturer are encouraged to identify areas of focus for feedback and development. The process includes reflection and discussion and is seen as formative and developmental, supporting the more formal teaching and learning observation procedure.

**Appendix 1. – Criteria underpinning some identified good practices in teaching and learning.**

**Please note the scale applied below runs for Strong (4) to Weak (1)**

**a. Planning of the assessment process**

|  |  |  |  |
| --- | --- | --- | --- |
| **4.** | **3.** | **2.** | **1.** |
| A strong assessment  brief with a clear  relationship to the  module learning  out-comes/ level.  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 programme specification and good practice as set out in the Assessment theme of the UK. | A clear assessment  brief in which the  relationship to the  module learning  out-comes/ level,  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 programme specification and good practice as set out in the Assessment theme of the UK. | An assessment brief  evident but could be  more transparent in  terms of its relationship  to the module learning  out-comes/ level. 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 programme specification and good practice as set out in the Assessment theme of the UK. | An unclear assessment  brief with an insufficient relationship to the  module learning  outcomes/ level. 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 programme specification and good practice as set out in the Assessment theme of the UK. |
| Notes:  The internal verifier (IV) 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)**

|  |  |  |  |
| --- | --- | --- | --- |
| **4.** | **3.** | **2.** | **1.** |
| A strong plan provided  for the delivery of the  teaching and learning  over the duration of the module/ unit and  session and in line with the module/ unit  handbook and 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 in line with a 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 line with a  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 IV should consider the accuracy 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **4.** | **3.** | **2.** | **1.** |
| 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. |
| Notes:  IVs and observers must consider the teaching methods used and their 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, etc. | | | |

**d. Teaching of subject knowledge**

|  |  |  |  |
| --- | --- | --- | --- |
| **4.** | **3.** | **2.** | **1.** |
| Evidence of thorough  tutor subject knowledge and the teaching of subject knowledge makes 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:  Observers 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 contribute to the achievement of the learning outcomes planned for the session?  Observers must consider the extent to which tutor knowledge engenders trust amongst learners | | | |

**e. Teaching of professional, practical and/or transferable skills**

|  |  |  |  |
| --- | --- | --- | --- |
| 4. | 3. | 2. | 1. |
| 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. |
| 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, for example:  •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 | | | |

**f. Engagement with and participation by students**

|  |  |  |  |
| --- | --- | --- | --- |
| 4. | 3. | 2. | 1. |
| 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 .  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 | | | |

**g. Quality of materials to support learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **4.** | **3.** | **2.** | **1.** |
| 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 | | | |

**h. Quality of the teaching experience (depth, breadth and challenge)**

|  |  |  |  |
| --- | --- | --- | --- |
| **4.** | **3.** | **2.** | **1.** |
| 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  out-comes. 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  out-comes 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:  Where appropriate there may be reference to use of subject/sector knowledge statements and qualification descriptors. | | | |

**i. Student feedback, learning and support**

|  |  |  |  |
| --- | --- | --- | --- |
| 4. | 3. | 2. | 1. |
| 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. | 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. | 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 | 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. |
| Notes:  The observer should ensure that this section is complete as a joint process between the observer and lecturer.  The feedback from the student learning journey must inform the overall assessment; but not be the only information source.  The observer must discuss how the students are supported throughout the module; and how student feedback is utilised as an enhancement tool. | | | |

**j. Research, scholarly or professional and development activity to support teaching**

|  |  |  |  |
| --- | --- | --- | --- |
| 4. | 3. | 2. | 1. |
| Strong evidence of research, scholarly or professional activity having a significant impact on teaching, learning and assessment. Evidence  to suggest that teaching is strongly supported and enhanced as a  result of scholarly or professional activity and is fully aligned with the development of the discipline. | 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. | Some evidence of research, scholarly or professional activity having an impact on teaching, learning and assessment. Some  evidence to suggest hat content is partially informed as a result of research, scholarly or professional activity but some significant improvements could be made. | 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. |
| Notes:  Observers should consider the HE teaching and learning requirements to support currency and scope of information  Observers must also be mindful of the Descriptors that are applicable to the individual programme and module/unit being delivered.  Observers should in discussion with the lecturer consider how any scholarly, research or development activity undertaken may impact teaching, learning and assessment practice  N.B. This should only be considered where the programme may clearly benefit or demands a research based delivery, and should not be applied where staff have not been able to undertake scholarly activity beyond accessing subject updates. | | | |

**Appendix 2:**

**OBSERVATION OF TEACHING AND LEARNING – PLANNED OBSERVATION**

This observation has two purposes:

To confirm that your teaching meets CECOS College Quality Standards

To offer advice and support to help you recognise your current skills as a teacher and to clarify what the focus of future development might be.

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher |  | Room No |  |
| Observer |  | Date, time, &  Duration |  |
| Group /  Class level |  | Lesson Plan in place and available |  |
| Scheme of work seen |  | Copies of activities and materials |  |

|  |
| --- |
| Observer’s assessment *(Please tick one option)* |
| The lesson …  □ Meets CECOS College’s Quality standards  □ Does not meet CECOS College’s Quality standards (Reasons to be stated below) |
| Module Name: |
|  |
| Aims of the session: (Topic to be covered, LO and Assessment Criteria) |
|  |
| Observer’s overall comments and suggestions |
|  |

Note: The observer should follow the CECOS College Classroom Observation Strategy

The comments on the individual criteria is given below:

|  |  |  |
| --- | --- | --- |
|  | Criteria | Comments |
|  | Planning/aims |  |
|  | Engagement/participation |  |
|  | Materials and resources |  |
|  | Clarity of presentation |  |
|  | Activities set up clearly with focussed outcomes and tasks completed successfully |  |
|  | Classroom management |  |
|  | Rapport/classroom environment |  |
|  | Intellectual skills and attributes: |  |
|  | Teachers’ procedures and techniques |  |
|  | Professionalism |  |
|  | Valuing students as individuals and differentiation |  |
|  | Learning |  |

|  |  |
| --- | --- |
| STUDENT PARTICIPATION: (please delete yes or no against each question adding any comments) | |
| The students’ interest is engaged: | Yes/No |
| The students complete tasks successfully: | Yes /No. |
| Good level of participation from students: | Yes/No |

|  |  |
| --- | --- |
| **Areas of strength** | **Areas for development** |
|  |  |

|  |
| --- |
| Discussion with Teacher: Feedback |

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_

**Drop in Observations of Teaching/learning walks**

As part of the ongoing monitoring of the quality of learning and teaching, drop in observations are undertaken by peers and senior staff. Results are used to inform the quality monitoring of provision.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Programme/ Module** |  | | |
| **Name of lecturer** |  | | |
| **Date & time** |  | | |
| **Observer** |  | | |
| **Criteria** | **Yes** | **No** | **Comment** |
| Are materials appropriate to the course content? |  |  |  |
| Are materials and activities at an appropriate level? |  |  |  |
| Is there evidence of assessment of student learning taking place? |  |  |  |
| Is there evidence of students being provided with opportunities to test their understanding of content? |  |  |  |
| Are students given clear information on how to meet the required learning standards/outcomes? |  |  |  |
| Is there evidence of good dialogue between the teacher and students? |  |  |  |
| Is there evidence monitoring and promotion of student engagement? |  |  |  |
| Is there evidence of poor work or lack of engagement being challenged? |  |  |  |
|  |  | | |
| **Areas of good/effective practice** |  | | |
| **Areas for development.** |  | | |

**N.B. Observations should last for no more than 10 to 15 minutes. Please note that observations are not graded and, unless specifically requested, feedback is not normally provided to the lecturers.**