



**Birmingham Institute of Art and Design**

**Further Education (FE)  
Guidelines for Observation of  
Teaching and Learning (OTL)**

## **Introduction**

The observation of teaching and learning (OTL) is the core of our overall Teaching and Learning strategy because it permits all to share and promote high standards of teaching and learning. Effective teaching and learning is not only about learners passing examinations but also embraces the development of key skills and appropriate employability skills so that all our learners are well equipped for future study and employment.

Our goal is to ensure that each individual achieves his or her full potential and becomes, as far as possible, an independent learner. Ideally all lessons should be above satisfactory and it is here that lesson observation can assist to help interpret and apply Ofsted criteria for 'good or better' lessons. The approach is to develop a professional dialogue and to focus on improvements in relation to teaching strategies, learning strategies, resources *etc* that would enhance teaching and learning.


Good practice will be celebrated and ultimately all good practice will be shared and disseminated to create a team database of effective teaching and learning strategies.

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- 5) What should be in a teaching folder? (Page 9)

# PART 1 (a): Lesson Plan (LP)

<b>LP</b>	BIRMINGHAM INSTITUTE OF ART & DESIGN Lesson Plan for Further Education					
	Course title:					
	Teacher/lecturer:					
	Course code and level:					
	Time & date:					
<b>Subject/module/unit:</b>						
By the end of the session students will be able to: (expected learning outcome(s)/ performance criteria)						
Learning steps to achieve this include: (knowledge and skills development required)						
Individual learner needs considerations: (e.g. differentiation, study skills support) -- see also Class Profile						
Health & Safety considerations: (e.g. use of substances or equipment)						
	Time (min)	Student activity	Teacher activity	Resources	Learning check/ Assessment	
Introduction/ Refresh						
Development/ Consolidation						
Summary/ Conclusion						
<b>Evaluation and development for future lessons</b>						
(Include any learner issues that arose - e.g. differentiation, functional skills, behaviour - and action taken)						


LP\_teacher\_name.docx

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The Lesson Plan is for the planning of individual lessons. When being observed it is essential that a lecturer should have a LP for that session, the previous and the next LP. All of this information should be kept in the teaching folder. What you state the student will be able to do / learn by the end of the session is what you will be observed by (or a particular area of focus).



## PART 2 (a): IVproject


<b>IV</b> project	<b>BIRMINGHAM CITY UNIVERSITY</b> BIRMINGHAM INSTITUTE OF ART & DESIGN Internal Verification for Project Documentation (IV)									
<b>Qualification and level:</b>										
<b>Assessment title:</b>										
<b>Author:</b>										
<b>Internal Verifier:</b>										
<b>Important information:</b>	<table border="1" style="font-size: 8px;"> <tr><td style="width: 20px;">YES</td></tr> <tr><td style="width: 20px;">PARTLY</td></tr> <tr><td style="width: 20px;">NO</td></tr> <tr><td style="width: 20px;">N/A</td></tr> </table>	YES	PARTLY	NO	N/A	<table border="1" style="font-size: 8px;"> <tr><td style="width: 20px;">YES</td></tr> <tr><td style="width: 20px;">PARTLY</td></tr> <tr><td style="width: 20px;">NO</td></tr> <tr><td style="width: 20px;">N/A</td></tr> </table>	YES	PARTLY	NO	N/A
YES										
PARTLY										
NO										
N/A										
YES										
PARTLY										
NO										
N/A										
<b>Quality of the documentation:</b>	<table border="1" style="font-size: 8px;"> <tr><td style="width: 20px;">YES</td></tr> <tr><td style="width: 20px;">PARTLY</td></tr> <tr><td style="width: 20px;">NO</td></tr> <tr><td style="width: 20px;">N/A</td></tr> </table>	YES	PARTLY	NO	N/A	<table border="1" style="font-size: 8px;"> <tr><td style="width: 20px;">YES</td></tr> <tr><td style="width: 20px;">PARTLY</td></tr> <tr><td style="width: 20px;">NO</td></tr> <tr><td style="width: 20px;">N/A</td></tr> </table>	YES	PARTLY	NO	N/A
YES										
PARTLY										
NO										
N/A										
YES										
PARTLY										
NO										
N/A										
Issue dates		Are the learning outcomes clear?								
Interim crit date		Content meet the syllabus requirements?								
Deadline		Tasks relevant to assessment criteria?								
Qualification course and assignment title		Is the language appropriate for level?								
Learning outcomes		Are the learning outcomes clear?								
Module reference		Are the outcomes appropriate for the level?								
Clear objectives		Are the deadlines realistic?								
Assessment criteria		Good range of individual and group tasks?								
Common skills elements		Opportunities to demonstrate key skills?								
Grade descriptors		Self and peer appraisal opportunities?								
Introduction and guidance										
<b>Action plan</b>	<b>By whom?</b>	<b>Target completion date?</b>								
<b>Author signature:</b>										
<b>Internal Verifier signature:</b>										
<b>Date:</b>										

