

Central Film School

2025-26

Central Film School

Tutor Observation Policy

1. Introduction

- 1.1. Central Film School takes a proactive approach to enhance and develop Quality Assurance. One of the ways that we ensure this is through observations of teaching practice, developmental engagement by peer collaboration and reflective practice among the school members.
- 1.2. The primary objectives of tutor observations are:
 - Continuous improvement of our academic programmes
 - Enhancement of teaching quality, supporting tutors in receiving feedback on their teaching methods, and ensuring an effective and engaging experience for students
 - Sharing best practices, to encourage collegiality, and enhancing a collaborative learning environment
 - To provide an opportunity to reflect and learn from colleague collaboration.
- 1.3. To ensure compliance with external quality assessment processes and aligning with the industry procedure, this policy describes how observation of academic practice will be implemented across Central Film School.

2. Roles and responsibilities

- 2.1. **The Observer** is the person who undertakes the observation of the colleague's teaching practice. They provide objective and constructive feedback within a supportive environment.
- 2.2. **The Observed** is the tutor being observed in a class setting.
- 2.3. Both parties have the responsibility to carry out their role with professionalism, integrity and courtesy.

3. Scope

- 3.1. All academic staff are expected to participate in peer observation and should be observed at least once per academic year.
- 3.2. This policy applies to Module Leaders and Course Leaders engaged in teaching at Central Film School, including full-time, part-time, and sessional tutors.
- 3.3. Tutor observation is a developmental and supportive process, not a performance evaluation.
- 3.4. It should be constructive and non-judgmental.
- 3.5. Observations should focus on enhancing teaching and learning rather than assessing individual performance.
- 3.6. Participants should engage in reflective discussion to promote self-improvement.

4. The Observation Process

- 4.1. Observations should be scheduled in advance with mutual agreement, ideally near the start of the teaching term.
- 4.2. The Observer and Observed tutors should agree before the observation session to complete Section One of the Tutor Observation Form, to establish:
 - Objectives of the session
 - Focus areas for the observations
 - Context of the session &
 - The duration of the observation

5. Observation Session

- 5.1. The Observer will attend the agreed session and take notes based on the identified focus areas.
- 5.2. The Observer will remain in the session for the agreed period of time.
- 5.3. The observation should not be intrusive and reflect the natural flow of the session.

6. Feedback and Records

- 6.1. After the session, the tutor Observed and the Observer will arrange a meeting to discuss the session.
- 6.2. A reflective discussion will take place within one week of the observation.
- 6.3. Written feedback should be provided within five working days after observation.
- 6.4. The written feedback will be recorded in the [Tutor Observation Form](#).
- 6.5. The feedback will encourage them to reflect on their practice and identify potential areas for improvement.
- 6.6. Constructive feedback will be provided, highlighting strengths and areas for development.
- 6.7. The feedback form will be passed to the Quality & Registry for their records.
- 6.8. All documentation and discussion related to the tutor observation process will follow the CFS Data Protection Policy.

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