

Probationary Policy and Procedure

September 2013

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A - Probation Policy

A1 Purpose

The purpose of probation is to ensure that the performance of the new members of staff and existing staff who are internally promoted or transfer roles is monitored regularly, problems are resolved at an early stage, and any inability to meet the requirements of the job is recognised and necessary action taken promptly.

A2 Scope

When a new member of staff is appointed, there is an expectation and belief that the individual is capable of performing their duties to a satisfactory standard. All newly appointed staff will, unless otherwise agreed, be subject to a period of probation, of normally 6 months in duration.

Equally when an existing staff member is promoted internally or transfers to another role the expectation is that they will be able to undertake the role. All existing staff who are promoted internally or who transfer to a new role will, unless otherwise agreed, be subject to a period of probation, of normally 6 months in duration.

A3 Definitions

Probationer A new member of staff or an existing staff member who has been internally promoted or has transferred role.

A4 Key Principles

A4.1 The performance of probationers is monitored at defined intervals from commencements in post.

A4.2 The process is inclusive. Probationers have input into the action plans that document the process, and must sign to show their agreement. Probationers also have the right of appeal on a decision not to continue the probationer in post after the probationary period.

A4.3 Early intervention is taken in cases where performance is found to be unsatisfactory.

A4.4 This Policy and procedure will be applied fairly and consistently for all probationers and has been impact assessed to ensure that it is inclusive and fair.

A4.5 This Policy and Procedure will be regularly reviewed to ensure that it reflects current thinking and best practice.

A5 **Responsibilities**

- A5.1 The Director of Human Resources and Communication has overall responsibility for implementing and updating this Policy and procedure, and is the owner. The owner is responsible for impact assessment.
- A5.2 The probationer's Line Manager will be responsible for managing the probationary period. In some instances the Line Manager's Line Manager may become involved during the probationary period, for example, when conducting a meeting to confirm that the probation is to be extended.
- A5.3 All probationers have a responsibility to attend and engage with meetings held as part of the probationary process.
- A5.4 Quality approval check of the policy is the responsibility of the Quality Manager who will arrange for the policy to be posted on the web.

A6 **Linked Policies/Related Documents**

- Perth College UHI Induction Procedure
- Equality and Diversity Policy
- Managing Sickness Absence Procedure
- Complaints and Grievance Procedure
- The Disciplinary Procedure
- Safeguarding Policy and Procedure: Protecting Children, Young People, Adults at Risk and Staff.

A7 **Relevant Legislation**

N/A

B - Probation Procedure

B1 Purpose

This procedure describes the steps that will be followed in applying the key principles of the Probation Policy.

B2 Scope

This procedure applies to all new members of staff and existing staff members who have been internally promoted or transferred role.

B3 Definitions

Probationer A new member of staff or an existing staff member who has been internally promoted or has transferred role.

B4 Responsibilities

B4.1 The probationer's Line Manager will be responsible for managing the probationary period. In some instances the Line Manager's Line Manager may become involved during the probationary period, for example, when conducting a meeting to confirm that the probation is to be extended.

B4.2 All probationers have a responsibility to attend and engage with meetings held as part of the probationary process.

B5 Procedure

There are 3 stages to the probationary process: first meeting, second meeting, and final assessment. They are described in more detail below.

B5.1 The First Meeting

The first meeting should take place within 2 weeks of the probationer commencing employment. The purpose of the first meeting between the probationer and the line manager is to explain:

- What tasks and responsibilities constitute the job as detailed in the job description.
- What is the required standard of performance.
- The 3 stages of the probationary process: first meeting, review meeting, and final assessment.
- How their performance is going to be assessed.
- The possible outcomes of not meeting the standards required.

The Line Manager and the probationer shall complete the First Meeting Action Plan (Appendix 1) to assist the probationer fully understand and undertake the role as quickly as possible. The action plan should include:

- Specific job objectives or tasks.
- Skills and competencies that need to be developed to meet the required standard.
- Support to be provided.
- Any training or development requirements. New academic staff without a teaching qualification should discuss appropriate qualifications, enrolment and completion. Ongoing support should be provided by a mentor within the academic area, as well as the appropriate college support units. The probationer should have the opportunity to peer observe teaching to inform their professional practice.
- The standards of performance required to be achieved.
- How the achievement of the objectives or tasks are to be measured (for new academic staff measurement will include a peer review classroom observation).
- Time frames for achievement.

