The
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Law

PEER OBSERVATION OF TEACHING PROTOCOL

1.   Introduction

1.1   This protocol supports the Teaching Observation Policy (Q3.6) and must be read with that Policy. Peer Observation of teaching at the University of Law is explicitly developmental and is designed as a teaching improvement tool by benefitting both the observing and observed tutor. Direct observation can provide valuable exchanges of ideas and approaches to a variety of teaching situations. It does not and does not try to encompass all the elements that contribute to the role of a tutor at the University of Law.

1.2   To support and enhance teaching quality, all staff who teach students or facilitate student learning will have an iteration of their teaching practice observed at least once every year, including Visiting Lecturers. The outcomes of the observation will be used to inform development of individual, and potentially, team practice, as well as contributing to the range of data and evidence available to account for quality of teaching, and may be considered as part of the PDR process to reflect on teaching practice. However, peer observation is not designed to provide a benchmark of teaching quality and is explicitly not designed as part of a performance management system. Good teaching does not always look the same to the observer and it is important that peer observation of teaching is always placed in the context of the stated learning outcomes for the module and/or session. This peer observation protocol is designed to help individuals to become reflective teaching practitioners. Peer observation should be seen as continuous rather than a one-off process.

1.3   Peer observation is intended to be a facilitative process, in which both observed and observer are involved in learning from each other, promoting reflection on one's own teaching practice as well as identification and dissemination of best practice. It is emphatically not conceived of as a policing or disciplinary process (except that failure to participate in accordance with the relevant minima will be a matter raised in PDR).

1.4   This protocol does not preclude or replace observation of teaching where concerns have been identified about teaching quality via other routes, or where an individual requests their teaching to be observed as part of their professional development.

2.   Procedure

2.1 Pre-observation preparation	2.2 Observation	2.3 Preparation for the post-observation meeting	2.4 Post-observation meeting

The Campus Dean or their delegate and Campus Learning and Teaching Coordinator will organise the peer observation pairings (for ease, such groupings might be in groups of three; provided each member is observed and observes once, e.g., A observes B, who observes C, who observes A). Normally, observation will be by a peer on the same Campus although it may be by a colleague from another Campus with a particular expertise in a given teaching method or academic specialism. Tutors should feel able to find their own observer according to their professional development needs in consultation with the Campus Dean or their delegate or Campus Learning and Teaching Coordinator. For example, a tutor might request a peer observer based on;

- Specifically relevant professional or subject expertise.
- Ability to provide a new or valued perspectives or insights on a particular issue.
- Familiarity with the unit or programme to be reviewed.

Tutors may wish to work with a single observer or with a small group of colleagues with whom they can engage in a single instance or ongoing collaborative review (e.g., discussion of unit design, development of active-learning techniques or e-learning resources).

2.1: Pre-observation preparation

This stage can be conducted via a face-to-face meeting or via email/telephone. It is anticipated that it will take approximately 30 minutes.

Observee

1. Provides some contextual information for the observer about the session to be observed:

About the session

a. The nature of the session, e.g., lecture/workshop, core/elective etc;

b. Background to the session, i.e., how the session fits in the overall module/course;

c. Any areas of concern about the session, e.g., a particularly difficult/challenging topic that students will struggle with;

d. The level of the module, i.e., undergraduate level/postgraduate/professional;

e. The make-up of the student group, e.g., home, international, mature, etc.

About the observation

f. Confirmation of date, time and venue of the observation.

g. Would you like to ask observers to sit anywhere in particular?

h. Will observers be introduced to the students or not?

Observer

Preparation for the observer will be to receive and read the contextual information as provided by the observee, to consider the identified area of focus and whether it is appropriate (some negotiation with the observee might be in order); and to consider the efficacy, presentation, etc. of the supportive materials.

2.2: Observation

The observation should consist of a full teaching session or significant part thereof. It should be a session in which the observee is playing an active role.

Observee

The observee should give prior thought to where the observer might sit and whether or not they will be introduced to students. Note, the observer should not be asked to participate in the session.

