



TEACHING, LEARNING AND OBSERVATION POLICY

Policy reference UKV-QA-14 | Version 3.0

UK Versity Online Limited | BAC Accredited College | UKPRN 10052768

Policy reference	UKV-QA-14
Version	3.0
Status	Consolidated
Effective date	1 October 2026
Next review	September 2027
Policy owner	Quality Manager
Author	Director of Education
Approved by	Principal (Ramanjeet Singh), on behalf of the Academic Board
Approval date	1 October 2026

Teaching, Learning and Observation Policy

UK Versity Online Limited | ATHE 889 | Pearson 07737 | OTHM DC1506132 | Ascentis 3286 | NCFE 8465520 | IFA Direct 283334

Document control

Title	Teaching, Learning and Observation Policy
Reference	UKV-QA-14
Version	3.0
Status	Consolidated
Effective date	1 October 2026
Next review	September 2027 (annual), or earlier if required
Owner	Quality Manager
Author	Director of Education
Approval authority	Academic Board, chaired by the Principal (Ramanjeet Singh)
Approval date	1 October 2026
Applies to	All UK Versity tutors, assessors and staff who teach or support learning, and the managers who observe them
Supersedes	Teaching Observation Policy (QA-T11); teaching and learning sections of the Learner Handbook 2025/26
Summary	Sets UK Versity's standards for online teaching and learning and the annual cycle of observation, feedback and development for every tutor.

Compliance mapping

BAC College Scheme 2023 standards	3.4; 8.8; 10.5
UK Quality Code 2024 (voluntary)	Principle 11
OfS conditions (benchmark only; not OfS registered)	B1 (benchmark)
Awarding organisations	ATHE; Pearson; OTHM; Ascentis; NCFE; IFA Direct
Legislation and regulation	Equality Act 2010; UK GDPR and Data Protection Act 2018 (as amended by the Data (Use and Access) Act 2025)

Version history

Version	Date	Change
1.0	August 2012	First issue as Teaching Observation Policy (QA-T11)
2.0	Pre-2026	Earlier UK Versity Teaching Observation Policy (QA-T11)
3.0	October 2026	Full rebuild: teaching standards for online delivery, schemes of work, annual observation cycle for live Zoom teaching, peer observation, Moodle learning walks, link to CPD; BAC/QAA/OfS mapping, version control

1. Purpose

UK Versity's strategic aim is that every learner experiences good or outstanding teaching. This policy sets out:

- the standards UK Versity expects of online teaching, planning and learner support;
- the annual cycle of teaching observation, peer observation and Moodle learning walks;
- how feedback and action plans are used to improve teaching and to plan staff development;
- how learner feedback is used to improve teaching.

2. Scope

This policy applies to:

- all tutors and assessors who deliver live online sessions, one-to-one tutorials or Moodle-based teaching for UK Versity, whether employed or contracted, full-time or part-time;
- all qualifications delivered by UK Versity with ATHE (Awarding body for Training and Higher Education), Pearson Education Ltd (Pearson BTEC, including BTEC Higher Nationals), OTHM Qualifications, Ascentis (including Access to HE Diplomas, validated under the QAA Access to HE scheme), NCFE (including qualifications under the NCFE CACHE brand, and NCFE Functional Skills) and Institute of Financial Accountants (IFA) qualifications delivered through IFA Direct, administered in partnership with ATHE;
- the Quality Manager, Tutor Coordinator, Course Coordinator and any member of staff nominated as an observer.

Assessment is covered by UKV-QA-15 Assessment Policy. Staff recruitment, induction, appraisal and CPD are covered by UKV-QA-27 Staff Recruitment, Induction and Development Policy.

3. Definitions

- **Observer:** the member of staff who carries out an observation, nominated by the Quality Manager.
- **Tutor:** the member of teaching staff being observed.
- **Formal observation:** a planned, graded observation of a live online session.
- **Peer observation:** an ungraded, developmental observation of one tutor by another, for sharing good practice.
- **Learning walk:** a structured review of a Moodle course page and the learning activity on it, without a live session.
- **Scheme of work:** the plan for a whole unit, showing topics, activities, resources, live sessions and assessment points week by week.
- **Session plan:** the plan for one live session, showing aims, activities, timings, differentiation and checks on learning.

4. Policy statement and principles

UK Versity will:

1. employ tutors who hold a PGCE (or equivalent teaching qualification) and relevant subject expertise;
2. set clear, shared standards for online teaching and planning;
3. observe every tutor at least once each academic year, and give feedback that is specific, fair and developmental;

4. use observation outcomes to plan individual and whole-staff development, and to support tutors whose teaching needs to improve;
5. use learner feedback to improve teaching, materials and support;
6. treat observation as a supportive professional process, not a disciplinary one, except where the steps in section 9.4 are reached.