The action plan must be realistic, deliverable within existing resources, recognise any constraints and allow for monitoring and review.

At the end of the meeting the action plan should be agreed. Both the probationer and the Line Manager should sign the action plan and retain a copy for their own reference. A copy shall also be forwarded to the Human Resources (HR) Department to be placed on the probationer's personal file.

The support agreed in the action plan to be provided by the college will be monitored by the Line Manager. The Line Manager must explain to the probationer that the consequences of inaction or non-achievement of the objectives or tasks in the action plan may result in the probationer not being confirmed in post and their employment may eventually be terminated.

B5.2 The Second Meeting

The purpose of the second meeting is to undertake a review of the probationer's progress towards the objectives set in the First Meeting Action Plan and their performance of the responsibilities documented in the job description for the role.

The meeting should take place at a pre-determined time allowing for adequate time between the first meeting and second review meeting to enable the employee to demonstrate their capability to fulfil the requirements of the job.

For newly appointed academic staff a peer review teaching observation by a Learning and Teaching Leader must have been undertaken prior to the second meeting. The timing of this must be agreed in consultation with the probationer, who should have had the opportunity for informal peer feedback and support prior to this. The peer review should be arranged to take place around 12 weeks after the probationer's start date. A Learning and Teaching Leader will use the Guidance Notes on the Teaching Observation Process and Teaching Observation Form – Academic Probation Reviews (Appendix 2).

The second review meeting shall take place no later than 4 months after the probationer has commenced employment.

The meeting is an opportunity for the Line Manager to give feedback on performance to date, to acknowledge successes, and to discuss alternative strategies where objectives are not being met. The Line Manager must also provide adequate opportunity for the employee to explain how things are going and for the manager to gain understanding of the situation from the employee's perspective with a view to clarifying and discussing any issues which emerge.

At the end of the meeting the Second Meeting Action Plan (Appendix 3) should be completed. Both the employee and the Line Manager should sign the action plan and retain a copy for their own reference. A copy shall also be forwarded to the HR Department to be placed on the employee's personal file.

B5.3 If there is a Problem with the Performance

During the probation period it is crucial that the Line Manager contacts the HR Department immediately should they start to have concerns about the ability of the probationer to successfully complete their probationary period.

The Line Manager should seek to have a meeting with the employee at the earliest opportunity to determine what is causing the problem. If the employee cites factors at the workplace that impede performance, then the line manager should investigate/consider those factors and where it is reasonable and appropriate, steps should be taken to change or minimise these factors.

If a personal or health issue is identified as causing the problem, the Line Manager via the HR Department, should consider referring the individual to the Occupational Health Adviser who will explore if the health issue may be affecting work performance and provide appropriate advice.

As part of identifying what can be done to resolve the problem, consideration should also be given to providing additional training and development.

Where the area of concern is related to the probationer's teaching capability, the nature of this should be clearly identified and an appropriate development plan supported. A further peer teaching observation should be arranged at an agreed time to confirm that performance meets the required standard.

Details of the areas of non performance together with the agreed action should be documented in writing on the Action Plans. Copies should be retained by both parties, with the College's copy placed on the employee's personal HR file.

If there are serious concerns about the probationer's ability and/or conduct at any time between review meetings, the line manager must contact the HR Department immediately. The HR Department will arrange a meeting between a senior manager ie a Senior Management Team (SMT) member and the probationer to discuss the concerns and consider any mitigating circumstances. The probationer can have a work colleague or trade union representative present at the meeting.

Following consideration of the issues discussed at the meeting, the senior manager will decide whether to terminate the probationer's employment or continue with the probationary period.

The senior manager's decision will be communicated in writing to the probationer. In the event of a dismissal, the probationer will have a right of appeal to the Principal.

B5.4 The Final Assessment

The Line Manager should arrange a meeting with the employee to take place at the pre-arranged final assessment date. This date shall be at least 2 weeks prior to the completion of the 6 month probationary period. The employee should be informed of the meeting time, date and place.

For newly appointed academic staff a management observation/review of teaching practice must have been undertaken prior to the final assessment meeting. The timing of this must be agreed in consultation with the probationer, who should have had the opportunity for peer feedback and support prior to this. The management observation should be arranged to take place around 21 weeks after the probationer's start date. The line manager will use the Guidance Notes on the Teaching Observation Process and Teaching Observation Form – Academic Probation Reviews (Appendix 2).