Copies to: Lecturer > IV Assessor > Course Director > Head of School

IV\_projects.docx / - 1 -

IVproject is designed to verify that projects given to the students are appropriate for their level, cover all assessment criteria and all of the relevant material to help the student with the project. When staff are verifying project briefs they are giving them the green light to be published for students. For this reason they have a responsibility to correct errors and make suggestions.

## PART 2 (b): IVgrading

<b>IVgrading</b>	<b>BIRMINGHAM CITY UNIVERSITY</b> BIRMINGHAM INSTITUTE OF ART & DESIGN Internal Verification for Grading and Assessment of Student Work (IV)	
<b>Course Title:</b>		<b>Course Director:</b>
<b>Assessment title:</b>		<b>Internal Verifier:</b>
<b>Assessor:</b>		<b>Date:</b>

Student Name	Coverage of Assessment Criteria		Coverage of outcomes and key skills		Student evaluations		Grading decision valid		Feedback sufficient (where appropriate)		Has internal verification (IV) of project documentation		*FEEDBACK TO ASSESSOR
	YES	NO*	YES	NO*	YES	NO*	YES	NO*	YES	NO*	YES	NO*	

<b>IV Signature:</b>		<b>Assessor signature:</b>
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Copies to: Lecturer > IV Assessor > Course Director > Head of School

IV\_assessments.docx / - 1 -

IVgrading should be used to verify the level of grades being given to a group. When sampling a cohort of students, staff should IV 20% of the group and from this they should select a range of grades from top, middle and bottom. If there are huge discrepancies in the grades given by the assessor and the Internal Verifier then the Course Director must also IV (or the Head of School).

## PART 3 (a): Observation of Teaching and Learning (OTL)

The image shows three overlapping pages of the Observation of Teaching and Learning (OTL) form. The leftmost page is the first page, which contains the following sections:

- Administrative Information:** Includes fields for 'Lesson observed number (if any)', 'Lesson title (Full title / Topic)', 'Lesson reference', 'Date', 'Time length of session', 'Term/semester', and 'School'. It also features the 'University of Lincoln' logo.
- Lesson Details:** A table with columns for 'Lesson title', 'Subject of lesson', 'Year level', 'Register title', 'Subject of assessment', and 'Resource'. Below this is a section for 'Lesson objectives' and a table for 'Assessment of lesson quality' with columns for 'Assessment of lesson quality of lesson' and 'Recording and Assessment Distribution'.
- Overall Judgement:** A section for 'Overall judgement' with a dropdown menu and a 'Recorded by' field.

The middle page is the second page, which is mostly blank, intended for a detailed description of the lesson.


The rightmost page is the third page, which contains a table for 'Dissemination of good practice' and 'Action plan'. It also includes a section for 'Dissemination of good practice' and 'Action plan' with a table for 'Dissemination of good practice' and 'Action plan'.

