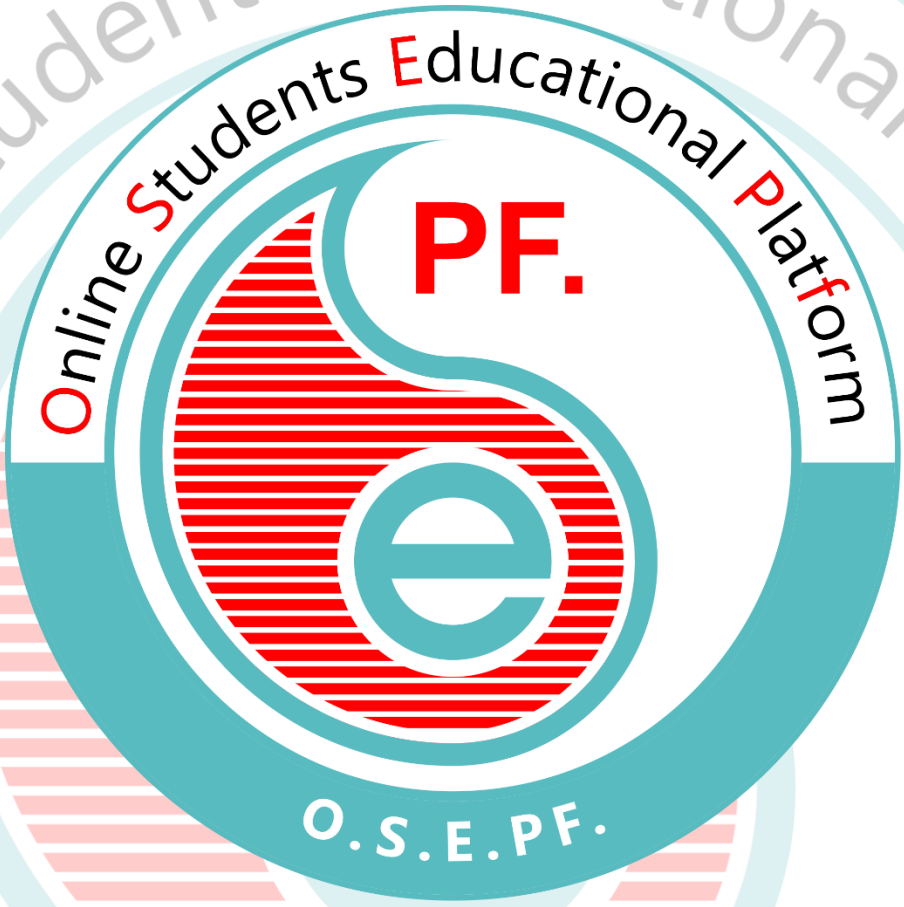

Faculty and Staff Handbook

Your new life at OUS Academy starts here…

Amongst the sights and sounds of one of the world's most exciting cities, you are embarking on your journey to become what you would like to be. Use this Handbook to navigate your way through your time at OUS Academy, from your first day to your leaving day, and beyond, helping you to get the most out of your enjoyable experience.

OUS Academy Policy

Last Updated: December 2025

OUS Academy reserves the right to amend the contents of this Handbook at any time to accommodate upgrades and modifications without any prior notice.

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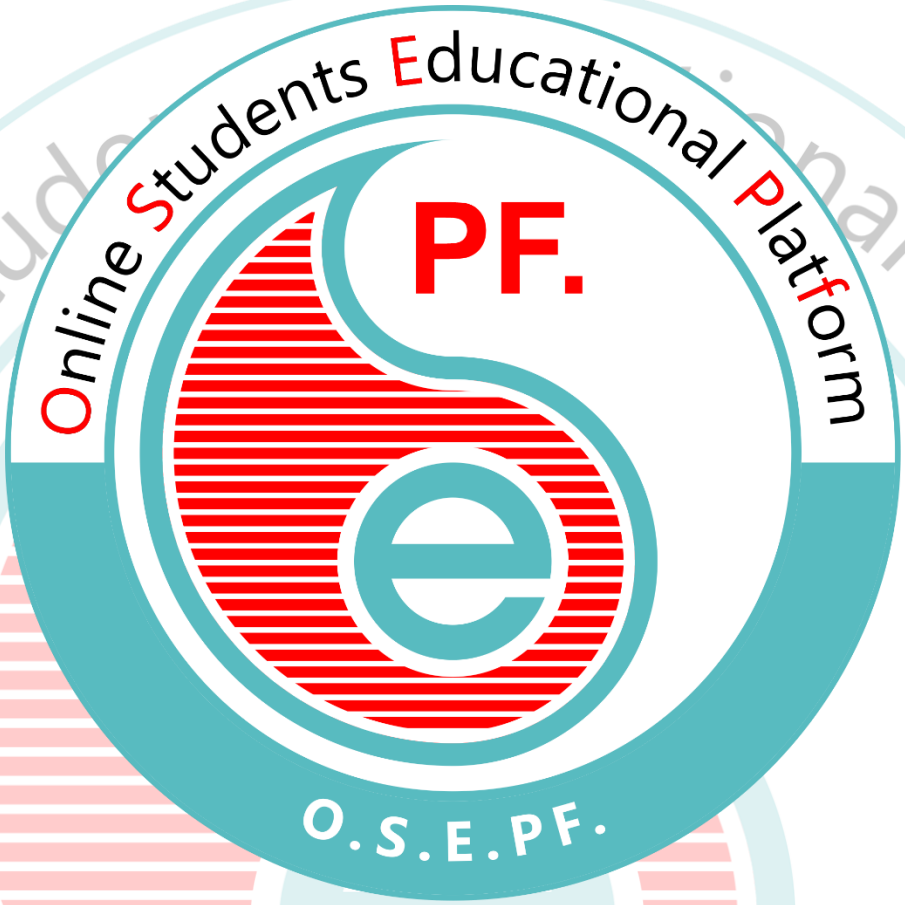


Staff Guide

Staff Guide

Introduction

The success of any organisation and that of its employees depends very largely on the employees themselves, and so we look to you to play your part as we shall continue to play ours.

While it is impossible to explain absolutely everything, it is hoped that this pack will give you some insight into the Management's duties and responsibilities.

The purpose of the following pages is to assist staff in understanding the role of the Management of OUS Academy

We welcome you and express our sincere hope that you will be happy here in our team. We ask that you study carefully the contents of this Staff Guide as, in addition to setting out our rules and regulations, it also contains a great deal of helpful information.

Further information can be sought from the Management.

Communications

The importance of good communications among all our staff is recognized. In addition to day-to-day communication with Department Heads, regular departmental meetings, and Core Communication sessions are held. These include general Institution news as well as section issues. Institution newsletters are produced on a regular basis and information is displayed on staff notice board.

Staff Relations

The Institution fully accepts its responsibility for good staff relations within the framework of relevant legislation. The Senior Management Team is responsible for administering the Institution's employee relations policies.

Staff Vacancies

All vacancies are advertised on staff notice board online are also discussed in the staff meetings.

Absence

Head of Department must be informed if, for any reason, you need to be absent from work. If this is not possible because of an emergency, you should contact the Head of Department at the earliest opportunity. The circumstances of each absence will be considered individually and, on occasions, may result in a deduction from pay. Please refer to our **Staff Absence Management Policy** for detailed information

If you require leave of absence for personal reasons, you should, initially, discuss the matter with the Head of Department. In general, you will be expected to use time off in lieu or outstanding holiday entitlement where possible, but special leave may be given in certain circumstances, where appropriate.

There are specific rules regarding absence from work, as follows:

(a) **Absence from the Institution for less than half a day:** Staff wishing to be absent for less than half a day must obtain approval from the Head of Department

(b) **Absence from the Institution for more than half a day:** Staff wishing to be absent for more than half a day should provide a written request at least 2 weeks before date of requested absence. A shorter period of notice may be considered after discussion with the Head of Department.

Staff who are absent from work without permission may be subject to disciplinary procedures.

Sickness Absence

If you are absent from work because of illness, please inform the Head of Department as soon as possible, **and no later than 10.00 am, on the first day**. If this is not possible because of an emergency, please give an explanation to the Head of Department at the first available opportunity.

Medical evidence of fitness to resume work must be produced after illness requiring a medical certificate.