The purpose of this meeting will be to carry out a final assessment of performance and provide feedback to the employee on the content of the final report. The report should detail an assessment of the employee's performance against the established criteria detailed in the action plan and against the job description for the role.

The evaluation should be based on factual, observable, measurable job related information. Resolutions and/or recommendations, either favourable or adverse, must be specified in the final report.

The meeting should focus on:

- The achievement or non-achievement of objectives, and
- The effectiveness or non-effectiveness of activities related to the agreed standards and targets.
- The performance or non-performance of the duties as specified in the job description for the role.

The outcome of the final assessment can be either:

- 1 The employee continued to perform to an acceptable standard.
- 2 The previously recorded non-effective performance has been satisfactorily resolved, or;
- 3 The previously recorded non-effective performance has not improved.

If the performance has not reached the expected standard, the Line Manager should during the course of the review meeting try to ascertain whether there has been any organisationally imposed barriers to effective performance, such as:

- Failing to provide the agreed training or support.
- Insufficient support mechanisms being made available.

If organisational barriers are not identified, the manager may conclude that the non-improvement in performance is attributable to the employee. If the Line Manager intends to submit an adverse report they must advise the employee of their intention to do so, and that the situation will be discussed with the HR Department.

After the meeting, the manager should complete and sign the Probationary Record of Final Assessment and provide a copy to the employee. A copy should also be forwarded to HR Department for discussion.

In the event that an adverse report is submitted, the Line Manager will discuss with the HR Department whether an extension of the probationary period would enable the employee to reach the desired level of performance. In the event that this is considered to be an appropriate option a meeting will be arranged with the employee to discuss the length of the extension; the acceptable standard of performance that must be reached and any support that will be provided. The employee has the right to be accompanied to this meeting by a work place colleague or union representative. The outcome of this meeting will be documented in a letter to the employee.

Where an extension to a probationary period is not considered appropriate or if an extension to the probationary period has not resulted in the necessary standard of performance being achieved then the HR Department will write to the employee inviting them to attend a meeting. The letter will detail the areas of non performance and the possible outcomes of the meeting. The employee has the right to be accompanied to this meeting by a work place colleague or trade union representative.

The meeting will be chaired by the Line Manager's Line Manager, or an appropriate Senior Manager and an HR representative will be present. During the meeting the probationer's Line Manager's report will be considered. The employee will be given the opportunity to provide an explanation and details of any mitigating circumstances. There will then follow an adjournment to consider the outcome of the meeting. The outcome will be one of the following:

- Dismissal of the employee.
- A further extension of the probationary period.

The conclusion will be communicated to the probationer at the meeting. The probationer will also be sent a letter confirming the decision.

B5.5 Appeals

In the event that the decision is taken to terminate the probationer's employment they will have the right of appeal to the Principal.

The Appeal must be lodged within 10 working days of receipt of the letter confirming the decision. The appeal letter should detail the grounds of the appeal.

Week 2

Probationary Period First Meeting Action Plan

Name	
Job Title	
Department	
Manager	
Date Commenced	
Date of Meeting	

Action Plan

Job/Task Objectives

Detail Specific Objective	Person Responsible to Complete

Training/Development Required (Update 'Development Needs' in Ciphr Net)

Development Activity	Person Responsible to Complete	Date for Completion

Date agreed for second probationary review _____ at _____ am/pm

(Should be no later than 4 months after commencement of employee's start date.)

I hereby acknowledge this represents an accurate reflection of the key discussion points of the first probationary review.

Signed: _____ Date: _____
 (Employee)

Signed: _____ Date: _____
 (Manager)

Guidance Notes on the Teaching Observation Process and Teaching Observation Form – Academic Probation Reviews

Guidance on Teaching Observation: Amended with Permission of Dundee University (TQ(FE) Resource Centre)

There are 2 teaching observations required as part of Perth College UHI Lecturer Induction and Probation Policy, and you will also have an opportunity to observe a colleague teaching. There will be 2 observations of your own teaching. A Learning and Teaching Leader will observe you initially and he/she will work with you to prepare for this and to reflect on it when it is completed.

Teaching observations will be around an hour in duration and should be of one of your regular classes. Your second observation will be with your Curriculum Manager and will follow the same format.