The main OTL form comprises three pages. The first page collects all the information about the lesson and its contents. The overall judgement of the lesson is made on this page: Outstanding, Good, Satisfactory or Unsatisfactory. These judgements are made on the objectives set in the lesson plan in relation to the SOW. If documentation is missing this will affect the judgement.

On the second and third pages of the OTL form there is room for detailed description of what happened during the session and what further actions are required.

The final page records how best practice should be disseminated and how actions will be completed. If an OTL grade is Unsatisfactory (or even Satisfactory), actions to improve this position should be recorded here.

## PART 3 (b): OTL self-evaluation

BIRMINGHAM CITY UNIVERSITY BIRMINGHAM INSTITUTE OF ART & DESIGN Self Evaluation form for Observation of Teaching and Learning (OTL)				
Name (observed member of staff):		Date of observation:		
PLANNING AND PREPARATION	MAKING PROVISION	QUALITY	LEARNING PROVISION	EVIDENCE
The plan and structure of the lesson met the needs of all learners				
The aims and objectives of the lesson were clearly understood by all learners				
The lesson built on previous learning				
TEACHING AND LEARNING				
The teacher ensured the lesson started promptly				
Appropriate and effective activities were used (including making good use of opportunities for independent and group learning)				
Learners were engaged and their interest sustained so that they participated well in the lesson				
Learners received clear explanations and instructions				
The lesson was appropriately paced				
The lesson took account of the ability range within the class and ensured the work was sufficiently challenging for all students				
The teacher handled any equal opportunities issues appropriately				
The learners completed tasks and activities successfully				
The learners understood the purpose of any relevant assessment and what is expected of them				
Distractions were corrected and prompt, constructive feedback was given				
RESOURCES				
Effective use was made of the resources available				
The accommodation was used to best effect				
Due attention was given to Health & Safety issues				

Please bring this completed form to the feedback session with the observer

OTL\_self\_eval.docx

The self-evaluation OTL form is for the observee to fill in and will help form part of the meeting when the observer feeds back to the observee. (See the OTL process cycle chart overleaf.)

It should also be noted that this form is a good guide for staff to consult before planning another lesson.

**The OTL Process  
(at least twice an academic year)**

1

FE Forum sets OTL dates

2

Observers arrange date and informal meeting

3

**Observation of Teaching and Learning**

4

Feedback and self-evaluation meeting

5

Targets set and OTL signed

6

OTL archived for next round and:

Copies to: Lecturer > Observer > Course  
Director > Head of School > FE Forum >  
Associate Dean (Student Experience)

## The Teaching Folder

*Documentation seen: ✓ / x as appropriate*

<b>Lesson Plan:</b>		<b>Scheme of Work:</b>		<b>Class Profile:</b>	
<b>Register taken:</b>		<b>Schedule of Assessments:</b>		<b>Resources:</b>	
<b>Student work samples:</b>		<b>Individual Learning Plans:</b>			

This tick box found on the OTL form (see page 6) is an indication of what documentation should be found in the teaching folder. The teaching folder should be well organised as the observer will study this while the lesson is taking place. Use dividers to separate the different sections to make it clear for an observer.

This folder should not be compiled just before a lesson observation but should be an ongoing portfolio containing the teacher's design of the learning process on any particular FE programme of study. Freshly printed material suggests that the folder is rarely used and thus signifies that evaluation of teaching and learning is not happening on a regular basis.

The Scheme of Work is very important. It charts what the student will do to achieve the learning outcomes over a period of time. The pace of this SOW may require changing as a group progresses. Active review signals to the observer that the teacher is planning effectively.

The folder should not be viewed as a paperwork exercise but an opportunity to capture the learning process for review and future use. Once a teaching folder has gone through one cycle it should become full of notes and resources that continually improve both the learner and teacher experience.

Once the folder has been established it can act as a guide for other teachers should cover be required. But it will also allow the tutor to experiment with 'styles' of teaching and learning, take risks and review new opportunities. The folder also acts as an exemplar of excellence when sharing material with colleagues and external bodies.



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