Peer Observations – Guidance Notes for workshops

- Session Opening
  - Introduce the session by explaining its relevance to the subject as a whole
  - Cover the outcomes for the session and link to the learning activities (i.e. what planning to achieve and how)
  - Validate Test & Feedback (where relevant) – identify any problem areas and review if necessary
  - Are students in appropriate sized groups (not too large, even table sizes, appropriate for tasks in the session)
- Review any preparatory tasks / activities
  - Appropriate format needed to ensure test preparation thoroughly so aware of quality of preparation of individuals
  - Elicit appropriate feedback from students – tutors should summarise only, not provide answers
- Workshop activities / tasks
  - Give clear guidance as to the required output of the task (i.e. presentation, letter, memo, piece of advocacy), the purpose of the

task and the approach to be taken (what, why & how). Format to be appropriate for the task.

- o Set challenging expectations
- o Provide guidance on timing for the task (e.g. it is 10 o'clock, you have 30 mins to complete the task and so we will be taking feedback at 10.30).
- o During the task, tutor should circulate and provide rolling feedback. Tutor should guide students to discover solutions by asking appropriate questions – avoid providing answers
- o Provide time checks during the task
- o Be prepared to ask supplementary questions and set short follow up tasks to students or small groups who complete tasks ahead of schedule
- o Develop students team work skills
- o Appropriate format needed for feedback:
  - hub & spoke approach should be used sparingly
  - student contributions should outnumber and be longer than those of the tutor
  - ensure student contributions are collated
  - use whiteboards for summaries of advice and notes of main points (but avoid death by whiteboard)
  - encourage group critical debate and reasoned contributions which go beyond the minimalist

- Closing
  - o Close session by reference to outcomes (what have we achieved)
  - o Link to future learning activities, e.g. consolidation work, links to future sessions, assessment guidance if appropriate
- General
  - o Bringing out the quiet & managing the dominant
  - o Time management & pace
  - o Appropriate use of visual aids (slides should be used sparingly)
  - o Keeping students on task
  - o Handling students' questions
  - o Links to practice

Peer Observations – Guidance Notes for Lectures

- Session Opening
  - o Introduce session by explaining its relevance to the subject as a whole
  - o Cover outcomes for session and link to learning activities (i.e. what planning to achieve and how)
- Well structured
- Clear and well-paced

- Appropriate use of visual aids
    - Avoid too many PowerPoint slides and too much information on slides
- Time management
- Interaction & use of lecture activities
    - Sessions should be interactive and all activities covered
- Rapport, enthusiasm and stimulating interest in the students
- Student response
    - Evidence of working, thinking and therefore learning
- Identifying the difficult and important areas and giving guidance where necessary
- Closing
    - Close session by reference to outcomes (what have we achieved)
    - Link to future learning activities, e.g. links to future sessions & preparation for workshop, assessment guidance if appropriate

Observer

During the observed session, the observer should write a narrative account of what takes place, and this should be descriptive in nature rather than judgemental. The generation of a narrative account as a first step is a widely used practice as it encourages observers to note what is seen rather than jumping too quickly to conclusions or being too influenced by preconceptions. It also generates data for discussion in the post-observation meeting. The narrative account therefore serves to bring a degree of rigour to the observation.

The notes will include reference to what the tutor does and what the students do.

Writing a good narrative or session description will involve:

- describing what the tutor is doing *and* what the students are doing

- avoiding judgemental comments by focusing on what you can see happening rather than an impressionistic interpretation of what you think is happening or should be happening

- keeping an open mind and respecting the different approaches that tutors have.

The form may be completed electronically or by hand. In the latter case it is advisable for both observer and observee to have a scanned copy of the final version.

2.3: Preparation for the post-observation meeting

The post-observation meeting should *not* follow immediately from the

observation but rather should be delayed, ideally a day or two following the observation. It should however take place while the session remains fresh in the minds of observer and observee. A short delay allows both observer and observee to process what occurred and to reflect on the session. It is anticipated that no more than 30 minutes should be spent on this preparation.

Observee

In preparation for the post-observation meeting, the observee should consider:

1. Area of focus:

- Was the session typical with regard to your area of focus, why/why not?

- What other approaches to addressing the focus have you considered?

- How might you develop this aspect of your teaching?

2. Reflection prompts:

- □How did you decide on the teaching approach and session structure/organisation that you used?

- To what extent do you think students learnt what you intended from the session? What, if anything, impacted on this?

- Were all students able to actively participate in the session? What helped/hindered this participation?

- How did you ensure that very able students were stretched and all students were supported?

- How did the learning resources support students before/in/following the session?