The teaching/lesson plan provided allows you to prepare for your role in the teaching environment and to demonstrate the way in which your planned activities encourage a successful learner. The plan is completed by you and the observation report will be completed by your observer.

Please note - if you are currently undertaking the PDA Teaching in Further Education: An Introduction, the teaching observations required by that qualification may be used to overtake the peer teaching observation element if the timing of both coincide. The PDA checklists will be copied and included in the probation paperwork folder. The final teaching observation still needs to be completed.

The Teaching Plan

You should prepare your teaching plan in advance of your observed session and send it to your observer. It should normally be sent one **week in advance** of the observation; later submission must be agreed with your observer.

The next few pages of this pack will give guidance on the completion of the plan. The examples given have been taken with the authors' permission from previously submitted teaching plans.

Overview of Learners

Give your observer some information on your class group. For example:

Learners

- NQ Sports Coaching (age range 16, 17, and 18 years old).
- Six months practice at leading sporting activities.
- Approximately 18 students.
- Mixed ability.
- One deaf student (interpreter always present).

Subject

- Module = Leading Sporting Activities (progressing to Basic Sports Coaching).
- Module comprises leading appropriate sporting activities with a view to engaging different client groups.
- Progression to Basic Sports Coaching requires more detailed breakdown of skills and more detailed coaching points delivered to the group.
- Each student has conducted at least 6 sessions on their own with peer and tutor feedback.

NQ Health and Social Care – Intermediate 1 to Higher Communication – 36 students. The group has been working on an investigation into a 'vulnerable group of their choice'. They are currently working in teams but are required to write an investigative report individually. This session will focus on organising and presenting information. **Preparation Required**

For this section of the plan you need to tell the observer the steps that you will take to ensure the effective running of your class.

For example:

- Notes required to be presented on electronic white board (handouts given).
- Organisation and preparation of sports equipment (basketballs, volleyballs, hockey equipment and rugby balls).
- Risk assessment of the games hall prior to use.
- Safety points verbally addressed prior to class start time.

College Learning, Teaching and Assessment Strategy

The college asks that staff consider the Take 5 approach when designing learning activities. Take 5 is designed to ensure that.

The benefits of an active learning approach are integrated into a wider range of teaching and learning contexts.

Take 5

- Active and Interactive Learning.
- Peer Support.
- Formative Assessment.
- Personalised Learning.
- ICT.

Please try to incorporate these elements in your lesson plan. Should you require further information or guidance, contact your Learning and Teaching Leader.

Opening

What are you aiming to achieve in your session? You will communicate this to your learners at the beginning of your session.

For example:

Recap on previous learning:

- Recap elements already used to conduct previous lessons.
- Acknowledge the group's previous efforts and high standards.
- Identify where some further work is needed.

Aims

- Understanding transferable skills.
- Apply appropriate coaching points.
- Understand and develop progression in skills practice.

Learners should be able to: demonstrate the importance of presenting information in an organised, logical manner; confidently produce a formal report; contribute to effective peer learning.

Specific Learning Outcomes/Lesson Objectives

The specific learning outcomes/objectives for the lesson are clear statements of what the learners will be able to do by the end of the lesson. You should check that your planned learning and assessment activities will allow these to be achieved.

For example:

By the end of the session the learners will be able to:

- Calculate overhead absorption rates.
- Identify the 3 main characteristics of a tropical cyclone.

Strategies You Will Use to Promote Learning, Progress and Achievement

Detail here the strategies that you will use to aid student learning, progress and achievement. These are your overarching aims ie what you do, or want to achieve.

For example:

My strategy is to mix up the class group to foster social interaction and expose the less experienced to new ideas.

My strategy is to encourage peer learning in order that the learners can learn from the work experiences of others.

Method/Approach You Will Use

Add here the approaches that you will use in delivering your session. Approaches used should promote equality of opportunity throughout the lesson. This is how you will implement the strategy.

For example:

As I intend to encourage peer learning I will begin by setting a group challenge. I will then instigate a group discussion on the importance of presenting information logically, using a mind map to demonstrate ways of creating order. Learners will then attempt to write a 'mini report' from information provided in another format. Learners will also be given the opportunity to form into pre-set groups to begin structuring reports on chosen vulnerable group.

My method will be to randomly assign members to groups by counting 1-4 around the class group. Once in the groups I will assign particular tasks...

The session will be predominantly tutor led and so I will endeavour to engage and establish my usual positive rapport with the group.

