

## Assessment Criteria for Coventry University Management Led Teaching Observation

Area	Excellent	Good	Satisfactory	Poor
<b>Preparation, planning and organisation</b>	Thoroughly prepared and planned. Well organised, sequenced and structured for learners to follow. Style adopted is appropriate for group and topic. Clear objectives. Up-to-date knowledge/real life examples used. Stimulating and challenging. Management of student behaviour.	Well planned session. Provided an enjoyable experience. Active engagement. Ground rules and objectives established. Mutual respect. Informed. Responsive. Current/up-to-date/ real life examples included.	Planning evident. Arrived on time and ready to deliver. Engagement with learners. Used recent knowledge/examples to bring about understanding.	Little sign of planning and preparation. Unorganised. No sense of direction. Dismissive of student contribution. Poor engagement. Dictatorial. No sense of direction. Poor timing. Behaviour towards students poor.
<b>Session aims/ objective / outcomes</b>	Contextualised aims, objectives and session learning outcomes. Integrated learning within the course (i.e. what had been delivered before and what this sessions aims to deliver). Relevant session content. Learners involved in recapping using formative assessment methods/activities Learning recapped and summarised, scene setting for the next session.	Clear presentation of aims, objectives and session learning outcomes at the start. Warm welcome. Clear signposting and evaluation of learning. Responding well to answers and questions. Content is relevant to aims, objectives and learning outcomes. Revisits at the end of the session and doesn't just tail off. .	Adequate/vague presentation of aims, objectives and session learning outcomes. Session learning outcomes are highlighted but not expanded upon, discussed or set in context. Content is relevant to aims, objectives and learning outcomes. Learning for the next session is briefly touched upon and session closes naturally. Session ends on time.	No formal welcome. No reference to aims, objectives or session learning outcomes. Content has little relevance to the aims, objectives or session learning outcomes. A concern for learning is not evident as context or outcomes not referred to or contextualised within the course. Learners would be confused and not know what they were learning or the relationship of this to their study.

<p><b>Teaching Methods and approaches employed</b></p>	<p>Engages all abilities (active learning). Responsive to learners. Teaching methods challenge learners. Stimulates thought – encourages thinking. Clear explanations. Suitable to achieve aims objectives and session outcomes. Relevant to the level of the study and the course. Suitable pace and delivery. Appears confident, can be heard and skilled in delivery. Key points are highlighted and signposted to develop learning. Activities matched to content and learners level.</p>	<p>Methods challenge learners and enable the learning outcomes to be achieved. Sufficient ground is covered to enable the learning outcomes to be achieved. Appropriate use of facilities. Knows the names of students in seminar/tutor group. Learners are encouraged to be involved. Delivery is suitable to the level and paced well. Learning was signposted at key points within the process.</p>	<p>Targets middle ability. Methods sufficiently challenge learners and cover the content to meet the session learning outcomes. Methods and approaches matched an appropriate level. Learning was set at a pace that enabled students to keep up. Signposting and recapping were sufficient to support learning.</p>	<p>Reading from pre-written material. Didn't provide the minimum support expected in the session material. Methods and activities were not stimulating or challenging. Methods and approaches were unsuitable to allow the learning outcomes to be met. Not pitched at the right level for students or the course. Lecturer could not be heard, lacked confidence and/or possessed poor presentation skills. Materials were not engaging and did not make the topic interesting.</p>
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<p><b>Quality of the teaching/ learning materials</b></p>	<p>Topical application. Forefront of discipline. Highly engaging. Stimulates self-directed learning. Innovative/New. Exceed expectations. Best practice evident. Excellent use of a variety of learning resources. Materials of a high standard and professional. Resources used well to promote learning. Content accurate and up-to-date. Reference to additional reading. Excellent use of materials to enhance learning.</p>	<p>Relevant. Interesting/fun. Meets expectations. Varied and diverse. Well-structured and designed. Good range, at a good standard and professional. Used well to promote learning and support content.</p>	<p>Clear structure. Fit for purpose. Coherent. Supports the meeting of learning outcomes. Resources used satisfactorily. Range satisfactory and produced to a professional standard. Options for further reading were used.</p>	<p>Encourages passive learning. Out of date. One dimensional. Confusing. No added value. Doesn't meet expectations. Doesn't work/not enough. Poor or insufficient use. Limited in range. Poorly produced, errors and/or out-of date. Students not offered information/ materials/hand-outs to support the learning process.</p>
<p><b>Learner Engagement, Participation and Interaction</b></p>	<p>Interactive learning. Adaptive – differentiating. Students enthused. Referenced to context (i.e. employability, personal development practice, etc.). Students engaging in their learning. Students appear to be motivated and interested in the topic. High levels of interaction and co-operation. Transition between input, individual work and group work is managed excellently. Learners are responsive and taking responsibility for their learning. Lecturer responsive to the needs of students.</p>	<p>Active learning is taking place (learner-centred). Learners appear to have a good level of interest, are concentrating, involved and engaged in their learning. Learners are responding well to activities/challenges working individually and/or in groups. Transition is managed well.</p>	<p>Learning outcomes are achieved through mainly passive learning. Learners stay on task for most of the session achieving what has been asked. Most appear motivated, want to do well. Learners working individually or in groups.</p>	<p>Students turned off. Little or no learning taking place. Students being talked at. Regurgitation of content. Learning outcomes not being achieved. Linear – no adaptation. Learners not involved or engaged relying on the lecturer. Lecturer generally unaware of students needs or responsive to them.</p>

