**New University Teachers**

A briefing note for New University Teachers subject to a Probation Period

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**Welcome**

Welcome to Loughborough University. During your probationary period, you will have support to develop your teaching activities.

During your probation, you will meet regularly with your probationary adviser, initially to set objectives for your probation period and then to monitor and support your progress with them. Please find the HR guidance and review form at the following webpage:

<https://www.lboro.ac.uk/services/hr/recruitment-probation/non-academic-probation/>

During your probation, from a teaching perspective, you will be required to:

1. Start working towards either Associate Fellowship of the HEA (Descriptor 1) or Fellowship of the HEA (Descriptor 2) (if not already a holder of this recognition). Contact Jo Gilman or James Moran in CAP (see contacts below) who are the co-leaders of the Associate Teaching Pathway (ATP) which leads to either of these recognitions.
2. Have a successful formative and summative teaching observation (with a grading of ‘*meets expectations*’ or higher from a University Assessor).
3. You must attend the ‘Introduction to Learning and Teaching at Loughborough’ course which you can book via [My.Hr](https://myhr.lboro.ac.uk/tlive_ess/ess/index.html#/login).
4. Other recommended teaching workshops include:
   * Making the most of your Voice
   * Engaging learning with Large Classes
   * Teaching Small Groups
   * Using Learn
5. Complete the mandatory training: Respecting Diversity and Welcome to Loughborough. Complete the online training: <https://www.lboro.ac.uk/services/hr/new-staff/induction/probationperiod/>

**Associate Teaching Pathway (ATP)**

There are five sessions which form the core of the ATP activities around which other learning and teaching activities should be scheduled (workshops and observations). You can choose either writing your application for Descriptor 1 or Descriptor 2 depending on your teaching load and role. You will have a mentor to support you with the written submission. You are expected to attend all of the five core sessions. The core sessions run from 12.00 - 14.00 **-** Please bring your own lunch – you will eat as you learn!  The course is aligned to the UK Professional Standards Framework for teaching and supporting learning in Higher Education.

More information about the ATP course can be found: <https://learn.lboro.ac.uk/course/view.php?id=12497>

AdvanceHE award Associate Fellowship and Fellowship. See <https://www.heacademy.ac.uk/professional-recognition>

**Teaching Observations**

Teaching observation information can be found here:

<https://www.lboro.ac.uk/services/cap/development/teaching-observations/>

* Formative (you organise and are conducted by your School) and Summative (by University Assessor) observations in Unit 1/Year 1 of the course.
* Formative (by School) and Summative observation in unit 4, in Year 2 of the course, by a University Assessor.

For each observation, you should have a pre-observation meeting, the observation (at least 50 minutes and should be a lecture) and a post-observation discussion.

You must be graded as Meets Expectations (Satisfactory) or better in the two Summative observations in order to pass the course. The grades are:

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| --- |
| **Assessor's Evaluation** |
| Exceeds Expectations |
| Meets Expectations |
| Requires Improvement |

**CAP School Contacts**

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| --- | --- | --- |
| **School** | **TEL Officer** | **Academic Practice Officer** |
| ABCE | Sasha Dosanjh  [S.S.Dosanjh@lboro.ac.uk](mailto:S.S.Dosanjh@lboro.ac.uk)  227170 | Sarah Turner  [S.Turner4@lboro.ac.uk](mailto:S.Turner4@lboro.ac.uk)  222784 |
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| Wolfson | Farzana Khandia [F.Khandia@lboro.ac.uk](mailto:F.Khandia@lboro.ac.uk)  223733 | Sammy Chester  [S.Chester@lboro.ac.uk](mailto:S.Chester@lboro.ac.uk)  228117 |
| Jo Wilkins | To arrange your summative teaching observation with a University Assessor email Jo:  [J.Wilkins@lboro.ac.uk](mailto:J.Wilkins@lboro.ac.uk) or phone 223767 | |

**Guidance for Staff Starting Lecturing**

**Room Preparation**

* Go to the room and familiarise yourself with the location – you can look at rooms on the intranet here: <https://www.lboro.ac.uk/services/learning-environments/rooms/>
* Check where the fire exits are in the building and look on the intranet to find out when the fire drill will be: <https://www.lboro.ac.uk/services/health-safety/topics/fire/weekly-fire-alarm-test-schedule/>
* Familiarise yourself with where the meeting points are for fire emergencies
* Look at any additional student needs requirements e.g. accessibility with lifts / stairs

**Teaching in the Room**

* Check you know how to switch on the projector(s) – can you switch on and log into the computer? Do you need sound?
* Is there a microphone – do you know how to use it?
* Lecture capture – do you know about your School policy on this and what happens during a lecture? <https://www.lboro.ac.uk/services/learning-environments/review/>
* Visualiser – can you use it?
* Air con in the room
* Where are the light switches?
* **Teaching Support: 222199** phone TS if you need anything
* Students will register their own attendance
* Lectures run for 50 minutes
* Do you want a slide clicker? You can organise through your School admin/finance team

**Learn**

* When is it your School’s policy to have PPTs / resources on Learn for students? (e.g. 24hrs before the lecture?
* What additional needs do your students have? Go to Learn – participants - student needs – click here

**Learning and Teaching**

* Look at the Module Specification and in particular the learning outcomes for the module
* Talk to the module leader about where your session fits into the curriculum – is it a stand-alone session, series of sessions, supporting coursework?
* Think about your learning objectives for the session and sharing these with students
* Ensure you have student participation at some point e.g. Q and A; Vevox, individual/pair/small group discussions and feedback, videos
* With a 2hr lecture, make sure you have a 10 minute break or negotiate appropriate break due to timing of session or subject-specifics.