I will adopt an enthusiastic pleasant non-judgemental approach and arrange the learning environment to complement the teaching and learning approaches.

Methods by which to achieve:

- Tutor led explanation and practical demonstrations.
- Practical demonstrations with question and answer.
- Student group activities to apply new principles.
- Problem solving.
- Visual aids (wall display as individual task).

Timing and Sequence of the Lesson Activities

You need to give the breakdown for your session here. This may either be presented as durations and activities, or the approximate timing of the activity within your session.

For example:

5–10 minutes:

- Introduction and recap.
- Aims and objectives for session – whiteboard activity.

5 minutes:

- Partner assisted task using displayed pictures – feedback.

10–15 minutes:

- Tutor led practical demonstration from Leading Sporting Activities.
- Tutor led practical demonstration for Basic Sports Coaching.
- Group feedback and discussion.

10.45–11.00 – Recap and summary of previous work.

11.00–11.10 – Quick quiz.

11.10–11.30 – Discussion and feedback on quiz questions.

11.30–11.45 – Practical overhead absorption example.

11.45–12.05 – Students attempt practical exercise.

12.05–12.15 – Summary. What are we doing next?

Outline of the Teaching/Learning Resources to be Used by Yourself and the Learners During the Session

Give the resources that you will be using in your session. Materials and language should be free from bias, stereotyping and tokenism with attention to age, gender, race, ethnicity, sexuality and disability.

For example:

I intend to make use of: handouts and worksheets, the electronic whiteboard (for mind map), my own knowledge of structuring reports, the learners' knowledge of their chosen groups, a classroom assistant.

- Electronic whiteboard.
- Senteo voting system.
- Student handout.
- Flip chart paper (for student notes).

Description of the Learning Environment (Physical, Social and Emotional)

Consider the various aspects of your learning environment.

For example:

The learning environment is rather disappointing. The room is set out like a school classroom – ideal for exposition but difficult for peer learning. Learners find the room 'stuffy', 'dull' and 'school-like'. We are not permitted to rearrange the room, so learners will be moved to another environment for the final task.

The group has bonded well and are encouraging of each others' efforts. The learners seem to find me approachable and are always asking questions or checking meanings of answers during class.

- Physical learning environment.
- Large games hall.
- Realistic coaching environment.
- Poor acoustics (depending on external noise, ie traffic etc).

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The practical takes place in a field next to a side road and footpath. Distractions include other students and passers-by and there is also the stress of being watched by your peers. There is a dominant group of learners within this group who are on the second year of this programme and it has been difficult for learners who have recently joined to integrate.

Learner Needs

Ways in which you will meet the diverse individual and collective needs of your learners. Learner needs include equal opportunities so materials, approaches and language should be inclusive with attention to age, gender, race, ethnicity, sexuality and disability.

For example:

I will:

- Provide a variety of opportunities for interaction and discussion.
- Use appropriate terminology and language.
- Adopt a suitable coaching position to accommodate all students and said deaf student so that she can lip read.
- Ensure injured participants are still fully engaged and encourage use of worksheet or note taking.
- Adapt instructions and demonstrations to suit the needs of the diverse group.
- Offer the group the opportunity to respond to instruction and encourage questioning.

As I intend to use a range of teaching styles (exposition, group work, visual learning, written handouts) I should cover all learning preferences within the group. I have a support for learning mentor attached to the group who will help me to identify difficulties and assist during group work.

Assessment

Formative assessment will definitely be part of your session, most likely in the form of questioning and/or practical exercises. As part of your session you may be doing summative assessment or preparing students for summative assessment.

For example:

During this session learners will be briefed for achievement of LO2 (writing). They have almost completed the research stage of the investigation so are ready to start presenting their findings. The previous session consisted of them reporting their findings verbally in their respective groups to the rest of the class. The exercise on writing a mini report will provide me with evidence of their writing ability as well as their competence in organising and presenting information. Individual written feedback will be offered on this task.

I will use verbal questioning to ascertain the extent of the students' knowledge which they have acquired during practice.

Conclusion

How will you end the session? What will be your indicators of success? Next steps?

For example:

The teacher-led session will end with the submission of the formative activity for feedback although learners will be offered support for the final task – organising and presenting information in a formal report. The next session will be entirely self-directed to allow time for the completion of the summative task in light of formative feedback. On achievement of this learning outcome learners will be presented with a sample report and encouraged to evaluate it in terms of structure, layout and language. This will help to prepare them for LO1 (reading) where they will be asked to answer questions on type, purpose and target reader.