An Employee Self-Certification form must be completed on return to work after an absence of 7 days or less. If the absence extends beyond 7 days, a doctor's statement (Medical Certificate) must be sent to the appropriate Institutional office.

For extended periods of absence, additional doctor's statements (Medical Certificates) must be submitted.

Compassionate and Special Leave

The Head of Department can allow you compassionate or special leave in the following circumstances:

Compassionate Leave

Family Bereavement

Up to 3 days' compassionate leave with pay will be given in the event of a death in the family involving your mother, father, spouse, children, brother or sister.

Serious Illness

Up to 2 days' compassionate leave with pay may be given in the event of a serious illness affecting your spouse, children or elderly dependant relatives. Such leave will not normally be granted more than once in any 6 months period, and may only be granted in circumstances where the illness is classed as serious by the medical profession.

Special Leave

Hospital Attendance: Such time as is necessary with pay will be granted to attend for checkups following an illness or operation.

Health: Paid leave of absence will be granted for such period as may be reasonably required for you to attend for a medical examination. Where arrangements for routine check-ups cannot be made out with working time, appointments should be made, where possible, to coincide with the start or end of the working day.

Maternity/Paternity and Paternal Leave: Details of maternity/paternity and paternal leave arrangements are complicated, and it is recommended that you contact the Personnel Department for advice and guidance at an early date to help you understand your rights and decide your best course of action.

Alcohol/Drugs

Anyone found in the Institution under the influence of alcohol or the improper use of drugs will be sent home and will be liable to disciplinary procedures.

Change of Personal Details

Personal records are kept with the Head of Department. In order that these can be kept up to date, please immediately (not more than 5 days from the day it changes) notify the Head of Academics of the change in your personal details, such as change of home address, marital status, birth of children, telephone number, email address, immigration status, criminal conviction or change of professional qualifications. Failing to provide up-to-date contact information will be treated as gross misconduct.

The storage of personal records is covered by the Data Protection Act.

Criminal Convictions

Any person who comes into contact with young people under the age of 18 during the course of their employment must declare all previous convictions, spent or not.

An Enhanced Disclosure is carried out for new staff in line with above, however, if during the course of your employment you are convicted of any crime then details of this must be declared, in confidence, to the Head of Department. Failure to do so may result in dismissal.

Collections/Petitions

The organisation of petitions and the collection of money for charities, sweepstakes, prize draws, or similar events, are not allowed unless written permission has previously been obtained from the Head of Department.

Zero Tolerance to Abuse

We operate on a 'Zero Tolerance to abuse' policy. If you feel that either a member of staff, participant or a visitor is not showing acceptable behaviour please report this immediately to the Management. Any abuse or threat will be reported to the police

Confidentiality

Members of staff will not disclose to any person whomsoever any confidential information or trade secret relating to the affairs of the Institution, its suppliers, customers, participants or employees either during the course of your employment with the Institution or after termination. A breach of confidentiality may result in disciplinary action. All documents in your possession relating to the work of the Institution or obtained during the course of your employment with the Institution must be returned to the Institution on leaving its employment and, if requested to do so, you will provide details of passwords which may be required to enable the Institution to access any data or electronic documentation stored on computer.

Contact with the Media

Should a member of staff be contacted by any sector of the media they should, in the first instance, direct any enquiry to the Head of Department, who is the Institution press liaison officer.

Data Protection

Under the Data Protection Act, the Institution is required to provide anyone whose personal details are stored on computer with written information of those details on request. The Institution is entitled to charge for this service.

Disciplinary Procedures
The disciplinary procedures provide a framework for ensuring that standards of conduct are adhered to and fair method of dealing with alleged failures to observe them. The procedures aim to encourage improvements in individuals' conduct.

Equal Opportunities
It is the Institution's policy to treat job applicants, employees and participants equally, regardless of their sex, age, race, ethnic origin or disability. Please refer to the Equal Opportunities Policy.

Gambling
Gambling is strictly prohibited on the Institution's premises.

Grievance Procedures
All staff is covered by the procedures for dealing with individual grievances, and there is a common objective that grievances should be resolved as quickly, and as near to the point of origin, as possible. If you have any grievance relating to your employment, you should discuss it with the Head of Academics.

Health & Safety at Work
Your safety at work may depend on your actions and those of your colleagues. You should observe a few common sense rules in your day-to-day work to help maintain a safe working environment. Certain jobs have special safety rules attaching to them, and you will learn these from your Head of Department

Identify potential dangers and take action either to remove them or to limit their effect, don't ignore danger signs!

Staff development
OUS Academy encourages its staff for an ongoing development. Staff wishing to pursue any course that may enhance their knowledge and can benefit the Institution should contact the Head of Academics. Please refer to the Staff Development Policy of the Institution from the policies manual for further information.

Be a good housekeeper

- Keep your work place tidy;
- Don't let waste accumulate;
- Watch out for trailing telephone and electrical leads;
- Don't obstruct any accesses, routes or passageways;

Keep all exits clear.

Observe fire precautions

- Know the fire drill which is posted in your office, classroom or floor
- Avoid fire hazards by switching off and unplugging electrical equipment each day;
- Don't store or place flammable liquids or combustible materials near heat sources;
- Know where your nearest fire alarm points and extinguishers are.

Check your equipment

- Report electrical defects at once;
- Do not use suspect or defective equipment.

Protect yourself

- Do not attempt to repair any equipment;

Take care

- Get help if the job in hand is more than you can safely cope with;
- Make sure you have the right equipment;
- Avoid improvisation;
- Make sure your way ahead is clear.

The Law

Everyone employed by the Institution has a duty to take reasonable care to avoid injury to themselves or others and co-operate with the Institution and others in meeting the requirements of the law. You also have a legal duty not to interfere with, or misuse, anything provided to protect your own or anyone else's health, safety or welfare.

Use of Visual Display Units and your Health

The use of computer terminal equipment incorporating cathode ray screens to display data has led to concerns about possible effects on the health of those using such equipment for significant periods as part of their work.

OUS Academy Health & Safety Policy provides the necessary information and gives guidance so that any problems are minimised. The document can be inspected in Quality Manuals held by Head of Academics.

Fire Regulations

Instructions on the actions to be taken in case of fire are prominently displayed and fire drills are held on a regular basis in the Institutional building.

Reporting of Incidents

If you identify or encounter a safety hazard, please report it to your Department Head or Head of Academics as soon as possible. Urgent safety matters or problems should be drawn to the attention of the Management.

Reporting of Injuries

No matter how trivial, all injuries received at work must be reported to your Head of Department and the necessary documentation completed, signed and forwarded to the Institutional Health and Safety Officer.

Smoking

Smoking in Institutional premises is prohibited. Any breach of the smoking policy is regarded as serious and may be treated as a disciplinary matter. Any member of staff wishing advice on, or support for, giving up should contact the Health and Safety Officer, Occupational Health Nurse or your own GP.

Holidays

Annual holiday entitlement is stated in your Contract of Employment.

Pay

All staff is paid monthly by Bank Credit Transfer before 5th of the following month (if this is a holiday, then on following working day). Statutory deductions are made in respect of the regulation

Period of Notice

Terms of notice are specified in your Contract of Employment and are also available from the office of the Head of Academics.

Private Work

The Institution is not in favour of full time staff undertaking private remunerative work associated with the type of professional duties which they carry out for the Institution. If (notwithstanding the Institution's reservations on this matter) private work is undertaken by staff, then all such work, excluding the above exceptions, must:

1. Have prior written approval by the Head of Academics
2. Be undertaken out with normal Institution working hours;
3. Not be undertaken on Institution property;
4. Not be undertaken using Institution materials or equipment;
5. Not interfere with, or affect, the ability of the staff member to carry out the work for which he/she is employed by the Institution;
6. Not constitute a conflict of interest with Institution activities.

Any contravention of these procedures will be treated as a serious breach of discipline.

Overtime

ISB team member should not make overtime. If in special occasion an over time is needed, this will be compensated with free time.

Receipt of Gifts

The tendering of gifts to staff by suppliers or other business contacts is discouraged.

Security

To ensure that your interests, as well as the Institutions, are well protected, a high standard of security should be maintained at all times. Everyone is issued with an identity card which should be worn at all times within the Institution. Visitors should report to Reception and receive a visitor's pass if applicable.

Security of Institution Property

In cases of theft or dishonesty involving Institution property, the offender will be subject to the disciplinary procedures. If you want to borrow an item of property from the Institution, please obtain permission from your Head of Department.