Observer

Following the observation, the observer should use the narrative to add detail to the prompts on the observation form. The narrative can be used to evidence, in the form of specific examples, what was observed. Notes should also be made in the prompt box for the area of focus and it would be worth considering whether there are any strategies that might support this aspect of the observee's teaching.

2.4: Post-observation meeting

It is anticipated that the post-observation meeting should take no more than

30 minutes. It should take place in private. This meeting is an opportunity to feedback on the observation and engage in a discussion of professional practice. It is not necessary to send through the draft observation document in advance as it may consist of notes at this point that will be discussed in the meeting. NB, while the notes in the prompt boxes may be modified in the post-observation meeting, the narrative should be considered an account of the session and should not be changed.

The structure of the meeting will depend on the topics to be discussed but should broadly include:

- Observee feeds back on their reflections on the prompts.

- Observer briefly describes what was seen, using the narrative as a framework.

- Observer summarises their comments against the prompts, including a discussion of

The outcomes are likely to be one of the following:

a) The teaching in the observed session was of such a high standard that it might be used as evidence for promotion or a teaching award.

b) The teaching was in accord with the expectations and standards of professional practice at the University of Law and is aligned with the UK Professional Standards Framework.

c) There is a clear case that the colleague needs support to develop an aspect of their teaching and this should be raised by the observee at their next PDR and if a PDR meeting is not imminent, the observee should discuss their development needs with their line manager soon after the observation has taken place.

In the case of disagreement then the observee might consult the policy and protocol documents and should discuss the nature of the disagreement with their line manager in the first instance.

Recording of the observation and maintaining a record

The observation form should be completed by the observer and then signed by the observee and observer. *The form is confidential between the observee and the observer.*

3.   Roles and responsibilities

All academic tutors and staff who facilitate student learning are responsible for:

- Participating in the observation process and identifying suitable development opportunities with their Campus Dean and Campus Learning and Teaching Coordinator.
- Undertaking any development, or sharing of good practice, as determined in agreement with their observer.
- Discussing the outcomes as part of the PDR process, alongside other evidence of teaching practice/quality.

Campus Learning and Teaching Coordinators are responsible for:

- Scheduling and undertaking teaching observations.
- Recording that observations have taken place.
- Liaising with observers and ensuring that outcomes and development needs are identified and recorded.
- Ensuring that there are opportunities to share good practice.

Observers are responsible for:

- Undertaking appropriate professional development to support them in their role as observers.
- Providing honest and constructive feedback to those they observe, within the context of this policy.

Campus Deans are responsible for:

- Ensuring that observation schedules are produced, managed and implemented.
- With the individual, determining and supporting any development needs that arise.
- Addressing any performance issues that may be indicated as a result of the teaching observation.
- Reporting on enhancements and developments implemented in response to outcomes of teaching observation.

4. Confidentiality

Examples of good practice arising from peer observation which are suitable for dissemination should, with the participants' consent, be identified by participants to the Campus Dean and Campus Learning andTeaching Co-ordinator who may recommend a suitable forum for dissemination at local level or, through the Learning and Teaching Committee, at a wider level. Dissemination should be done anonymously, and consent must always be obtained before dissemination occurs.

Although the explicit focus of the University's policy is developmental, it does appear to contain some evaluative aspects insofar as they relate to quality assurance and enhancement. A short annual report on participation,

identifying prioritised training needs requiring consideration by the Campus Dean or Vice-Provost will be provided by Campus Learning and Teaching Co-ordinators and a summary will be tabled at the Academic Enhancement Committee. This report will not, in any circumstances, identify individuals by name.

5.   Further reflective practice opportunities

Approach; Develop a reflective practice approach where you set up peer coaching pairs – where these pairs discuss L&T related things and include peer observation. Usual peer observation form used
Reporting; Presented at PDR/application for promotion as evidence of reflective practice and what has been gained from peer coaching – small 1 page report – similar to what is expected from membership of HEA.

Approach; Concentrate on the observer – the form is completed, but not on how the observee did, but on what the observer has got out of observing. Need to adapt the peer observation form for this.
Reporting; Presented at PDR/application for promotion as evidence of reflective practice and what has been gained from peer coaching – small 1 page report – similar to what is expected from Fellowship of HEA.

Approach; As part of curriculum design teams - have peer observation related to ongoing curriculum development at possibly year level. May want to adjust the observation form to account for this.
Reporting; Information on peer observation is reported back to curriculum teams who might what to take on board issues of particular teaching points.