- Recap on lesson and highlight key strengths.
- Offer opportunity for feedback from the students.
- Question and answer to assess learning and understanding.
- Follow up with lesson plan advice and note taking for future lessons.
- Indicators of success will be evident in the breakdown of skills section demonstrated within the 3 groups.

The Observation

On the day of your observation your observer will arrange to meet you in advance of your class. During your class he/she will observe from a place in the room which does not restrict your delivery and it is perfectly acceptable for you to suggest an appropriate area. The observer will not interrupt your class. He/she may be taking notes either on paper or on a laptop as you deliver your session.

After your class he/she will give you some immediate feedback. Part 2 of the Observation of Teaching Report is completed by the observer. As you will see, this part of the form has many similar sections to the teaching plan. The observer will highlight your strengths and also your areas of development.

Within a fortnight of your observation your observer will send to you, as an email attachment, the form completed to the end of Part 2. This form is not sent anywhere else. Your Curriculum Manager will be advised that you have completed your observations only.

In the unlikely event it becomes evident that further professional development is required, your observer will discuss with you the way in which this could be achieved. Further observation may be negotiated at this stage.

Personal and Professional Evaluation of Observed Session

On return of your form, you are encouraged to complete the Personal and Professional Evaluation section, Part 3 of the Observation of Teaching Report form.

To complete this part of the module assessment you need to add your personal and professional evaluation of the session using these criteria:

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- Evaluate the quality of your own teaching and the educational experience of the learners. Identify examples of where, through planned activities or naturally-occurring opportunities, you were able to develop skills for learning, life and employment.
- Discuss your strategies for improving any 'areas for development' which were identified.
- Reflect on your own evaluation, comments from the observer and feedback from your learners, and the implications for the enhancement of your future practice, and the progression of the learners.

Two examples of Personal and Professional Evaluations follow.

Personal and Professional Evaluation - Example 1

The session was a varied session embedding previously covered material and also providing additional information as required using a variety of teaching methods. I find the PowerPoint slides projected onto whiteboard to enable additional comments to be added a very useful teaching method. You have the main points on the slides but if there requires to be expansion or explanation or feedback from students this can be quickly added and seen by all students. There was a variety of activities which ensured that learners had something which suited their preferred style and also kept the attention of the class by having a variety of input and activities. The class had a friendly, relaxed, open and co-operative feel which is due to the group having had a number of sessions together. All learners appeared to enjoy the session and should have all been more prepared for the Graded Unit exam.

There are a number of more reserved learners who find it difficult to answer verbally in class due to a lack of self confidence. As I have worked with this group for a period of time I have noticed that they will contribute more in a small group environment. This was why I used the flipcharts in the groups and I also make a point of speaking to these individuals on a one to one basis during the lesson. They also either email or come and speak to me privately at the beginning or end of a lesson with any queries. In the future I will continue to build up the self confidence of these learners.

Within the class there is a very strong individual and it is important that I obtain responses from other members of the class although also bear in mind not to stop all their responses or discourage participation. In the future remembering to employ the tactic of asking specific individuals for responses would also minimise this and also ensure all learners have completed the tasks and are able to answer. I have used this technique however did not demonstrate this in my observed lesson.

There was a formative assessment during the lesson when questions on the methods of finance were presented on a slide from which they were required to answer in pairs. The questions were written in a style to provide students with a further awareness of the type of questions which could be posed in a Graded Unit exam. This activity provided them with an opportunity to work in pairs, drawing from each other's knowledge, discussing and then writing a suitable response in the Graded Unit style. The class was then asked to feedback their findings. This meant a further sharing of the areas they had identified and enabled them to immediately self assess whether or not they had identified the salient points.

There was another formative assessment within the lesson where the students were asked to form groups and create a flipchart. This enabled those quieter learners to have input within a smaller group environment ensuring they felt part of the class. As with the pair work this enabled learners to learn from each other and also provided an opportunity to practice the core skill of working in a team. The groups were then asked to identify someone to present the flipchart back to the class which provided those who presented with an opportunity to practice presentation skills. It was pleasing to find the class spontaneously applauded each group at the end of the presentations before pinning the flipcharts on the wall. Again this provided students with immediate feedback on their knowledge of this area and filled any gaps. This also enabled me to check on the knowledge and understanding of the class.