Security of Personal Property

Money and valuables should never be left unattended. Every reasonable precaution is taken to protect against loss of, or damage to, your property, but no liability is accepted. Lost or found items should be reported immediately to the reception.

Change of Details and Annual Eligibility Check Policy

- All staff members must provide their up-to-date contact details. If a staff changes his/her address, telephone number, email address, immigration status or any other details, The Institution must be informed with the up-to-date information (within 5 days)
- All migrant workers must bring their ORIGINAL Immigration document such as Passport and Permissions to work documents every year for an Annual Eligibility Check. This check is required before the beginning of September term if applicable.

Policy Documents

In addition to the website publication of policies, there is a full paper set available at the office of the Head of Academics.

All staff members are advised to read the policy manual of the Institution and follow the rules and regulation. Should any staff member have any confusion about anything please do not hesitate to contact the Head of Academics.

Technician Support

Requests for audio-visual and other technician support services should be made in advance with the Admin department.

Telephone Calls/e-mails/Internet

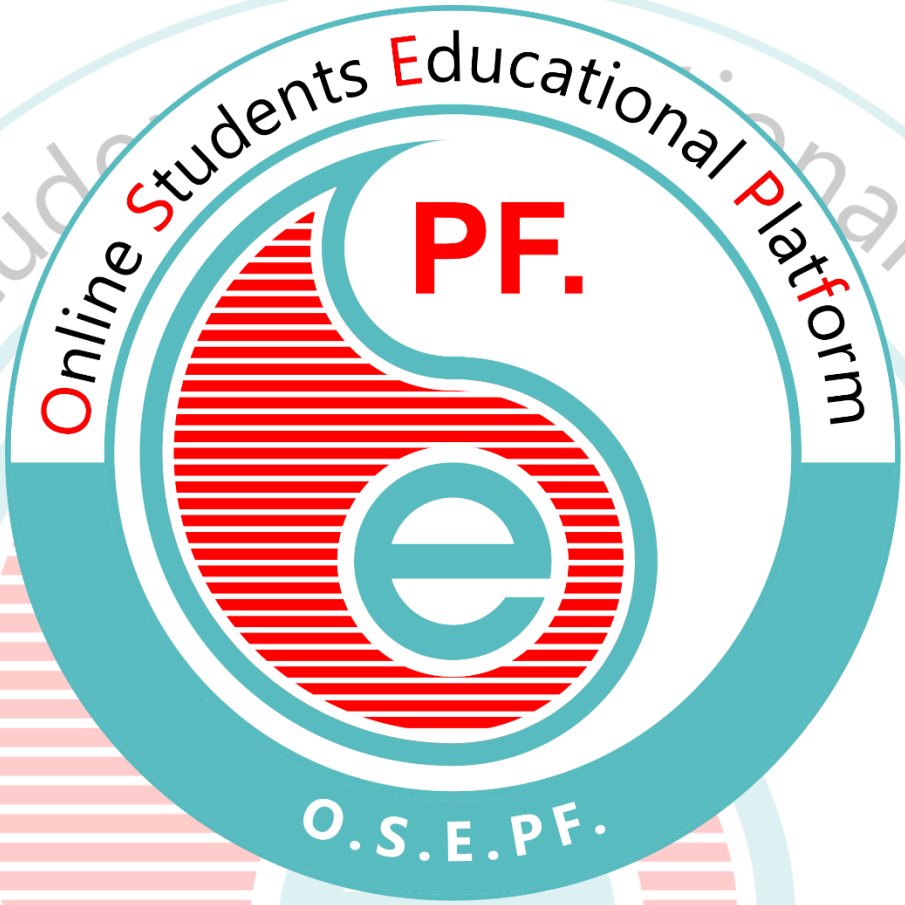
You should not use the Institution's telephones for private calls except in emergency, and only with the permission of your Head of Department.

Usage of the above should be kept to a minimum and, where possible, conducted during breaks or outside working hours. Any member of staff found to be abusing the situation, as a result of random monitoring, will be subject to disciplinary action, which could include dismissal.

Code of Practice for Staff

- A professional relationship will be maintained with students, which avoids over familiarity, favouritism or collusion.

- All participants must be given a fair and just allocation of interest and support from staff within the context of varying individual needs.
- No participant will be discriminated against or treated disrespectfully on the basis of ethnicity, disability, gender, academic ability or personal characteristics
- participants must be given clear boundaries and deadlines so that their educational experience is planned and structured
- It is the responsibility of curricular staff to ensure that participants have a positive learning experience and are enabled to provide comment on their experience in a variety of ways
- All participants complaints and concerns must be taken seriously and dealt with in accordance with the student complaints procedure. Line management should be informed of problems at the earliest opportunity
- Staff will on no occasion have physical contact with participants other than to protect the student, themselves or others from a potentially harmful situation (this does not refer to the appropriate use of touch which is taught as part of some courses, e.g. lifting and handling)



Faculty Job Description

Faculty Job Description

Faculty policies and guidelines

The Quality team at OUS Academy is responsible for administration of personnel policies, guidelines, and procedures related to faculty. This office has responsibility for reviewing and approving faculty recruiting processes, training of new faculty, monitoring development of class material. This team also insures the faculty are apprised of changes and directs appointments for class delivery and maintains accurate student records.

Online Cultural Diversity Communication

Our faculty are the closest and direct representatives of the institute with the students and their endeavors to excel in their chosen field of study. To this end it is paramount to monitor and insure the faculty are communicating with our participants in a timely and respectful manner in every means of media. E-mail messages are to be carefully developed to reflect the positive and helpful aspects of participant's comments, questions, and concerns. Fully answered and follow-up when required to assure the participant have the tool and support required for an excellent experience in the online class environment.

The respect and timeliness also applies to the inquiries and direction of the staff, administration, and other faculty members. Faculty are tasked with maintaining the high level of positive communication. Tone and messaging is critical in the international arena with the complexity of cultures that the faculty, staff, and administration are tasked with fielding questions that are important to our customers. Academic quality control measures require the constant practice and development of respect.

Lecture based course delivery

Faculty are tasked with being meticulously prepared for each class setting of lecture based material and participants are expected to study additional hours each week. Participants are given handouts of the lecture and power point presentations. These in addition to recorded webinar sessions are available to the online participants.

Developing Lecture Material

Faculty lecture material is a critical feature of the course delivery system. As such the material represents the expertise and passion for our faculty in the business community. The business unit provides guidance for the faculty in the development of lecture material. These general guideline of content supported by power point presentations are developed in the form of student handouts (syllabus construction) and upcoming innovative concepts of student guides. These student guides area encompassing with annual lecture topics and sequential accommodations.

Well noted is the lecture material will want to have a consistency and academic rigor recognizable by the participants which will enhance their learning and preparation for assessment criteria and exam preparation.

Assessment Criteria

Assessment criteria are the generally implicit rules reflecting the program and level, acquired knowledge in the course of the studies addressed. Can be related to the criteria of student academic accomplishment and criteria for success in demonstrating their knowledge relevant to the learning outcomes. ISB education assessments are consistent with qualification standards and are regularly reviewed for consistency Standards