5. Standards for online teaching and learning

UK Varsity delivers a blended online model: pre-recorded and written content on Moodle for theory and concepts, live Zoom sessions for discussion and clarification, and one-to-one tutor support for assignments. Every tutor is expected to:

- know the qualification specification, unit learning outcomes, assessment criteria and the AO's command verbs for the units they teach;
- start and end live sessions on time, take a register, and state the aims of the session;
- plan activities that involve learners actively (questions, polls, chat, breakout rooms, short tasks), not only presentation;
- check learning during the session and adjust teaching in response;
- link teaching to the assignment brief without writing or correcting the learner's assessed work;
- model good academic practice, including Harvard referencing and use of a wide range of academic sources, and explain the appropriate and inappropriate use of AI;
- promote equality and diversity, respect and online safety (UKV-QA-26, UKV-QA-30);
- upload the session recording and any resources to Moodle promptly after the session;
- respond to learner questions normally within 2 working days;
- follow up learners who are not engaging, under UKV-QA-12 Attendance and Engagement Policy.

6. Planning: schemes of work and session plans

6.1 Schemes of work

1. Every unit has a scheme of work on Moodle, visible to tutors and quality staff.
2. The scheme of work shows the weekly sequence of topics, Moodle activities and resources, live sessions, formative checks and the assessment deadline.
3. The Course Coordinator makes sure a scheme of work is in place before a unit is opened to learners. The Quality Manager reviews schemes of work as part of the annual course review in UKV-QA-13.

6.2 Session plans

1. Tutors prepare a session plan for every live group session.
2. The plan shows aims, links to learning outcomes, timed activities, how different learners will be supported and stretched, and how learning will be checked.
3. Session plans are kept by the tutor and must be available to an observer on request.

6.3 Differentiation and learner needs

Tutors use the information from initial assessment, learner profiles and any agreed reasonable adjustments (UKV-QA-18) to plan teaching. This includes:

- extra explanation, examples or one-to-one follow-up for learners who need more support;

- extension tasks and wider reading for learners aiming for higher grades;
- accessible materials and captions for recordings (UKV-QA-13);
- signposting to UK Versity's free English support classes and digital skills support where needed.

7. The annual observation cycle

Activity	Who	Frequency	Graded?
Formal observation of a live Zoom session	Quality Manager or nominated observer	At least once per tutor each academic year	Yes
Follow-up observation	Quality Manager or nominated observer	Within 3 months where the formal observation is graded 3 or 4	Yes
Peer observation	Another tutor	At least once per tutor each academic year	No, developmental
Moodle learning walk	Quality Manager and Course Coordinator	Each active course at least once each academic year	No, developmental

New tutors are observed in their first cohort, so that support can be given early.

8. Formal observation procedure

1. The Quality Manager publishes the observation schedule at the start of the academic year and nominates observers. An observer does not observe a tutor where a conflict of interest exists (UKV-QA-21).
2. The observer gives the tutor at least one week's notice of the session to be observed.
3. The tutor sends the observer the session plan, the scheme of work and access to the Moodle course before the session.
4. The observer joins the Zoom session with camera and microphone off, and observes for typically 45 to 60 minutes.
5. With the tutor's agreement, the observer may speak with learners (for example in a breakout room) about their learning experience, without the tutor present.
6. The observer records evidence on the Lesson Observation Evidence Form: planning, learner engagement, checking of learning, differentiation, use of Moodle and resources, links to assessment criteria, equality and safeguarding, and good practice to share.
7. The observer grades the session using the scale in section 9.1.
8. Feedback is given as soon as possible, normally straight after the session or at a time agreed with the tutor.
9. The observer and tutor agree a written action plan. Both sign and date the completed form.
10. The observer sends the completed form to the Quality Manager, who records the grade centrally.

9. Grading, feedback and action plans

9.1 Grading scale

Grade	Descriptor
1	Outstanding
2	Good

Grade	Descriptor
3	Requires improvement
4	Unsatisfactory

The observer summarises the evidence for the grade in writing (for example, "Learning was good because...").

9.2 Feedback

Feedback is constructive and specific. It identifies strengths to keep, areas for development, and good practice that can be shared with other tutors. The tutor may add their own comments to the form.

9.3 Action plans

Each observation produces an action plan with specific, measurable targets and dates. Actions may include peer observation of a stronger colleague, targeted CPD, coaching, or changes to planning. Action plans are copied to the tutor's CPD record under UKV-QA-27 and reviewed at the tutor's performance development review.

9.4 Where teaching requires improvement

1. **Grade 3:** the tutor receives support and a follow-up observation within 3 months.
2. **Grade 4:** the tutor receives feedback on how to improve and is placed on a monitoring process: session plans are submitted to the Quality Manager for approval before each session, and targeted support is provided. A follow-up observation takes place within 3 months.
3. If the follow-up observation shows that the areas identified have not improved, the Quality Manager refers the matter to the Principal, and the tutor may be withdrawn from teaching while further support or action is considered under UKV-QA-27.

9.5 Disagreement

A tutor who disagrees with an observation grade may ask, within 5 working days of receiving the written report, for a second observation by a different observer. The Quality Manager arranges this. The second grade is final.