Homework questions were also set which are in the style of Graded Unit questions and are available on the VLE. These are then submitted, marked and individual feedback provided as a form of formative assessment in preparation for the summative Graded Unit exam. This provides the students with an opportunity to practise and judge their progress and preparation along with providing me with feedback on the effectiveness of the teaching.

My strategies to address the areas for improvement are to remember and employ the tactic of asking for responses from individuals. To stop the question being answered as soon as it is asked I must make it clear before I ask the first question that I will be requesting answers from named individuals. During the written activities to reduce the noise within the classroom I will immediately and quietly remind those who can get noisy that this is a task which requires communication but at an appropriate volume so as not to be disturbing the rest of the class. If this is done as soon as the task is started it prevents the volume rising when I am involved with other students at the other end of the classroom.

Overall I felt it was a positive learning experience with a variety of activities which kept the learners engaged and provided additional knowledge.

Personal and Professional Evaluation – Example 2

Evaluate the quality of your own teaching and the educational experience of the Learners. Identify examples of where, through planned activities or naturally-occurring opportunities, you were able to develop skills for learning, life and employment.

It is easier to evaluate the educational experience of the learners than it is to evaluate the quality of my own teaching. I was irrationally nervous during the observation so it appeared to go by in a blur. I normally would have moved the furniture without having to think about it. I normally would have told the students what we would be doing the following week. My teaching in this lesson was not specially planned to show my strengths in teaching. It was a fair representation of my usual standard. I am committed to helping the students realise their potential and believe I demonstrated this in a supportive and constructive way during the observed lesson. I have a good relationship with this group of learners and their course tutor. During the past 4 weeks the students and I have created a respectful learning atmosphere where they are encouraged to build their confidence and progress towards achieving their potential. I am still learning to teach and I am uncertain of the standard or quality of teaching that is expected of me. I have seen lecturers who are awe-inspiring and those who are much less memorable. I think my observed lesson was somewhere in the middle. It could have and should have been better.

I know the learners learned during this session as they did well the following week when I reviewed the lesson. The group has told me they enjoy the subject, though I have to evaluate if it is because of my teaching, if I am popular, the content, or a combination of factors. I think the students were entertained while they were learning. Without enjoyment in the class both for students and myself I think my teaching would be ineffective. The group was motivated to participate in the lesson. They would not be motivated if they did not enjoy the experience. I believe the students felt safe and secure since the lesson was delivered in their usual room. There was potential for the student who could not physically perform the practical task to be de-motivated by the experience, but it has had the opposite effect. He believes if he tries hard enough he will eventually develop the strength and he takes an organisational role when the others are practicing.

Discuss strategies for improving any areas for development that were identified.

In future during practical I would move the tables to one side to allow room to move easily. This would also help the others to see others attempting the task. Though the room is small I should have put more thought into moving the desks. Another alternative would have been to swap with someone and use the care 'home-room'. That room is large and the equipment is in it.

I should also have brought further dummies for the others to practice on whilst I was dealing with one student's technique at a time. This would have maintained their interest. An alternative would have been to set a task of logging in to the BBC website to use the interactive first aid quiz. The room used is adequately stocked with computers that are not available in other rooms.

Reflect on your own evaluation, comments from the observer and feedback from learners, and the implications for the enhancement of your future practice and the progression of the learners.

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There are a number of implications from my evaluation and the comments from my tutor for my future practice and the progression of my learners. Planning and organisational skills are beneficial to both the learner and the teacher. I should have planned the use of the classroom space better and will think in advance about the learning environment for each lesson in the future. The relationship between the group of learners and me is a good one and I should work at maintaining that relationship. Communication between myself and that group's course tutor is good and gives me an insight into strategies to engage and motivate each individual learner. I should endeavour to establish closer communication with other sector tutors in the college who teach my own groups so that a consistent approach is developed to meet individual learning needs. The feedback I received from my tutor verbally and in writing was beneficial. I was not aware of the way I used my voice to hold the learners interest. In the future I will not just give written feedback on assessments to my classes; I intend to give individual verbal feedback with this. From my own experience I had always considered that learners could learn without either liking the teacher or enjoying the lesson. Learning is a better experience, and is perceived by the learner to be of better quality if the relationship is good and the lessons are enjoyable and entertaining. The main implication for me from this experience is to attempt to define what good quality teaching is from the perspective of the learner.