Qualification

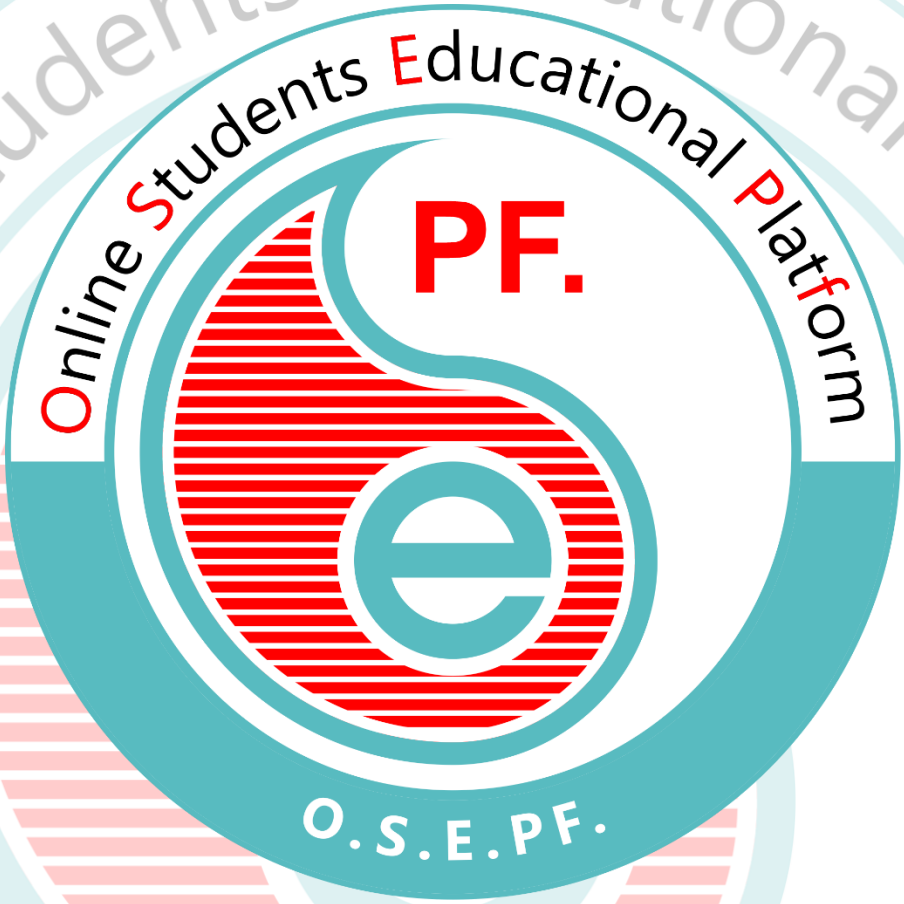
These standards are cataloged and identified under the assessment methods comprised of listing the course Unit name and Methods of assessment are Examination and Assignment. The overall Unit mark is computed from the weighted mean of its components. The pass mark for a Unit is **51%**.

Accessibility

Guidelines are reviewed relating to assessment practices to ensure compliance with equality law to confirm our processes are fit for purpose.

Modifications and Certain Conditions

OUS Academy is committed to providing reasonable adjustments and special consideration for disabled candidates, or those facing exceptional circumstances.



Rights and obligations

Rights and obligations

A. Rights

As faculty at OUS Academy you will have the following rights:

1. Add, modify or delete Information from the material which are not valid anymore. You should get confirmed from the quality team before doing any changes.
2. Free access to ISB online library
3. Have workstation during your visit to our mother institute in Switzerland
4. Request from ISB to buy books, if important books are not available in our library (this should be relevant to the students' needs).
5. Request to add new Information on the library (depend on the case)
6. After discussing with ISB quality team, you can use part of your hours for writing and creating new texts/modules... etc. This material belongs to ISB.
7. Payments for hourly based faculty: If you are engaged on hour based, the salary will be paid once per term in the end of each term. (terms are jan – Mar, Apr – Jun, Jul – Sep and Oct – Dec)
8. Payments for monthly faculty: If you are engaged on monthly based, the salary will be paid every month between the 20th of the month and the 5th of the following month.
9. Other rights can be discussed and evaluated depend on the situations.

B. Obligations

As faculty at OUS Academy you will have the following Obligations:

1. Follow the time table as planned (Lectures, Tutors lessons ... etc.)

2. Entering your email on regular basis and answering the students ASAP.

3. All information (books, materials, lectures, notice...etc.) belong to OUS Academy and you have right only to use them for teaching purpose within OUS Academy Portal only. You have no right to forward them, publish them, sell them or do anything else for any reason without permission of OUS Academy quality committee. The permission should be signed from the head of the Committee.

4. You have to notify the quality team if any changes in the material should be done.

5. Inform the quality team if any matter happens which can be related to OUS Academy (external forums, external discussion ...etc.).

6. To follow all guidlines which you will get from OUS Academy.

7. Anything you do for OUS Academy or its participants belong to OUS Academy and you don't have the right to use them outside of OUS Academy without specific permission of OUS Academy quality team.

8. The faculty is obligated to protect the interest of OUS Academy.

9. Any Faculty break any of the rules, put him/herself under legal responsibility.

10. The Emirati law is the only law will be used in any legal issues.

C. Requirement of confidentiality

The employee with his signature agreed:

1. All Information which the employee will knows about OUS Academy or its Partners, is not allowed, not during the work with OUS Academy or after it, to forward it further
2. All Materials which the faculty member make during the Work at OUS Academy will belong to OUS Academy.

3. after terminating the agreement not to distribute any information about OUS Academy or its parter's institutes or the teams (negative or positive)

4. If Employee will not follow the Requirement of confidentiality s/he agree to pay a penalty of 1.000.000 AED (one million Dirham Emirati).

Trainer, Assessor, and Internal Verifier Support Policy

Policy Title: Trainer, Assessor, and Internal Verifier Support Policy

Policy Statement:

At ISB we are committed to providing our Trainers, Assessors, and Internal Verifiers with the necessary time, resources, and authority to perform their roles and responsibilities effectively. This policy outlines our dedication to creating a supportive and conducive environment that enables these professionals to excel in their vital functions.

Policy Objectives:

To ensure that trainers, assessors, and internal verifiers have sufficient time to prepare, deliver, and assess qualifications.

To provide the necessary resources, including training materials and equipment, to support effective performance.

To grant the authority and autonomy required to carry out responsibilities with professionalism and integrity.

Policy Guidelines:

1. Time Allocation:

a) Trainers and assessors will be allocated reasonable and sufficient time for course planning, delivery, and assessment.

b) Internal verifiers will have adequate time to conduct internal verification processes effectively.

2. Resource Provision:

a) Ensure that trainers and assessors have access to up-to-date course materials, curriculum, and assessment tools.

b) Provide access to necessary facilities, equipment, and technology to support training and assessment activities.

c) Allocate budget and resources for continuous professional development and training of trainers, assessors, and internal verifiers.

3. Authority and Autonomy:

a) Empower trainers and assessors to make decisions related to course content and assessment methods within established guidelines.

b) Grant internal verifiers the authority to conduct verification processes independently and impartially.

c) Encourage open communication channels for trainers, assessors, and internal verifiers to express concerns and suggestions.

4. Workload Management:

a) Monitor and manage the workload of trainers, assessors, and internal verifiers to prevent excessive or unmanageable responsibilities.

b) Implement effective rostering and scheduling to ensure equitable distribution of tasks.

5. Professional Development:

a) Provide opportunities for trainers, assessors, and internal verifiers to enhance their skills and knowledge through regular professional development programs.

b) Encourage trainers, assessors, and internal verifiers to stay updated with industry best practices.

6. Evaluation and Feedback:

a) Conduct regular performance evaluations for trainers, assessors, and internal verifiers.

b) Encourage feedback from learners and colleagues to identify areas for improvement and support.

7. Compliance and Accountability:

a) Ensure that all policies and procedures related to training, assessment, and internal verification are followed and upheld.

b) Hold trainers, assessors, and internal verifiers accountable for their roles and responsibilities.

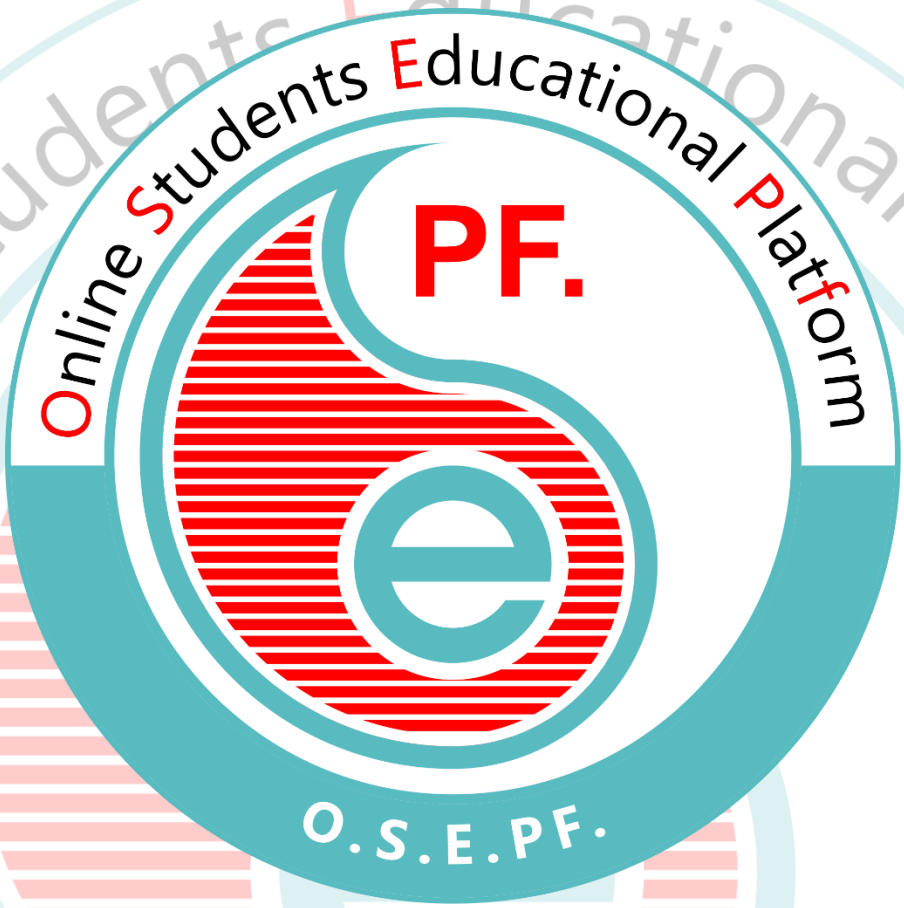
8. Continuous Improvement:

a) Regularly review and update this policy to adapt to changing needs and requirements.

Policy Review:

This policy will be reviewed annually to assess its effectiveness and make necessary improvements. Any proposed changes to this policy will be communicated to all relevant stakeholders.

This Trainer, Assessor, and Internal Verifier Support Policy reaffirms our commitment to fostering a supportive environment that enables our education professionals to excel in their roles, contributing to the overall success of ISB.



Staff Development and Performance Review (SDPR)

Notes of Guidance- Revised and updated

Staff Development and Performance Review (SDPR)

Notes of Guidance- Revised and updated

Philosophy of the OUS Academy Staff Development and Performance Review (SDPR) Scheme

This Policy document replaces OUS Academy Training and Development Policy and will be effective from 1st January 2024. The OUS Academy SDPR Scheme aims to link individual performance review with plans for organisational and staff development. At the heart of the Scheme lies the notion that every member of OUS Academy's staff should be expected, encouraged and enabled to conduct a regular and systematic self-evaluation of his or her own practice, to promote professional self-development. This evaluation and development should be assisted by peer review and is focused through a structured process involving interviews by appropriate appraisers, leading to defined outcomes such as specific individual development objectives.

The Academic Head and other managers in the Institution have particular responsibility as appraisers, and Course Coordinators are accountable for the effective operation of the Scheme within each academic department.

In this context, 'managers' refers to those senior staff, who have line management responsibilities including planning and selecting individuals' work programmes, and setting priorities and allocating resources for staff development. In general, managers involved in appraising the performance of others should themselves be subject to a systematic performance review scheme.

OUS Academy's SDPR Scheme will be separate from procedures relating to the resolution of grievances, discipline, probation, remuneration and promotion. However, the longer term aim will be to work with staff to relate all these procedures to one another, so as to provide a supportive framework which recognises the professional nature of the teaching and other administrative role; advances and protects the interests and standards of the profession, and commands the confidence of staff.

Overall Aim

The overall aim of the SDPR Scheme is to improve service to students and other clients by linking review of individuals' past performance with plans for future organisational and individual development. This will maintain and enhance the quality, morale and motivation of academic staff and reconcile their professional interests with those of the Institution, its students and clients.

The SDPR Scheme aims to link individual and organisational needs by assessing past performance and future development potential. This will involve:

- Reviewing past performance.
- Recognising an individual's achievements and contributions.
- Identifying an individual's strengths and weaknesses.
- Setting feasible performance objectives.
- Planning staff development and improvements in performance within the framework of organisational needs of OUS Academy

Through appraisal, every member of academic and administrative staff will be expected, encouraged and enabled to conduct regular and systematic self evaluation of his or her own practice, to promote professional self development.

General Features of the Scheme

Staff Development and Performance Review is an important part of the process whereby

a. Senior managers communicate and clarify the implications of OUS Academy strategic plans to individual staff; and

b. Individuals ensure that their full contribution and their own reasonable professional aspirations are recognised.

The SDPR process complements the many other activities which aim to formulate and achieve organisational objectives and create a context for professional development. It is not and must not be seen as a substitute for those other activities.

The SDPR of the Institution's academic staff is seen as a continuous process which includes a structured appraisal meeting. During this process appraisers will:

- Assist individuals with their own development within the institution.
- Discuss and agree development needs and consider professional aspirations.
- Communicate, clarify and discuss Institution plans with individual staff.
- Identify changes that would help towards improvements in performance, individually or collectively.
- Help staff evaluate their own effectiveness at work, identifying areas of strengths and considering where improvements can be made.

For professional self-evaluation and development every member of staff should:

- Keep a personal record of achievement, with a regularly updated curriculum vitae (CV) forming a public part of that record.
- Maintain a continuing professional development plan including agreed objectives. This will be essentially self-managed but subject to joint review by appraiser and appraisee.

- Participate in a process of appraisal (including the observation of the appraisee's work) which recognises the value of peer review and self-evaluation.

The full SDPR meeting will take place once in a year and will draw together all elements of the appraisal process i.e. student feedback and observation of the teaching process. The outcome is a six month/one year action plan. A formal review of the action plan takes place to update it, discuss progress and agree any additional support required.

Staff on Probation - For staff on probation it is important that they are adequately supported during the early years of their career. They will come within the probation procedure in the first three months and this is then followed by annual appraisal.

The Academic Head and Head of Administration and Compliance will need to determine an appropriate method of allocating appraisees between those who are due a full appraisal and a formal review.

Staff Development and Performance Review Scheme Benefits

Staff Development and Performance Review Scheme aims to support a constructive partnership between staff and managers in matching individual and organisational needs and aspirations.

Benefits to the staff:

- To provide a context for constructive evaluation of individual performance.
- To ensure a systematic basis for development and training.
- To provide an opportunity for staff to discuss their problems and aspirations openly with their managers.
- To enable staff to review their own performance and to clarify organisational needs and priorities.
- To enable staff to satisfy the demands of changing institutional requirements.
- To enhance job satisfaction.
- To improve knowledge with regard to the operation of the Institution and education in general.
- To assist in the realisation of individual potential.

Benefits to the Institution:

- To achieve the stated institutional objectives.
- To underpin, support and enhance the quality of the learning experience.
- To maintain and develop the relevance of existing expertise.
- Supports implementation of the Personnel Strategy, equal opportunities and other policies.
- To improve communications and promote positive professional relations.
- To create a sense of identity and motivation in members of staff.
- To increase efficiency, effectiveness and general competence.

OUS Academy's Commitment to Staff

One of the core ethics of the OUS Academy is to 'encourage all students and staff to aspire to high standards, develop to their full potential and apply knowledge and skills to the benefit of the society'. This value is based on three key commitments for our staff:

- As an institution dedicated to the pursuit of knowledge, the Institution recognises the importance of learning and development in people's lives and should seek to support this for its staff as well as for its students.
- The recognition of the importance of developing staff so that they are best placed to contribute to the achievement of individual, departmental and institutional objectives in the context of strategic ambitions.
- That the principles of equality, equity, diversity and fairness should underpin our development provision so we are able to maximise the potential contribution of all individuals within our diverse workforce.

What staff should expect from OUS Academy?

Each member of staff has the right to expect to receive staff development entitlements which give opportunities to:

- be inducted into the Institution and understand its ways of working including what contribution that individual is expected to make;
- be supported to develop the competence and capability for which the member of staff has been employed;
- have the opportunity to develop new competencies and capabilities of relevance to the individual's employment at the Institution, and which enhance career prospects and lifelong learning both within the Institution and outside of it;

- participate in the Institution's staff development performance and review (SDPR) process, in collaboration with the line manager, which gives opportunities for on-going support, an annual review of the individual's past development and identification of plans for the future;
- Be interviewed by the line manager on leaving the Institution to explore any lessons to be learned by the member of staff or the Institution.

What OUS Academy expects from staff?