Approach; As part of module/programme review using the same form, an external person gives a report on a series of targeted units. Need to look at a sufficient sample to get an overview to make report meaningful.
Reporting; Independent report goes to the review team. It is important to have teaching observation conducted by those not involved in teaching the programme.

Approach; Methods of teaching – you may want to have someone look at workshops, 'supervisions' etc for a given programme in a particular year.
Reporting; This may be identified by staff or the University as a focus for the year. The information on the peer observation needs to have been seen by one person in order to summarise any needs and report back. Ideal preparation for an 'away day'.

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OBSERVER'S COMMENTS ON THE SESSION

COURSE: _____ SESSION:

OBSERVER: _____ DATE: _____

Narrative to be completed by the observing manager *during* the session

Aspects of the session that went really well (up to three)

Suggestions for the future (up to three)

FORM 2: OBSERVEE'S REFLECTIVE NOTES

(To be retained by the observee)

COURSE: _____ SESSION: _____

OBSERVER: _____ DATE: _____

Learning points from the observation

Changes that I will make to my teaching as a results of the observation

Elements of Good Teaching I will preserve and develop

FORM 3: RECORD OF OBSERVATION

(To be completed by both the observer and observee and sent to the Campus Learning and Teaching Coordinator)

COURSE: _____

SESSION: _____

OBSERVEE: _____

OBSERVER: _____

DATE OF OBSERVATION: _____

SIGNATURE OF OBSERVEE: _____

SIGNATURE OF OBSERVER: _____

ARE THERE ANY EXAMPLES OF GOOD PRACTICE WHICH THE OBSERVEE CONSENTS TO SHARE: <u>YES* / NO</u>

If yes, the Campus LTC and observe should arrange a time to meet to discuss the practice and the preferred dissemination method

MANAGEMENT OBSERVATION OF TEACHING PROTOCOL

1. Introduction

1.1   This protocol describes the University of Law's expectations in terms of management observation of teaching and must be read with the University's Teaching Observation Policy.

1.2   The observing manager will be an experienced colleague who is usually the individual who undertakes the observee's PDR. Management observation will take place every year. The outcomes of the observation will be used to inform development of the individual, contribute to the range of data and evidence available to account for quality of teaching, and will be reviewed as part of the PDR process to this end.

1.3   Where the experienced colleague who undertakes the teaching observation is not the reviewing manager for PDR, a discussion outlining the outcomes of the observation must take place between the observing manager, the PDR reviewer and the observee to inform the PDR discussion.

1.4   The purposes of teaching observations by senior managers embrace both quality assurance and quality enhancement i.e.,

- quality assurance monitoring of how programmes are being delivered in the classroom and, in the case of new programmes, how effective is a new learning model or design feature
- monitoring the approximate degree of correlation with teaching quality evaluation forms (TQEFs)
- contributing to the evidence base when considering tutors' probationary period, applications for promotion to senior tutor, and applications for appointment as Associate Professor.

It is also a valuable opportunity for each individual tutor to give feedback on how they are experiencing the University's programmes. This is particularly important on the launch of a newly validated or revalidated programme or major change in subject design/delivery.

2.   Procedure

2.1: Pre-observation preparation

This stage can be conducted via a face-to-face meeting or via email/telephone.

Observee

1. Provides some contextual information for the observing manager about the session to be observed:

About the session

a. The nature of the session, e.g., lecture/workshop, core/elective etc

b. Background to the session, i.e., how the session fits in the overall module/course

c. Any areas of concern about the session, e.g., a particularly difficult/challenging topic that students will struggle with

d. The level of the module, i.e., undergraduate level/postgraduate/professional

e. The make-up of the student group, e.g., home, international, mature, etc.

About the observation

f. Confirmation of date, time and venue of the observation.

g. Would you like to ask the observing manager to sit anywhere in particular?

h. Will the observing manager be introduced to the students or not?

Observing manager

In preparation for observing a session, please read the session's student learning materials, the Tutors' Instructions, and if possible team meeting minutes, and retrieve or obtain a copy of the tutor's previous completed observation feedback form, so each observation builds on the previous one.

2.2: Observation

The observation should consist of a full teaching session or significant part thereof. It should be a session in which the observee is playing an active role.

Observee

The observee should give prior thought to where the observing manager might sit and whether or not they will be introduced to students. Note, the observing manager should not be asked to participate in the session.

