



Tutor observation policy

LONDON SCHOOL OF BUSINESS AND FINANCE

EXECUTIVE EDUCATION

Version 1.2

Observation of Tutors

Policy:

In order to ensure that the curricula of all courses are followed and that there is consistency of application by all tutors it is the policy of LSBF Executive Education (LSBF EE) to make regular and standardised classroom observations of all tutors delivering within LSBF EE.

It is also the policy of LSBF EE to carry out regular classroom observations of all tutors to ensure an acceptable quality of delivery is maintained across LSBF EE, and as a part of a process of continuous improvement.

It is also the policy of LSBF EE to carry out additional or 'as required' classroom observations of any tutors who are believed to be 'at risk' in any aspect of their delivery of LSBF EE courses.

It is also the policy of LSBF EE to carry out classroom observation of tutors, only where appropriate, in response to consistent or serious complaints or concerns from students that cannot be allayed or satisfied in the normal day to day course of events.

Procedure:

1. Each tutor is normally observed annually by the Academic Director or another member of the academic team (when available). There may be additional observations made for tutors considered to be giving *Cause for Concern* or in response to 'consistent or serious complaints or concerns from students'.
2. All tutor observations are announced and agreed [there are usually no unannounced observations* (except in rare cases as outlined under 14 below)].

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3. Tutors are briefed about the nature of the observation process during their induction.
4. A date for the observation is agreed [normally at least a week in advance] and the target class and time fixed.
5. The observation takes place [normally between one to three hours only].
6. The observed tutor may opt to invite a colleague to sit in the observation.
7. The tutor is evaluated on a number of standardised criteria [see Pro-forma]:

(In-class observation)

Preparation	
1.	Aims and objectives
2.	Shape and balance of activities
3.	Preparation of materials and resources
4.	Familiarity with subject content
Presentation	
1.	Presence, style and appearance
2.	Professional attitude and commitment
3.	Rapport with learners
4.	Voice quality
Delivery	
1.	Classroom management
2.	Use of equipment and learning materials
3.	Suitability of content
4.	Pace and timing
5.	Involvement of delegates
6.	Questioning and elicitation
7.	Accuracy and appropriateness of oral and written language
8.	Clarity of explanations and instructions
9.	Ability to extemporise and adapt to needs
10.	Achievement of Objectives
Evaluation	
1.	Self-evaluation
2.	Response to advice and feedback





(Online class observation)

Preparation
Aims and objectives
Shape and balance of activities suitable for online delivery
Preparation of materials and resources suitable for online delivery
Familiarity with subject content
Presentation
Presence, style and appearance
Professional attitude and commitment
Rapport with learners
Voice quality
Use of online teaching platform features and tools
Delivery
Online classroom management
Use of equipment and learning materials in an online environment
Suitability of content for subject and online delivery
Pace and timing and break times
Involvement of delegates and the use of online breakout rooms
Questioning and elicitation
Accuracy and appropriateness of oral and written language
Clarity of explanations and instructions
Ability to extemporise and adapt to needs
Achievement of Objectives
Evaluation
Self-evaluation
Response to advice and feedback

8. These are the only criteria used to evaluate the tutor's performance in the classroom.
9. There is a brief post-lesson oral feedback as soon as possible after the lesson.
10. The observer prepares post-lesson written feedback using the pro forma.
11. The tutor receives a copy of this written feedback and has the opportunity to discuss it and suggest amendments.
12. The written feedback is agreed between the observer and the observee.

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13. Actions are undertaken according to the lesson ratings as outlined below.
14. * An unannounced observation (spot check) may take place as a result of receiving serious complaints or reasons for concern. Such unannounced visits will be authorised either by the Managing Director or the Academic Director when they have reasons to believe that by doing so, will benefit the overall academic performance of the school and alleviate any concerns raised by delegates or by LSBF EE Management.

Responses to Lesson Observation Ratings for Teachers

Outstanding (O)

Teaching staff who receive an average rating of 'Outstanding' may be invited to share their good practice with colleagues in coordination with the Academic Lead (AL), and no follow up actions on the part of LSBF EE are required.

Satisfactory (S)

Those teachers who receive an average rating of 'Satisfactory' are demonstrating a sufficient standard. However, advice on areas for further development will be given on the observation form to move practice from 'Satisfactory' to 'Outstanding' wherever possible.

Opportunities for sharing good practice may also be identified and observers will complete an action plan if required and tutors will report back on their progress in the allotted time.

Action Required (A)

Those tutors who receive an average 'A' rating will be given a set of recommendations for improvement by the observer.

The observer may refer the tutor to the Academic Director, who may contact the tutor to arrange a mentoring session.

In the event that it is agreed by both parties, a mentoring and action plan might then be agreed with the tutor to improve the teaching to an 'Outstanding' or 'Satisfactory' level.

The tutor will be re-observed within 3 months and if this results in a further 'A' rating, LSBF EE Managing Director and the Academic Director will meet to decide whether to offer the tutor another freelance contract.

Original copy of the Lesson Observation report must be kept in the individual's personnel file in accordance with the LSBF EE Data Retention Policy

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Document Information Table

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*Content owner is responsible for ensuring the regular review and update of the document to reflect changes in both internal governance and external regulations.

Authorship

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Original Reviewer(s)	Shane De Fonseca	Academic Lead (LSBF EE)	29/03/17
Delegate Reviewers			

Annual /Biannual Review

Date Due	Done	Date Due	Done
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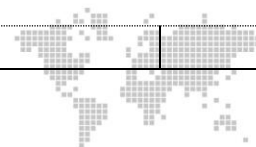


Version Control Table

Version	1.1	Name: Shane De Fonseca	Role: LSBF EE Academic Programme Manager	Date: 24/01/2019
Created by:	Academic Planning Committee			
	<i>Amendments with regards to unannounced observations included</i>			
Changes approved by:				
Version	1.2	Name: Shane De Fonseca	Role: Academic Director/LSBF EE	Date: 02/07/2020
Amended by:	Academic Planning Committee			
	<i>References to online course observation made, and a new template for online class observation has been introduced</i>			
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