The OUS Academy has the right to expect that each member of staff, as part of the individual's contractual obligations, will:

- develop his/her competence and capability which are aligned to the Institution's strategy as it may be operationalised at faculty, departmental, team or individual level;
- in collaboration with the line manager, participate in the Institution's staff development and performance review (SDPR) process which includes opportunity for appropriate on-going support, undertaking an annual review of the individual's past development and identification of plans for the future;
- take personal responsibility to update specific expertise on a regular basis, and as appropriate to the nature of the individual's post;
- contribute to team staff development where appropriate;
- Keep a record of his/her staff development activity.

Staff Development

Definition

Staff Development is the acquisition and development of skills and knowledge through a planned and deliberate learning process in order to improve personal and organisational effectiveness. More broadly, staff development also includes other personal development activities and opportunistic learning which will enhance the individual's contribution in the work context.

The staff development process encompasses:

- The identification of individual staff development needs.
- The design of individual development plans.
- The provision of appropriate development activities within the Institution.

Aims of Staff Development

The aim of staff development at OUS Academy is to support staff both corporately and as individuals in the context of strategic objectives and the Institution Development Plan to meet the needs arising from:

- Institutional development
- Professional development
- Personal development

Institutional Development

- Staff development planning will be an integral part of the strategic planning process of OUS Academy
- The annual staff development plan and internal development programmes will be based on the analysis of needs carried out in the context of the strategic plan/development plan and external initiatives which will impact upon the Institution.
- Staff at all levels will be supported in responding to changing duties, roles and responsibilities associated with institutional and personal development.

Professional Development

- Staff development will seek to prepare staff for changes in their duties, roles and responsibilities.
- Staff development will address issues raised in operational plans and through self-assessment.
- Staff development will seek to ensure all staff has a programme of continuous professional development to ensure they meet their full potential.
- The SDPR Scheme will ensure the continuous professional development of each individual within the context of the Institution's strategic and operational objectives.
- All staff will undertake appraisal training before their first appraisal.

Personal Development

- All newly appointed staff will undertake an induction programme and induction training.

- All newly appointed staff and those undertaking new roles will receive the support of a senior staff.
- Newly appointed staff undertaking teaching/training roles will be encouraged in obtaining a teaching qualification.
- The annual appraisal will address issues relating to personal development needs.
- Staffs will he encouraged to undertake appropriate training to ensure they are able to develop individual skills needed to meet their personal targets and objectives.

Policy Practices

- The OUS Academy aims to train and develop its entire staff. The Institution expects the achievement of this is through providing accessible, high quality development opportunities in education, learning and research. The quality and commitment of OUS Academy's staff are fundamental to achieving its mission; the Institution aims to foster a professional approach in all staff and to encourage their contribution as team members.
- The development of all Institution staff is integral to the pursuit of quality, effectiveness and success. The Institution seeks to maximise individual contribution at all levels by providing appropriate opportunities for personal and professional development.
- The development needs of all members of staff will be reviewed at least annually as part of the Personal Development and Review process. Staffs are encouraged to produce a personal portfolio of their PPD activities to assist in planning their future needs.
- OUS Academy is fully committed to ensuring that all employees have the relevant knowledge, skills and expertise to perform their work to consistently high standards and to achieve their full potential. OUS Academy recognizes that training and development is fundamental to ensure the effective provision and quality of its services to students, business, and the community.
- OUS Academy supports the concept of lifelong learning supported by a culture that encourages employees to take ownership for their own professional development. Employees are empowered to identify their own training and development needs and discuss these with their line manager.

OUS Academy Academic

Appraisal discussions should be set in the context of the OUS Academy academic definition and its implementation within the department. This definition outlines the expectation that all academic staff should contribute to both teaching or teaching and professional practice development. It also identifies a number of key elements within the role which staff should be seeking to achieve and demonstrate. These are:

- knowledge of their academic subject area
- contribution to teaching and learning
- contribution, as appropriate, to consultancy and professional practice
- maintaining a high standard of professional conduct

Appraisee and appraiser should come to the appraisal meeting having considered each of these elements in terms of what has been achieved to date and what further development may be needed in order to fully meet the definition.

Role Definition

The 'Role Definition' document which accompanies the scheme provides a generic definition of the elements identified above and also contains examples of how these skills and attributes can be demonstrated. Appraisees and appraisers are expected to use this summary as an aid to the appraisal process in terms of structuring preparation and focusing the discussion at the appraisal meeting. In all cases the appraisal meeting should therefore include a discussion about each of the elements and what examples can be used to demonstrate effective performance.

Performance Management

The appraisal and development process is an essential element in the ongoing management of performance. The link between performance and development has always been a central part of the scheme and hence conducting a review of performance is an essential part of the process. This will involve:

- reviewing past performance
- recognising an individual's achievements and contributions
- identifying an individual's strengths and weaknesses
- setting feasible performance objectives
- Planning staff development and improvements in performance within the framework of organizational needs.

The appraisal meeting provides an opportunity to discuss and receive feedback about achievements but the appraiser also has a responsibility to raise concerns, where they exist, and to agree with the appraisee the action needed. The appraisal meeting should not contain any surprises but should bring together any issues that have already been raised in the ongoing discussions between appraiser and appraisee.

If areas for improvement have been discussed during the appraisal meeting then an agreed action plan should be implemented and the progress made should be considered by the appraisee and

appraiser at the interim review meeting, or it may be appropriate to set a shorter review period and hence meet sooner. If at the time of the review meeting there is evidence that progress is being made then further action is unlikely to be necessary. In such cases the next full appraisal meeting will normally be the forum for further discussions about performance.

Further Action Outside of the Appraisal Process

In the cases of more serious under performance, action may be appropriate under the formal performance management procedure. The appraisal and development process is separate from any formal procedure such as this and hence in such cases appraisal documentation cannot be used as contributory evidence in any formal proceedings.

Equal Opportunities

OUS Academy has a positive commitment to equality of opportunity as set out in the Equal Opportunity Policy Statement and the appraisal process operates within this framework. Appraisers have a responsibility to ensure that they conduct the appraisal process in a manner consistent with this Policy. In particular appraisers should consider issues such as:

- the conduct of the appraisal meeting itself
- the process for seeking feedback about the appraisee from others
- the aspirations of the appraisee, and whether and how these can be supported
- the outcomes and objectives agreed at the appraisal meeting
- The access to resources to assist with development.

Appraisal and Planning

It is essential that inputs to appraisal and the outcomes of appraisal link to the Institution planning process. Hence before the appraisal meeting takes place appraisers should ensure that they have an understanding of the Institution plans and commitments, the OUS Academy academic, and how these impact on individual review and the setting and agreeing of performance/development actions. Appraiser briefing sessions should take place as a means of sharing relevant information before the appraisal round.

The Academic Head and Head of Administration and Compliance have a responsibility to ensure that:

- the timing of the appraisal round and its relationship to the planning process is articulated to appraisers and appraisees
- both appraisees and appraisers are sufficiently aware of the Institution's long and short term objectives
- the aspirations and needs and of appraisees are harmonised with the expectations of the Institution
- They have considered how the appraiser will be able to reconcile the need to be able to commit resources, make decisions etc. in relation to the appraisee against the need to co-ordinate resource allocation, prioritise development etc.

It is a requirement of the scheme that appraisers are trained before they conduct an appraisal meeting. It is also helpful for appraisers to meet after the appraisal round to discuss any issues that may have arisen, such as allocation of resources, and to involve appraisers in the further development and implementation of the scheme in the Institution.

Appointment of Appraisers

Appraisers should have sufficient knowledge of the work of the appraisee, and management responsibility for them including planning and selecting work programmes, and setting priorities and allocating resources. Academic Head, Head of Administration and Compliance, and other managers (such as Course Co-ordinators) will undertake this role. Chief Executive or Senior Lecturers may act as appraisers.

An appraisee has the right to request an alternative appraiser and such requests will be considered by the Chief Executive. The advice Personnel Services should be sought in relation to any particular problems in appraiser/appraisee relationships.

The scheme recommends that no appraiser should normally deal with more than 6 staff.

Peer Review

Peer review is encouraged as a powerful and supportive method of providing feedback to staff. Peer review is not a formal part of the appraisal scheme. It is an informal part of the process through which the appraisee arranges to meet with a colleague(s) to reflect on and discuss their performance and contribution and hence prepare for the appraisal meeting.

It is recommended that peer review is used at an early stage to help appraisees with their self evaluation. Issues raised can then be fed into the formal process at the discretion of the appraisee.