Teaching Observations – Guidance Notes for workshops

- Session Opening
  - Introduce the session by explaining its relevance to the subject as a whole
  - Cover the outcomes for the session and link to the learning activities (i.e. what planning to achieve and how)
  - Validate Test & Feedback (where relevant) – identify any problem areas and review if necessary
  - Are students in appropriate sized groups (not too large, even table sizes, appropriate for tasks in the session)
- Review any preparatory tasks / activities
  - Appropriate format needed to ensure test preparation thoroughly so aware of quality of prep of individuals
  - Elicit appropriate feedback from students – tutors should summarise only, not provide answers
- Workshop activities / tasks
  - Give clear guidance as to the required output of the task (i.e. presentation, letter, memo, piece of advocacy), the purpose of the task and the approach to be taken (what, why & how). Format to be appropriate for the task.
  - Set challenging expectations
  - Provide guidance on timing for the task (e.g. it is 10 o'clock, you have 30 mins to complete the task and so we will be taking feedback at 10.30).
  - During the task, tutor should circulate and provide rolling feedback. Tutor should guide students to discover solutions by asking appropriate questions – avoid providing answers.
  - Provide time checks during the task
  - Be prepared to ask supplementary questions and set short follow up tasks to students or small groups who complete tasks ahead of schedule
  - Develop students team work skills
  - Appropriate format needed for feedback:
    - hub & spoke approach should be used sparingly,
    - student contributions should outnumber and be longer than those of the tutor,
    - ensure student contributions are collated

- ▪ use whiteboards for summaries of advice and notes of main points (but avoid death by whiteboard)
- ▪ encourage group critical debate and reasoned contributions which go beyond the minimalist
- Closing
  - o Close session by reference to outcomes (what have we achieved)
  - o Link to future learning activities, e.g. consolidation work, links to future sessions, assessment guidance if appropriate
- General
  - o Bringing out the quiet & Managing the dominant
  - o Time management & Pace
  - o Appropriate use of visual aids (slides should be used sparingly)
  - o Keeping students on task
  - o Handling students' questions
  - o Links to practice

Teaching Observations – Guidance Notes for Lectures

- Session Opening
  - o Introduce session by explaining its relevance to the subject as a whole
  - o Cover outcomes for session and link to learning activities (i.e. what planning to achieve and how)
- Well structured
- Clear and well-paced
- Appropriate use of visual aids
  - o Avoid too many PowerPoint slides & too much information on slides
- Time management
- Inter-action & use of lecture activities
  - o Sessions should be interactive and all activities covered
- Rapport, enthusiasm and stimulating interest in the students
- Student response
  - o Evidence of working, thinking and therefore learning
- Identifying the difficult and important areas and giving guidance where necessary
- Closing
  - o Close session by reference to outcomes (what have we achieved)
  - o Link to future learning activities, e.g. links to future sessions & preparation for workshop, assessment guidance if appropriate

Observing manager

During the observed session, the observing manager should write a narrative account of what takes place, and this should be descriptive in nature rather than judgemental. The production of a narrative account as a first step is a widely used practice as it encourages observing managers to note what is seen rather than jumping too quickly to conclusions or being too influenced by preconceptions. It also generates data for discussion in the post-observation meeting. The narrative account therefore serves to bring a degree of rigour to the observation. Full chronological notes enable concrete examples/verbatim quotes to be given which illustrate the good/less good teaching points. The notes must include reference to what the tutor does and what the students do.

The form may be completed electronically or by hand. In the latter case it is advisable for both observing manager and observee to have a scanned copy of the final version.

The observing manager should never interrupt or take part in the session in any way.

Good practice may be to

- evaluate participation levels
- monitor the use of students' names by tutor
- produce table maps, with a circle O for each student and a tick to the appropriate O each time that student makes a significant contribution
- note whether there is any uneven distribution of students to sub-groups
- note whether any students are sitting with their backs to the tutor/screen/whiteboard
- evaluate the use of visual aids

2.3: Preparation for the post-observation meeting

The post-observation meeting should *not* follow immediately from the observation but rather should be delayed, ideally a day or two following the observation. It should however take place while the session remains fresh in the minds of observing manager and observee. A short delay allows both observing manager and observee to process what occurred and to reflect on the session. It is anticipated that no more than 30 minutes should be spent on this preparation.

Observee

In preparation for the post-observation meeting, the observee should consider:

1. Area of focus:

- Was the session typical with regard to your area of focus, why/why not?

