Class visits should only be undertaken by approved visitors who have been inducted in the class visiting process. These guidelines provide a checklist for classroom visitors and do not replace the induction process.

Prior to the visit

- Class Visitors should receive an email advising of the details of the visit, including the name and contact details of the tutor being visited and details of the venue. They will also be sent information on the course content where available, and an electronic copy of the report form.

- At least two weeks before the scheduled visit date the visitor should make contact with the tutor to introduce him/herself. The visitor should ask the tutor to advise the students of the forthcoming visit, so that they have advance notice. Students need to know that the visit is primarily to assess the student learning experience and not to inspect the tutor and therefore it is an opportunity for them to give feedback on the course and ask questions. This is usefully done during the break. Ask the tutor to introduce you to the class on the day and to remind students of the purpose of the visit.

- Discuss with the tutor the role you will play in the classroom to ensure you are in agreement.

- Ask the tutor if they can spare 5-10 minutes at the end of the session, when the students have left, to enable you to provide immediate oral feedback. Remind them that the report will follow within about two weeks.

- Ascertain what the tutor intends to cover on the day – their aims and objectives and how the session fits in with their overall teaching plan.

- Check the location of the venue and the classroom and how best to get there if you are uncertain. It’s a good idea to arrange, where possible, to meet up before the start of the class – this often helps to calm the tutor’s nerves too!

On the day of the visit

- It is useful to arrive early to allow yourself time to look at the location, see what facilities are available on site, if there are refreshment facilities, see if the reception is staffed. The report form template gives bullet point examples of the facilities to be looked at.

- Introduce yourself to the tutor, remind the tutor to introduce you to the class, and take up your place in the classroom as agreed.
• When the tutor introduces you to the class – having confirmed your role, say that you look forward to speaking to them during the break to see if they have any comments or suggestions about the course or the programme as a whole.

• It is handy to have your report template to hand to remind yourself of the areas on which you need to report.

• During the break seek student feedback. As the class visit is the main form of onsite Quality Assurance & Enhancement it is a great opportunity to discuss student ideas and concerns relating to all aspects of their study, from availability of learning materials, to assessment methods, intended progression routes, etc.

• At the end of the session, once all the students have left the room, ask the tutor how they felt the session went. Remind the tutor that they may complete the self assessment form (which is available online) and that it should be submitted within two weeks of the visit, to their subject [Team Leader].

• In providing oral feedback, it’s useful to use the sandwich approach. Begin with something positive, followed by two or three areas for development (if needed) and finally end on something positive.

Writing the report

• Make the report detailed and use supportive language (our role is not to catch tutors out but to help them identify areas for development and ways of implementing them). Avoid one word descriptors such as good and satisfactory as they do not provide useful feedback.

• Feedback needs to be specific so if you felt that the handouts provided were unsatisfactory, clarify why: was there too much detail? Too little detail? Was information not appropriately sourced? etc. Also, do suggest how this might be improved. Statements must be supported by a rationale and a way forward offered for consideration.

• The language used in the report as well as the oral feedback is of vital importance and must be supportive if our goal of supporting the tutor is to be achieved.

• Most visitors find the experience of class visiting a rewarding one and they are given the opportunity to pick up good practice which can then inform their own teaching. It is useful to share these in the report.

• The completed report must be submitted to the subject [Team Leader] within 2 weeks of the visit date.