1 Observation/Review of the Teaching Process

This is an important element of the scheme and one which should be structured and planned appropriately. OUS Academy believes that observation of teaching is particularly effective if conducted by peers and this approach is therefore recommended. The following guidelines should be followed:

- teaching and other processes will be observed at least twice in a year in line with the full appraisal meeting
- all appraisees must be observed in a full appraisal cycle.
- the observation must be structured (a proforma has been developed for this purpose)
- An appropriate range of processes should be observed and reviewed e.g. lectures, seminars, workshops and on line materials. In all cases the appraisee and observer will agree which sessions should be observed/reviewed
- Feedback in the form of a written evaluation will be discussed with the appraisee who will bring the output of the observation(s) to the appraisal meeting.

Student & Participant Feedback

The principle of using student & Participant feedback in the appraisal process is articulated in the scheme and hence the appraisees are expected to include student feedback as part of the appraisal process. It is recognised that there may be practical difficulties in attributing feedback to individual members of staff. Where this is the case then the feedback relating to the service with which the individual is associated should be considered.

Prior to the appraisal meeting, the appraiser and appraisee should meet to identify the feedback that will be useful and relevant and should agree how this should be obtained. They should seek to ensure that as far as possible the feedback is representative in terms of the number of students responding and the range of teaching processes that are being considered. The feedback should be available to both appraiser and appraisee. Students should also be made aware of the purposes for which the feedback will be used.

Both appraisee and appraiser will consider the feedback obtained prior to the appraisal meeting:

- appraisees are expected to reflect on this feedback in their written self critical evaluation prepared in advance of the appraisal meeting

- Appraisers will use the feedback in their preparation and will discuss this with the appraisees during the appraisal meeting.

The Appraisal Process

1 Preparation for the appraisal meeting (appraisee and appraiser)

The appraisal process is seen as a joint exercise in which contribution from both appraiser and appraisee is critical to the successful operation of the scheme.

Careful preparation by both parties is essential in achieving constructive and meaningful appraisal. The scheme is founded on self evaluation by the appraisee but the process will not be successful unless the appraiser can also make an accurate and informed contribution. The appraiser should therefore gather information, make an initial judgement and be prepared to present this to the appraisee at the appraisal meeting.

The following provides an overview of the preparation and process to be completed:

The appraisee and appraiser are required to consider the contribution made by the appraisee over the appraisal period and be prepared to discuss this at the appraisal meeting. This will be done within the context of the OUS Academy's Academic and the Role Definition and hence these documents need to be considered by both appraiser and appraisee prior to the appraisal meeting

The appraisee will be expected to provide a written review of their performance prior to the appraisal meeting.

When doing this the appraisee might wish to consider the following questions;

a) What have been the main achievements?

b) What part of the role has given the greatest satisfaction?

c) What part of the role has given the least satisfaction? Is there something that could be done to overcome this?

d) Are there problems or difficulties which prevented the appraisee from achieving what was intended?

e) Have those problems been overcome?

f) What things can be done by others to help improve performance?

g) What will be the main goals for the next appraisal period?

h) What development needs are there?

i) What career development issues are there?

- The appraisee will also be required to provide an updated CV
- The appraiser will be required to provide the appraisee with feedback at the appraisal meeting and subsequently to confirm this discussion by completing the Record after the appraisal meeting
- When preparing for the appraisal meeting, appraisees and appraisers are also expected to:
- seek the views of appropriate Course Co-ordinators and other appropriate staff prior to the meeting
- consult appropriate course materials, students results, annual reviews, monitoring and evaluation reports
- seek views from other staffs about the contribution of the appraisee, as well as consult with the relevant staff about issues which should be included in the appraisal discussions and which may form part of the action plan
- assemble appropriate information relating to the observation of the teaching process
- assemble structured student & Participant feedback

2 Conduct of the Appraisal Meeting

It is intended that the meeting should be a thorough and well structured review carried out in a positive manner. The discussion should be as full and frank as possible so that the conclusions reached are clear to both parties. Thus an agenda should be agreed at the start of the meeting. All issues should be tackled in as constructive a manner as possible. There may be a legitimate difference of view but a positive appraisal meeting provides an opportunity for tackling such issues in a constructive way.

3 Agreement of the Appraisal Action Plan

The discussion at the appraisal meeting will include the action plan for the forthcoming period. The intention is to reach agreement on a number of objectives (four to six will be the usual number). When discussing and setting objectives the following should be considered:

- objectives should have clear outcomes and these should be measurable or observable as far as possible

- objectives may also be developmental and hence should state the training and development support that can be made available
- timescales should be agreed
- objectives should be fully aligned with Institution objectives

4 Completion of the Appraisal and Development Record

After the interview the appraiser completes the appraisal record. This should be a succinct commentary of the key elements of the discussion. This should record both agreement and disagreement. This should also contain the records of the discussion about the appraisee's longer term aspirations as well as the agreed action plan. The latter should include any resource implications of the action plan.

5 Interim Review Meeting

After the completion of the appraisal record the appraiser and appraisee should agree a date for the interim review meeting. This should be approximately six months after the appraisal meeting. The date of the review meeting will be entered on the appraisal record. The purpose of the review meeting is to consider the previously agreed action plan, agree amendments to the plan and discuss any additional support that might be required. Where the discussion results in amendments to the action plan, then these should be entered onto the appraisal record which will be signed by both appraisee and appraiser. If it is felt useful to record any of the discussion then a brief summary should be appended to the appraisal record.

6 Summary of the Appraisal Process

The timing of the Institutions appraisal cycle will be determined by the Academic Head and Head of Administration and Compliance. A summary of the appraisal process is attached at Appendix A.

Confidentiality

Confidentiality is important to foster an open dialogue and the requirement for confidentiality covers all parties. This relates both to the discussion at the appraisal meeting and the access to the completed appraisal documents.

The appraisal documents will be restricted information held in a secure location in the Institution and accessible only to the appraisee and appraiser; the Chief Executive or his/her nominee; the Academic Head or Head of Administration and Compliance.

The appraisal meeting will be most effective if the appraiser is able to refer to the previous discussion and hence s/he will have access to the previous record. The appraisee should give his/her consent before appraisal information can be made available to any other party.

Appeal Process

Agreement on all points is not an essential requirement and disagreements can be recorded on the form as such. Where there is serious disagreement (for example one so fundamental as to prevent agreement on an action plan and staff development needs) then the appraisee can appeal to the Chief Executive or his/her nominee or other appropriate person if the Chief Executive is the appraiser.

Monitoring and Evaluation

The Academic Head and Head of Administration and Compliance will be required to provide a regular report to the Chief Executive and are recommended to ensure that the scheme's implementation is both monitored and evaluated within the Institution. The Chief Executive is responsible for facilitating the exchange of experience and the fostering of good practice.

Appraisal Documentation

The following documents form part of the Appraisal and Development Scheme:

