



This Code of Practice applies to all staff taking part in Observation of Teaching under the University’s Observation of Teaching Policy. It is based on a document initially developed by staff who participated in the College of Science and Technology Observation of Teaching Pilot in 2013/14.

### General Principles

- Constructive and 'friendly' dialogue (similar principles to student 'feedback sandwich')
- Focus on learning experience from student perspective
- Open to difference in practice
- Open to discussion
- Trust amongst colleagues
- Collegiate and 'developmental' (regardless of level)
- Reflective and evaluative – continuous learning opportunity

### Practicalities

**BEFORE – What would you consider important practice for both the observer and observee before the observation of teaching takes place?**

Observer	Observee
<ul style="list-style-type: none"> <li>• Meet with observee to:               <ul style="list-style-type: none"> <li>○ Familiarise with the context of the session.</li> <li>○ Familiarise with what the observee would like out of the session – (e.g. focus on ...).</li> <li>○ Develop a 'friendly' rapport before the session.</li> <li>○ Agree practicalities (e.g. where to sit/stand, time of arrival, length of stay, etc.).</li> <li>○ Agree time/place for post-observation dialogue.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the students.</li> <li>• Prepare for the session – when, what, why?</li> <li>• Meet with the observer (see 'Observer').</li> <li>• Think about personal development – could be a chance to gain constructive feedback on 'something new'.</li> <li>• Agree time/place for post-observation dialogue.</li> </ul>

**DURING – What would you consider important practice for both the observer and observee during the observation of teaching?**

Observer	Observee
<ul style="list-style-type: none"> <li>• Be unobtrusive (e.g. in where seated and in note taking).</li> <li>• Arrive on time.</li> <li>• View holistically.</li> <li>• Focus on the learning from the student perspective - learning and teaching experience as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind students.</li> <li>• Try not to let the presence of the observer change your practice.</li> <li>• Try to relax.</li> </ul>

**AFTER - What would you consider important practice for both the observer and observee after observation of teaching takes place?**

Observer	Observee
<ul style="list-style-type: none"> <li>• Reflect on the experience from the observer 'learner' perspective immediately after (before post-observation dialogue):               <ul style="list-style-type: none"> <li>○ what happened?</li> <li>○ how did you feel?</li> <li>○ what was good?</li> <li>○ what could be improved?</li> </ul> </li> <li>• Meet for the post-observation dialogue soon after the session whilst still fresh in mind (within week).</li> <li>• Meet somewhere comfortable and neutral for both the observer and observee (i.e. informally).</li> <li>• Ask the observee how they feel the session went to open up discussion.</li> <li>• Be open-minded about feedback and respectful of difference.</li> <li>• Constructive feedback – if making suggestions for improvement make sure you explain why, and offer advice on where to get help (e.g. staff development, key contact, online resources, literature, etc.).</li> <li>• Share any general outcomes with the group either via direct contact or during the (optional) group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the experience from the observee perspective immediately after (before post-observation dialogue):               <ul style="list-style-type: none"> <li>○ what happened?</li> <li>○ how did you feel?</li> <li>○ what was good?</li> <li>○ what could be improved?</li> </ul> </li> <li>• Meet for the post-observation dialogue soon after the session whilst still fresh in mind (within week).</li> <li>• Meet somewhere comfortable and neutral for both the observer and observee (i.e. informally).</li> <li>• Be open-minded about the feedback and respectful of difference.</li> <li>• Be reflective formulating any personal goals arising from feedback.</li> <li>• Share any general outcomes with the group either via direct contact or during the (optional) group discussion.</li> </ul>

**What should you do if you have serious concerns about what you have observed?**

The answer to this question depends on the nature of the serious concerns.

- A. If your concern relates to having observed behaviour that is not in accordance with the University's [Dignity at Work and Study Policy](#) you should follow the processes set out in that policy.
- B. If, in your opinion, you have observed seriously poor teaching (but it is not an issue re Dignity at Work and Study) you should raise it in your post-observation discussions with the observee in line with this OoT Code of Practice. You should sensitively make it clear that your concerns are serious. In order to keep the process entirely developmental and outside the PDR process you should not discuss the matter with anyone other than the observee. See note below for more information.

*Further note re B* – It should be noted that there are other mechanisms that the University uses to help ensure that teaching is satisfactory. If there is a general issue with seriously poor teaching it is likely that it will have been/be identified through student feedback and other processes including the Programme Monitoring and Enhancement Procedure (PMEP). The developmental and supportive approach to OoT will be undermined if judgements made about observations of teaching may be reported to line managers or others. Academics being observed should feel that they could choose to be observed in an area of their practice that they struggle with without concern that this may go beyond the observer/observee relationship. For this reason observers should only escalate concerns about teaching if the concern falls into category A above.

## What to do if you feel that the Code of Practice is not being adhered to...

- Please take the matter up with your Associate Head/Dean (Academic):

Salford Business School: **Maria Kutar** – [m.kutar@salford.ac.uk](mailto:m.kutar@salford.ac.uk) ext 53056

School of Arts & Media & Salford Languages: **Ivan Garcia (interim)** – [i.garcia@salford.ac.uk](mailto:i.garcia@salford.ac.uk) ext 53539

School of Computing, Science & Engineering: **Bill Davies** – [w.j.davies@salford.ac.uk](mailto:w.j.davies@salford.ac.uk) ext 55986

School of Environment & Life Sciences: **Mike Rogan/Simon Hutchinson (interim)** –  
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