- What other approaches to addressing the focus have you considered?

- How might you develop this aspect of your teaching?

2. Reflection prompts:

- How did you decide on the teaching approach and session structure/organisation that you used?

- To what extent do you think students learnt what you intended from the session? What, if anything, impacted on this?

- Were all students able to actively participate in the session? What helped/hindered this participation?

- How did you ensure that very able students were stretched and all students were supported?

- How did the learning resources support students before/in/following the session?

Observing manager

Following the observation, the observing manager should use the narrative to add detail to the prompts on the observation form. The narrative can be used to evidence, in the form of specific examples, what was observed. Notes should also be made in the prompt box for the area of focus and it would be worth considering whether there are any strategies that might support this aspect of the observee's teaching.

2.4: Post-observation meeting

It is anticipated that the post-observation meeting should take no more than 30 minutes. It should take place in private. This meeting is an opportunity to feedback on the observation and engage in a discussion of professional practice. It is not necessary to send through the draft observation document in advance as it may consist of notes at this point that will be discussed in the meeting. NB, while the notes in the prompt boxes may be modified in the post-observation meeting, the narrative should be considered an account of the session and should not be changed.

The structure of the meeting will depend on the topics to be discussed but should broadly include:

- Observee feeds back on their reflections on the prompts.

- Observing manager briefly describes what was seen, using the narrative as a framework.

- Observing manager summarises their comments against the prompts, including a discussion of

Observing managers

Observing managers who are concerned that the observee may be particularly sensitive or anxious, should empathise and acknowledge any constraints which were probably outside the tutor's control or which any tutor would have found difficult to cope with (course design, subject matter, room, particular students). It is important that honest and constructive feedback is given. It may be helpful to ask the tutor whether they thought it was a typical session in terms of the course, that class/group and their teaching, and whether it was their first run of that session in the cycle; also whether the class went according to plan, whether there were parts of the session which went particularly well, or not, and anything the tutor would do differently next time?

If the observing manager observed anything which did not go as well as it could/should, they must give constructive suggestions on how better that tutor (with his or her personality) could have handled it.

Observing managers should also refer to the tutor's last observation and the feedback on that occasion.

Recording of the observation and maintaining a record

The observation form should be completed by the observing manager and then signed by the observee and observing manager.

3.   Roles and responsibilities

All academic tutors and staff who facilitate student learning are responsible for:

- Participating in the management observation process
- Undertaking any development as determined in agreement with their observing manager
- Discussing the outcomes as part of the PDR process, alongside other

evidence of teaching practice/quality.

Observing managers are responsible for:

- Ensuring that observation schedules are produced, managed and implemented.
- With the individual, determining and supporting any development needs that arise.
- Addressing any performance issues that may be indicated as a result of the teaching observation.

Management observation of teaching form

Part 1: Record of observation to be completed by the observing manager

Observing manager	
Observee	
Academic team and Campus	
Date and time of observation	
Type of session observed	
Agreed area of focus	
Date and time of post-observation meeting	

Part 2: Narrative to be completed by the observing manager *during* the session

Narrative continued…

Session and resource design *e.g.,* creates an intellectually challenging and stimulating learning environment that stretches students; provides opportunities for students to actively engage in the session and to share ideas and construct their own knowledge; uses and designs resources at an appropriate level using media and technology that support learning.

Student engagement e.g., knows and empathises with students; demonstrates an awareness and sensitivity to their needs; motivates and encourages students; guides their learning; fosters confidence, self-esteem and independence.

Communication e.g., is an engaging communicator; is enthusiastic about the subject and what is taught; is able to translate complex and difficult concepts for students; makes the subject interesting; seeks and respects students' ideas and contributions.

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Feedback on agreed area of focus

Part 4: Summary of professional practice discussion to be completed by the observing manager after the session

Summary of strengths

Areas for development

Conclusions

Observing manager's comments, to include any further action needed, conclusions drawn and outcomes of the observation: a) very high standard of teaching; b) meets expectations and standards; c) development and support is needed.

Signed (Observing manager)
Date

Observee comments

Signed (Observee)   **Date**

Version history

Version	Amended by	Revision summary	Date
V1.0			March 2018
V1.1	Senior Quality Officer	Change to the document coding convention	March 2020
V1.1	Quality Assurance Team Leader	Extension to term of approval of 1 year.	October 2021