10. Peer observation

1. Each tutor observes, or is observed by, a colleague at least once each academic year. Pairs are arranged by the Tutor Coordinator.
2. Peer observation is ungraded and focuses on sharing good practice.
3. The observing tutor uses the peer observation section of the Lesson Observation Evidence Form and shares their notes with the observed tutor.
4. Tutors record peer observation as CPD. Good practice identified is shared at standardisation meetings (UKV-QA-16).

11. Moodle learning walks

1. The Quality Manager and Course Coordinator review each active Moodle course at least once each academic year.
2. The learning walk checks that the course follows the Moodle standards in UKV-QA-13: correct unit numbering and labelling, current specification, scheme of work, recordings uploaded, accessible

materials, AO command verbs, working links, approved assignment brief, forum activity and tutor responses.

- Findings are recorded and actions are given to the Course Coordinator or tutor with a completion date.

12. Learner feedback

UK Varsity collects learner feedback:

- after induction, on first impressions and the induction itself;
- after every unit, on the teaching, materials and support (short, anonymous surveys);
- once a year, through the annual learner satisfaction survey;
- at completion, on the overall experience.

The Quality Manager analyses the results by course and tutor. Findings are discussed with tutors, used to set observation priorities, and feed into course improvement plans and CPD. A summary of changes made in response to learner feedback is published on Moodle each year. Learners can also give feedback at any time by emailing admin@ukvarsity.co.uk.

13. Link to CPD and performance review

Observation outcomes, peer observation, learning walk findings and learner feedback are used to:

- identify each tutor's development needs at their performance development review;
- plan whole-staff CPD topics for the year;
- record evidence against BAC standard 3.4 (performance review including observations) and 8.8 (teacher CPD).

Minimum CPD hours and records are set out in UKV-QA-27 Staff Recruitment, Induction and Development Policy.

14. Records

Observation forms, action plans, peer observation notes and learning walk reports are stored centrally by the Quality Manager with access restricted to the tutor, the Quality Manager, the Principal and, where required, inspectors or AO representatives. They are kept for 6 years after the tutor leaves, as part of the staff file (UKV-QA-27, UKV-QA-29), and handled under UKV-QA-29 Data Protection and Records Retention Policy.

15. Roles and responsibilities

Role	Responsibility
Principal and Director of Education	Approves this policy; receives the annual teaching quality report; decides on withdrawal from teaching where section 9.4 applies.
Quality Manager	Owns this policy; publishes the observation schedule; nominates and trains observers; records grades; analyses learner feedback; leads learning walks; reports to the Academic Board.
Tutor Coordinator	Allocates tutors; arranges peer observation pairs; follows up learner concerns about teaching.
Course Coordinator	Keeps schemes of work and Moodle courses in place; takes part in learning walks and completes actions.

Role	Responsibility
Observers	Give notice; observe fairly; complete the form; give prompt feedback; agree an action plan.
Tutors	Plan and teach to the standards in this policy; provide planning documents; act on feedback; take part in peer observation; record CPD.
Academic Board	Reviews the annual teaching quality report and resulting actions.

16. Related policies and legislation

- UKV-QA-12 Attendance and Engagement Policy
- UKV-QA-13 Online and Distance Learning and Course Materials Policy
- UKV-QA-15 Assessment Policy
- UKV-QA-16 Internal Quality Assurance Policy and Procedure
- UKV-QA-18 Reasonable Adjustments, Special Consideration and Mitigating Circumstances Policy
- UKV-QA-21 Conflict of Interest Policy
- UKV-QA-26 Equality, Diversity, Inclusion and Anti-Harassment Policy
- UKV-QA-27 Staff Recruitment, Induction and Development Policy
- UKV-QA-29 Data Protection and Records Retention Policy
- UKV-QA-30 Acceptable Use, E-Safety, Email and Social Media Policy
- Equality Act 2010
- UK GDPR and Data Protection Act 2018, as amended by the Data (Use and Access) Act 2025
- BAC College Scheme 2023, standards 3.4 and 8.8
- UK Quality Code for Higher Education (2024), Principle 11 (voluntary alignment)

17. Monitoring and review

The Quality Manager monitors this policy through the observation grade profile, completion of the observation schedule, action plan completion, learning walk findings and learner survey results. A teaching quality summary is reported to the Senior Management Team each term and to the Academic Board annually, and is used in the annual self-assessment report.

This policy is reviewed at least annually, and earlier if legislation, AO requirements, BAC standards, an EQA or inspection action, or a significant incident requires it. The Quality Manager records each version in the Policy Register (UKV-QA-REG v3.0).

Approval and review

Stage	Name and role	Date
Prepared by	Director of Education	30 September 2026
Checked by (policy owner)	Quality Manager	30 September 2026
Approved by	Ramanjeet Singh, Principal and Director of Education, on behalf of the Academic Board	1 October 2026
Next review due	Quality Manager (Shazia Khan) to schedule through the Policy Register UKV-QA-REG	September 2027