

# Teaching - Learning Performance Observation and Evaluation Policy

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## DOCUMENT HISTORY

Version	Authored	Approved by	Date
1	Head Academic Quality	The Dean	
	Dr. Jyotsna GB	Assoc. Prof. Dr. Jason McVaugh	
		Quality Assurance Committee	

## 1.0 Purpose

This teaching and learning performance evaluation policy is aimed at ensuring consistency in the evaluation of faculty's performance through timely, user-friendly student performance data and peer pair observational protocols that are the key to the continual improvement of learning and teaching outcomes and are in line with the British University of Vietnam (BUV)'s applicable policies. This policy is focused on improving overall teaching-learning quality and experience across all the disciplines and courses taught at British University Vietnam through constructive feedback and a continual developmental approach and bringing the teaching-learning standards at par with the best practices in the British higher education system.

## 2.0 Scope

This policy includes.

- a) Evaluation of faculty's performance through different methods that includes
  - i) Peer Pair Observation
  - ii) Student Module Evaluation and teaching-learning evaluation for every module taught across all the disciplines.

### b) Professional Development

Professional development of BUV's academic staff in teaching and learning is covered by the Academic Staff Integration and Development Policy and Procedures. Professional and academic development in the areas of research and consultancy are covered in BUV's Research Policy and Procedures and BUV's Consultancy and External Engagement Policy and Procedures.

## 3.0 Definitions

**3.0 Peer Pair Observation** refers to the classroom observation of faculty by either peers or the academic management team for the purpose of performance observation for faculty development, conducted according to the documented set procedures and guidelines on a timely basis.

**3.1 Teaching and learning** refer to activities undertaken to effectively deliver the curriculum content to students enrolled within any BUV's program, including degree, diploma, certificate/foundation, and postgraduate programs.

**3.2 Academic development** refers to activities undertaken by academic staff to sustain and enhance the quality of teaching and learning within BUV's through the ongoing development of personal academic excellence in the areas of teaching, research, consultancy, and academic administration.

- 3.3 Professional development** refers to activities to enhance professional career growth, including individual development, continuing education, and in-service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring. Activities related to teaching and learning performance that can also be included as part of professional development include team teaching, shadowing colleagues, benchmarking of university good practices, personal reading and research, attending professional development workshops/pieces of training, taking on new areas of responsibility and working in a new area.
- 3.4 The academic management team** refers to the Dean of Higher Education and Head Academic Quality (HAQ) or a person delegated by the Dean or HAQ who has accountability and authority over teaching and learning performance evaluation.
- 3.5 Part-time lecturer** refers to a lecturer who works fewer hours than a full-time lecturer and usually for set days or set hours.
- 3.6 Contract lecturer** refers to a lecturer who is contracted to work either full-time or part-time for a period of one (1) year and above.

#### **4.0 Policy Statement**

The British University of Vietnam is committed to the continual enhancement and sustainable development of its academic programmes and related modules based on the regular, consistent, timely observation and evaluation of teaching and learning practices as a shared activity amongst administrators, faculties, and students with a constructive and innovative approach towards better teaching-learning quality.

#### **4.1 Considerations in Peer Observation and Evaluating Teaching and Learning Performance**

Include:

- a) Culture**  
Promotion of a culture in which good teaching is recognised, valued, and celebrated.
  
- b) Student Learning**  
Enhance the quality of student learning by providing an effective framework for staff to review, document, and reflect upon their teaching, and disseminating this throughout the university.
  
- c) Peer Pair Observation**

The peer pair observation system is about observing the teaching-learning practices of faculty by their peers with the help of structured reports and guidelines that are meant to support them in improving their teaching-learning practices by giving constructive feedback.

**c) Professional Development**

The evaluation of teaching and learning performance supports the faculties in enhancing their teaching and learning knowledge and skills, thereby contributing to their professional growth and development.

**d) Aspirations and Priorities**

The teaching and learning performance evaluation process may also consider the faculty's professional aspirations and any University or School priorities for improvement.

## **4.2 Methods of observation, evaluation, teaching, and learning performance**

A variety of methods are to be employed in Observation, evaluation, teaching, and learning performance, as stated below, and sufficient appropriate evidence must be gathered to ensure that fair and secure judgments are made for the overall upgradation of teaching-learning quality.