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Observation of Teaching Form

Participant:	Curriculum Area:	Observer:
Date:	Class:	Number of Learners:

Part 1: Teaching Plan

Overview of learners (class; subject; level; context) **and special considerations:**

--

Opening (state your aims for the session, consider previous learning and learning direction):

--

Specific learning outcomes/lesson objectives:

--

Strategies you will use to promote learning, progress and achievement:

--

Method/approach you will use:

--

Timing and sequence of the lesson activities:

--

Outline of the teaching/learning resources to be used by yourself and the learners during the session:

Description of the learning environment (physical, social and emotional):

Ways in which you will meet the diverse individual and collective needs of your learners:

How have you used Take 5 Elements? (Active and Interactive Learning, Formative Assessment, Peer Support, Personalised Learning, ICT):

Assessment (outline your design and use of formative and, as appropriate, summative assessment instruments):

Conclusion (how the session will end, what your indicators of success will be, and the next steps):

Contingency plans:

General comments:

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Part 2: Observer's Report		
Date:	Class:	Number of Learners:
	Met ✓	Comment (optional)
Planning and Preparation Coherent plan of teaching and learning activities.		
Opening Aims of the session communicated effectively, links made with previous learning, and clear information on what was expected of the learners.		
Strategies A range of strategies implemented to motivate the learners, promote active participation and develop independence in learning.		
Resources A range of teaching/learning resources used which were accessible to all learners.		
Learning Environment Development of a safe, interactive and supportive learning environment.		
Take 5 Understanding and use: Active and Interactive, Formative Assessment, Peer Support, Personalised Learning, ICT.		
Inclusion The diverse individual and collective needs of learners met and supported.		
Assessment The design and use of a range of formative assessments which checked for understanding, provided feedback on progress and endorsed achievement. Links made to summative assessment as appropriate.		
Conclusion Session drawn to a satisfactory conclusion with key learning points summarised. Opportunities for the students to ask questions and effective links made to previous and future learning.		
Particular Strengths	Areas for Development	

Part 3: Personal and Professional Evaluation

Evaluate the quality of your own teaching and the educational experience of the learners. Identify examples of where, through planned activities or naturally-occurring opportunities, you were able to develop skills for learning, life and employment.

Discuss your strategies for improving any 'areas for development' which were identified.

Reflect on your own evaluation, comments from the observer and feedback from your learners, and the implications for the enhancement of your future practice and progression of the learners.

Signature of Participant: _____ Date: _____

Signature of Observer: _____ Date: _____

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Week 14 – 16

Probationary Period Second Meeting Action Plan

Name	
Job Title	
Department	
Manager	
Date Commenced	
Date of Meeting	

Job/Developmental Objectives Completed

Please comment below on objectives met to date from First Meeting Action Plan.

Job/Developmental Objectives Outstanding

Please provide details of any outstanding objectives.	Revised Date for Completion

Successes to Date

Please list areas in which the employee has performed well.

--

Development Areas

Please provide details of areas where further development is required including support to be offered. For Lecturers, note developments from Learning and Teaching Leader teaching observation. Update 'Development Needs' section of Ciph Net.

--

Summary

Please provide summary of employee's performance to date in the role.

--

Date agreed for final probationary review _____ at _____ am/pm

(Should take place at least 2 weeks prior to the 6 month anniversary employee commenced employment.)

I hereby agree this represents an accurate reflection of the key discussion points of the second probationary review meeting.

Signed: _____ Date: _____
(Employee)

Signed: _____ Date: _____
(Manager)

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Week 24

Probationary Review Meeting – Final Assessment

Name	
Job Title	
Department	
Manager	
Date Commenced	
Date of Meeting	

Achievement/Non Achievement of Job/Developmental Objective

Please specify below the performance of the employee against the probationary action plans.

Performance/Non Performance of Duties as Specified in Job Description

Please detail the performance of the employee against the job description for the role. For Lecturers, managers must refer to teaching observation/review.

Training/Development Requirements

Please specify any training and development requirements the employee may require in the next 6 month period and update 'Development Needs' section of Ciphre Net.

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Probationary Period Outcome

Employee performed role to required standard.

Employee has not reached the required standard for the job.

Signed: _____ Date: _____
(Manager)

Please return form to the HR Department. Please provide employee with a copy and retain a copy for your reference.