<p><b>Use of Technology (where appropriate)</b></p>	<p>Learning technology was used extensively as part of the teaching and learning, when appropriate. Content presented was appropriate, accurate and up-to-date. The use of technology was relevant to the level or learning, the student level and to the achievement of the learning outcomes. Interactive and innovative use of technology i.e. mobile learning, interactive quizzes, etc.</p>	<p>Effective use was made of technology for teaching and learning. Content was accurate and supportive of the achievement of the learning outcomes. Learners appeared to be keeping up/able to use the technology effectively.</p>	<p>Good use was made of technology to support teaching and learning. Appropriate to the level of student, student level and to the achievement of the learning outcomes. Free from error and problems.</p>	<p>Little (or no) use of learning technologies. Where used it was inappropriate, or did not work properly or it did not appear to be understood by the Lecturer. Learners were falling behind and not keeping up.</p>
<p><b>Delivery (style, pace, audibility, presence)</b></p>	<p>Excellent topic knowledge. Varied paced throughout. Provides “performance”. Clarity of explanation. Students engaged/participating. Responds well to student diversity. Excellent use of exemplars. Maintains excellent control. Confidence demonstrated. Pace suitable to learners. Teaching delivery suitable for learners. Materials presented in a lively, interesting and enthusiastic way. Enthusiastic manner, approachable, open body language and expression. Voice projection excellent and varied.</p>	<p>Good topic knowledge. Holds learners interest. Animated delivery. Good presentation skills used to motivate and help concentration. Good use of expertise to connect learning/practice. Helpful and approachable.</p>	<p>Demonstrates sound topic knowledge. Moderate enthusiasm for the topic. Teaching delivery is clear but might lack “sparkle”. Not all learners are engaged or motivated. Satisfactory presentation. Supportive towards learners. Good voice that can be heard throughout the room.</p>	<p>The command of the topic is at a level that is out of date or inadequate. Lecturer appears distracted or disengaged. Teaching does not engage, inspire or motivate learners. Can’t be heard.</p>