### **4.2.1 Peer Pair Observation**

- a. Peer Pair Observation must be conducted regularly by the relevant parties for the purpose of performance observation, evaluation, and management. Refer to Peer Pair Process Flow Chart: Peer Pair Observation Procedure Handbook page 5 - 7 for more details. This is also to maintain a consistent and professional level of performance during curriculum delivery.
  - i. The Peer pair observation process will be initiated by Head Academic Quality (HAQ). The Head Academic Quality will circulate the list of faculty Peer pairs (in consultation with the Dean) and Peer Pair Observation Form to discipline leads/ Heads biannually. Discipline Leads/Heads will share this list with the faculty in their respective disciplines. Discipline Leads/Heads will be responsible for conducting this peer pair observation in their respective disciplines.
  - ii. After completing the peer pair observation, the faculty will be responsible for submitting the duly filled peer pair observation form to the HAQ keeping their line managers in the loop for the records within the issued deadline.

- b. Additional observations may be required
  - i. If the teaching quality is deemed to not be satisfactory; or
  - ii. If the complexity of the faculty's roles and responsibilities within the module requires additional observations to gain a clearer perspective of their work.
- c. Peer Pair Observation outcomes, together with other performance data, are used to inform managerial decisions for purposes such as staff appointment (in this case, class observation is to be carried out via mock lecture during the selection process), confirmation, renewal of teaching contract for contract/part-time faculty, and annual performance appraisal.

**Note:**

The Peer Pair Observation is mandatory for all the faculties irrespective of their type and duration of contract.

#### 4.2.2 Module Evaluation

- a. All taught modules offered for undergraduate and postgraduate study at the University will be evaluated as a means for students to provide feedback on their learning and module quality.
- b. The Module Evaluation has two major purposes:
  - i. To offer students the opportunity to provide feedback on their learning, with the aim of improving the quality of module offerings.
  - ii. At the School and University level, to evaluate the quality of the module and module offerings, and the quality of teaching and student learning.
- c. All taught modules offered for study at British University of Vietnam are evaluated to assess students' perceptions of their teaching and learning experiences.
- d. The evaluation can be done online or offline in order to prevent any logistical impediment to completing the evaluation.

- e. The Module Evaluation comprises of
  - i. Set of questions focused on student learning with additional questions specific to circumstances and will be used in the University's reporting of modules and, in aggregated form, at School level.
  - ii. a set of optional questions (depending on modules) to assess student perceptions of other aspects of their learning – The Dean/ HAQ may obtain more detailed student feedback for each module by adding questions to address specific issues.
  - iii. the capacity to request qualitative feedback.
- f. Online evaluations may be carried out to ensure that students are not overburdened with repeated requests for module evaluations. All modules are to be evaluated at the end of the teaching period and before the examination period.
- g. The module evaluation applies to all teaching periods.
- h. It is the responsibility of the relevant School to ensure the confidentiality of student comments.
- i. Based on the module evaluation results, the Discipline Lead and/or the Head Academic Quality together with the Dean, will consider what actions, if any, should be taken by the school to facilitate quality assurance and continual quality improvement in teaching and learning.
- j. Evaluation data will be used, where appropriate, in the module review and annual programme review.
- k. Module evaluation results together with other performance data are used to inform managerial decisions about performance management, renewal of teaching contracts for contract/part-time lecturers, confirmation, etc.

#### 4.2.3 Teaching and Learning Evaluation

- l. All lecturers at British University of Vietnam are evaluated for three key reasons.
  - i. to help the faculty in assessing their own teaching engagement capabilities and maturity level, areas of strengths, and areas for further development through peer observations.

- ii. to offer students, faculty, peers, and the academic management team the opportunities to provide constructive feedback on the faculty's teaching, with the aim of improving the quality of teaching.
  - iii. to evaluate the quality of teaching and student learning at School and University level.
- m. Teaching and learning Evaluation is used within BUV, to obtain feedback on individual faculty's performance. This may include as appropriate:
- i. Module evaluations
  - ii. Feedback on Peer pair observation
  - iii. Response to Peer Pair Observations and
  - iv. Reflection in Module Monitoring Report
- n. A review of the faculty performance will be conducted by respective line managers twice a year i.e., on a 6-monthly and annual basis.
- o. The role of the line managers is to support a dialog that leads to a developmental conversation on improving teaching-learning quality and supporting faculty development in the most positive and constructive manner.

### 4.3 Results

- a. All teaching performance results are out must be made available in a digital format to faculty for the purposes of timely improvement of assessment.
- b. The Dean will assess the Teaching and Learning Observation and Evaluation data and determine any required actions in conjunction with the Discipline lead and Head Academic Quality to improve the quality of teaching. This is to facilitate quality assurance and continual quality improvement in teaching and learning.
- c. All discussions and documentation related to teaching Observation and evaluations are considered private and confidential information.
- d. The evaluation results of both students and the academic management team are used to inform managerial decisions about performance management, renewal of teaching contracts for contract/part-time lecturers, confirmation, etc

## 5.0 Supporting Documents

### Document Title

Peer Pair Observation Procedure

## 6.0 Document Responsibilities

Policy Owner : Senate

Policy Delegate : Quality Assurance Committee