



Loughborough
University

New University Teachers

A briefing note for University Teachers subject to a
Probation Period

Enhanced Academic Practice

Part of: Organisational Development
OD@lboro.ac.uk

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Welcome

Welcome to Loughborough University. This note sets out the support and structures which will help you develop your teaching practice during your probationary period.

During this time, you will meet regularly with your probation 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 do the following:

1. Start working towards an AdvanceHE teaching standard - either Associate Fellow (Descriptor 1) or Fellow (Descriptor 2)
2. Have your teaching observed. This must be undertaken by a University Assessor (Peer Observation Associate). You can organise your University Assessor observation (formerly referred to as "Summative") by filling in the following form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=wE8mz7iun0SQVILORFQIS94IMoVbcvZDppeJPjUlij9UNDdNVTgwWDQ5Sk8wNEpJR0hNRVEwNFJZNiQIQCN0PWcu>).

3. Attend some key Teaching and learning workshops which are offered through the OD Hub
[Our Workshops, Courses & Events | Organisational Development Hub | Loughborough University \(lboro.ac.uk\)](#)

Enhanced Academic Practice would recommend the following:

- Making the most of your Voice
- Engaging learning with Large Classes
- Student learning through Critical Feedback
- Teaching Small Groups
- Using Learn
- Use of the TEL Guides and associated in-person sessions
[TEL Guides - Home \(sharepoint.com\)](#)

4. Complete the mandatory training for new staff:
<https://www.lboro.ac.uk/services/od-hub/topics/mandatory-training/>

Further information about working towards your AdvanceHE Fellowship

University Teachers at Loughborough can work towards either an Associate Fellowship (Descriptor 1) or a Fellowship (Descriptor 2). Your choice will depend primarily on the breadth of your role across different areas of academic activity and the depth of experience on which you can draw to evidence your good practice. These standards of recognition are aligned to the AdvanceHE Professional Standards Framework for teaching and supporting learning in Higher Education [UK Professional Standards Framework \(UKPSF\) | Advance HE \(advance-he.ac.uk\)](#)

Each year we offer four submission dates at which a member of staff can submit an Application for Fellowship so it would be useful think about this in advance and plan your time accordingly.

[Module: CPD Portfolio Scheme, Section: Introduction to the CPD Portfolio Scheme - General Information \(lboro.ac.uk\)](#)

If you are unsure which category of Fellowship to apply for, please look at AdvanceHE's 'Which category is right for you?' tool. This can be found here: https://www.advance-he.ac.uk/form/fellowship-decision-tool?utm_campaign=Fellowship%20-%20FCT&utm_medium=web&utm_source=HEA

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

Further information about Teaching Observations

A teaching observation is part of the university's quality enhancement processes and is designed to support you to further develop your teaching. It is your responsibility to organise your own teaching observation.

Teaching observation information can be found here:

<https://www.lboro.ac.uk/services/od-hub/topics/teaching-observations/>

You are required to complete a Teaching Observation during your probation. This will be with a University Assessor (Formerly referred to as a "Summative" observation)

For each observation, the following process should be followed:

- Pre-observation meeting – to discuss aims and objectives of the session and to identify any key areas of development required.
- The Observation - at least 50 minutes in length which showcases the delivery style most commonly undertaken (Lecture/Seminar/Lab session)
- Post Observation discussion of feedback and developmental objectives.

Initial 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 conditioning in the room – how does it work?
- Where are the light switches?
- **Teaching Support: 222199** phone Teaching Support if you need anything
- Students will register their own attendance
- Lectures run for 50 minutes
- Do you want a slide clicker? You can organise this 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 breaks due to session structure and/or content flows.