<p><b>Management of the learning experience (classroom management)</b></p>	<p>Lecturer well prepared. Sessions start and finish on time. Arrived on time to ensure the room was set up and equipment working. Excellent management of the group. Lateness handled. Student behaviour handled well. Highly effective group/individual management. Clear evidence of a mixture of diversity/ specific groupings within the class. Clear direction. High level of mutual respect evident.</p>	<p>Good management of group and individual activities. Clear instruction provided. Clear respect for one another between lecturer and student. Good preparation and organisation. Good management of latecomers and student behaviour. A good mixture of diversity/specific groupings within the class.</p>	<p>Satisfactory management of group and individual activities. Instructions are generally clear and understood. Good working relationship between lecturer and students. Satisfactory preparation. Satisfactory management of latecomers and student behaviour. An attempt to encourage the mixture of diversity /specific groupings within the class, with some success. Some clustering of specific groups of students may still be evident.</p>	<p>Poor management of group and individual activities. Instructions are not always clear or understood. Learners not listening or responding. Poor management of student behaviour and lateness. Poor preparation. No attempt to encourage a mixture of diversity/specific groupings within the class. Clusters of specific groups of students very evident.</p>
<p><b>Delivery adapted to student group</b></p>	<p>Style adapted to the group and topic. Excellent ability to “read” the group and adapt sufficiently. Awareness of group composition (i.e. international). Teaching and reference materials promote inclusion through the use of diverse examples. Lecturer has excellent use of inclusive language, attitudes and terminology. Excellent use of learning styles within design and delivery.</p>	<p>Good examples of style being adapted to the group and topic. Good ability to “read” the group and adapt appropriately. Good awareness of group composition (i.e. international). Teaching and materials promote inclusion well through different examples. Good use of inclusive language, attitudes and learning styles.</p>	<p>Satisfactory examples of style being adapted to the group and topic. Satisfactory ability to “read” the group and adapt appropriately. Satisfactory awareness of group composition (i.e. international). Satisfactory promotion of inclusion through different examples, use of language, attitudes and learning styles.</p>	<p>Total opaqueness. Some/no change in material. No planning. Poor ability to “read” the group and make appropriate changes. Unaware of the group composition. Little promotion of inclusion through different examples. Poor use of language. Poor attitude and limited awareness of adapting for learning styles.</p>

<p><b>Checking that learning is taking place</b></p>	<p>Excellent use of formative assessment to check that student learning is happening i.e. use of questions and answers, recapping activities, etc. Excellent engagement with student group and students motivated to respond. Effective focused questioning skills used to check learner's knowledge and to progress.</p>	<p>Good use of formative assessment to check that student learning is happening. Good engagement with student group and students motivated to respond to questions/activities. Good questioning used to enhance and check learning throughout delivery.</p>	<p>Satisfactory use of formative assessment methods to check learning is happening. Learners engaged satisfactorily in responses/activities. Questioning used to consolidate and confirm learning during most of the session.</p>	<p>Ineffective use of questioning or recapping to check learning or to progress. Few opportunities used for formative assessment. Learners not engaging.</p>
<p><b>Intellectually stimulating; inspirational/passionate teaching</b></p>	<p>Session shows that the teacher is demonstrating that they are passionate about their subject/area of expertise and are both inspiring and engaging the students in the group.</p>	<p>Session shows that the teacher is demonstrating that they are passionate about their subject/area of expertise and are both inspiring and engaging most of the students in the group.</p>	<p>Session shows that the teacher is demonstrating that they are passionate about their subject/area of expertise and are trying to inspire and engage the students in the group</p>	<p>Session shows that the teacher is unable to demonstrate that they are passionate about their subject/area of expertise and are unable to both inspire or engage the students in the group</p>

For University Feedback

<p><b>Quality and use of the learning environment/accommodation</b></p>	<p>Excellent learning environment that was professional, completely relevant to enable learning to take place, fit for purpose, accessible and safe. Excellent access to specialist equipment, computer hardware/software and technology to support teaching and learning. The environment was used to its optimum and was conducive for learning and teaching (seating, lighting, heating, ventilation, audio-visual facilities, noise levels, etc.)</p>	<p>Good accommodation, fit for purpose, well-laid out and resourced, accessible and safely equipped.</p>	<p>Satisfactory accommodation, fairly basic but safe. Does not hinder learning.</p>	<p>Inadequate for the learning purposes and/or unsafe. May be noise, temperature, interruptions or insufficiently resources or accessible. Hinders or prevents learning.</p>
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**Note: These examples are illustrative but not exhaustive.**