a) Appraisal and Development Scheme – notes of guidance

b) OUS Academy academic: a definition

c) Appraisal and Development Scheme – role definition

d) CV Framework

e) Teaching Observation Record

f) Personal Development Record

RESPONSIBILITIES FOR STAFF DEVELOPMENT

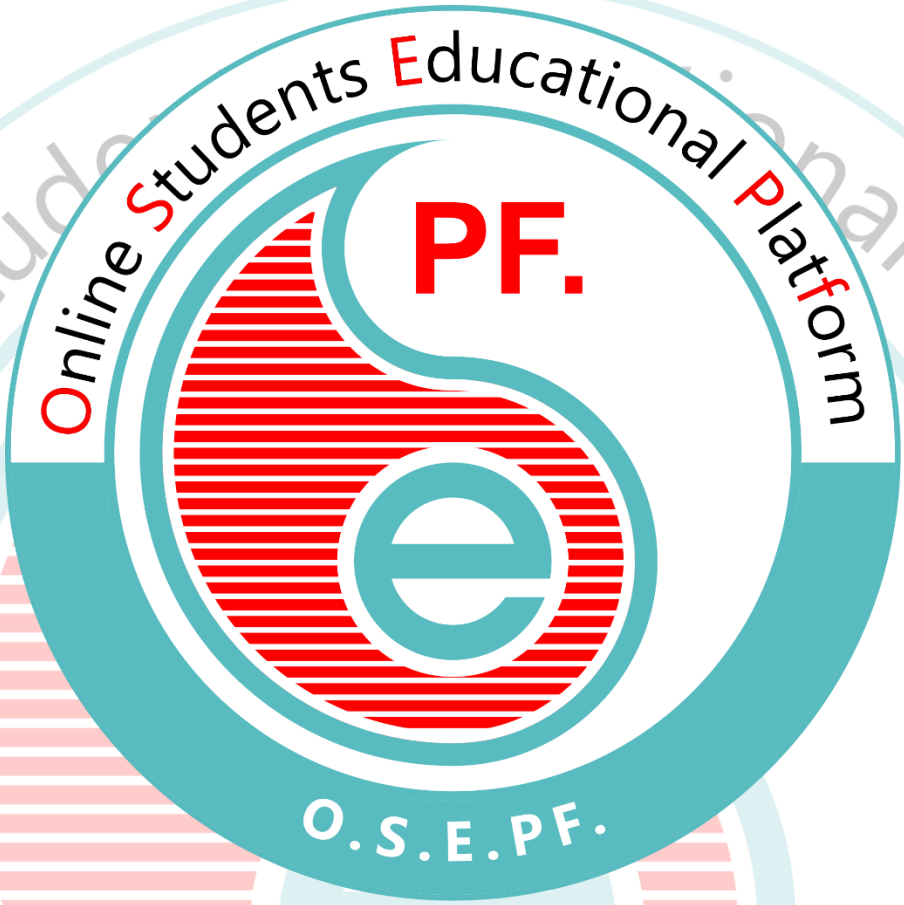
Overall Responsibility for Staff Development

- The Chief Executive of the Institution has overarching responsibility for policy implementation relating to the development of all staff. Individual staffs however, should expect to take ownership of their own development and are actively encouraged to do so.
- Course Coordinators of different departments are responsible through the OUS Academy's overall planning process for formulating and implementing an annual plan for academic & non- academic staff of their respective departments.
- Staff development plans and priorities should be part of this plan. Individual development needs, which arise from structured appraisal meetings, are taken into account in this context.
- Staff with managerial responsibility for others will be expected to give active support to staff to help them identify their training needs. Managers should also establish appropriate mechanisms for meeting these needs and review with the individual the success of any development process.

POLICY REVIEW & AMENDMENTS

Annual Review

- This policy will be reviewed at least annually to ensure that it remains relevant, appropriate and in line with OUS Academy's aspirations and strategic plans.



Some Strategies for Improving Teaching

Online Students Educational Platform
PF.
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Some Strategies for Improving Teaching

There is more than one way of teaching well.

Therefore, the ideas presented in this document offer a range of effective strategies for improving teaching from which an instructor can select those which best suit his or her teaching style as well as the course level, size, and content. With judicious selection and adaptation, both novices and experienced teachers can augment their teaching strengths, correct or ameliorate their teaching weaknesses, and greatly expand their repertoire of teaching techniques to respond to new teaching situations.

Section 1 – Being Prepared

Tip 1- Be well-prepared

Maintain your enthusiasm for the subject matter

Have your course reflect your own professional growth

Completely reworking your lecture notes each time you teach the course. It's important to completely redo your notes each time you teach the course. It helps you rethink the material so that the ideas seem fresh and new to you as well as to the students.

Tip 2 - Review several textbooks for each lecture topic

Introduce recent developments in the field

Have your lectures complement the textbook

There is no such thing as the perfect textbook; each has its strengths and weaknesses. By comparing several approaches, you may be able to distil the best definitions, explanations and examples and are less likely to overlook important aspects of the topic.

Tip 3 - Use an abbreviated set of lecture notes

Have a more interesting style of presentation

Students like structure, but they do not like terribly formal lectures delivered verbatim.

Tip 4 - Reread the texts assigned to students

Identify what you think is most important

Complement the textbook

Rereading the text assignment over the weekend not only ensure that it is fresh in your mind, but also you can acknowledge the parts you will find dull, unclear, or especially important.

Tip 5 - Prepare hand-outs of the outline and important details

Be well-prepared

Give lectures that are easy to outline

It is of utmost important to prepare handouts of the lecture outline and any detailed formulae, derivations, or illustrations to be presented in the class. Your handouts should include the essential points of your lecture, including definitions, notations, important formula, and derivations.

Tip 6 - Prepare a detailed course syllabus

Prepare a detailed course syllabus. It should be organised by class session and each section consists of the major topic, four to eight important study questions or issues the students are expected to understand or be prepared to discuss, and the required reading and recommended supplemental readings.

Tip 7 - Teach the same course in a subsequent semester

Profit from your own mistakes

You can frequently teach the same course "back to back" in two consecutive terms. This way you can maximise learning from mistakes you have made.

Section 2 – Know your students

Tip 8 - Have students fill out a background questionnaire

Relate to students as individuals

Invite students to share knowledge and experiences

Learn something about the students' backgrounds

Typically such questionnaires include information on the student's major, prerequisite or related courses taken, job experiences, career plans, and so forth.

Tip 9 - Pair students up to introduce each other

Encourage students to get to know one another

Create a relaxed atmosphere

Pairing students up to introduce themselves first to one another and then to the class. I think this approach tends to establish an atmosphere in which students feel free to talk. It also helps set a pattern for discussion in which students are expected to listen to one another and to address their comments and questions as much toward one another as toward the instructor

Tip 10 - Have students do a structured exercise

Encourage students to get to know one another

Create a relaxed class atmosphere

Developing a structured exercise in which students share their backgrounds with one another. It is especially appropriate in a course on counselling and interviewing, but it might also be used in other seminar or discussion classes where it is important for students to learn how to listen to one another.

Tip 11 - Provide a relaxed informal atmosphere

Get to know your students

Create a climate for discussion

This simple act seems to make the sessions more interactive. People tend to discuss issues over coffee and donuts more readily than in a fixed formal classroom setting.

Tip 12 - Host an informal social gathering for your students

Create a relaxed positive environment

Get to know your students better

Host an informal party halfway through the course. Students become comfortable in saying whatever they want to and are more likely to express their views when they know they are being treated as individuals.

Tip 13 - Ask students their names whenever possible

Relate to students as individuals

Learn student names

Students are hungry for some recognition of their individuality, and they appreciate it enormously when I take time to learn their names.

Tip 14 - Arrive at class 10 minutes early to talk with students

Relate to students as individuals

Arriving at class ten minutes early each day and talking informally with students sitting in different sections of the room.

Tip 15 - Review student transcripts

Motivate students to do their best work

Identify students who may have difficulty in the course

Give help to students who may have difficulty in the course

Reviewing student transcripts to be sure they have prerequisite knowledge and skills to succeed in the course.

Tip 16 - Orient new students to the Institution, the department and course

Help students meet performance objectives

Make new students feel at home at LCC

It is important to orient new students to the Institution in terms of faculty expectations for student performance and the resources available to assist them with any problems they may have. You should let them know where the major tutorial, counselling, and advising services are and invite them to come see you if they are having any difficulties.

Tip 17 - Give a mini-lecture on how to write a paper

Help reinforce high standard of literacy on the campus

In his course, students' papers are subjected to peer as well as faculty critiques; students learn both editing and writing skills.

Tip 18 - Give a mini-lecture on how to read a book

Give students tips on effective reading skills

Give a mini-lecture on how to read a book most efficiently.

Tip 19 - Devote the last day of class to an overall review

Summarise major points

Emphasise conceptual understanding

Devote the last day of class to an overall review of the course concepts and issues. It is important to give an overall review so that students can compare where they were at the beginning of the course to where they are now. By highlighting the main concepts and issues and how they fit together, you give students a conceptual framework for retaining what they have learned in the course as well as for preparing for the final examination.

Tip 20 - Correct students' speaking errors

Help students improve their oral communication skills.

Correct students' diction, grammar, logic, and pronunciation promptly but in a constructive way. If a student makes an error of fact or logic, mispronounces a word, uses words incorrectly or deals in malapropisms, immediately correct him or her by rephrasing what they have said.

Tip 21 - Make personal contact with individual students

Motivate students to do their best work

Get to know your students

Some examples a voluntary questionnaire on the personal and educational backgrounds of members of the class; timetabled one to one tutorial for each student.

Tip 22 - Individualise instruction as much as possible

Relate to students as individuals

It is better to first know the students as individuals, and then focus on their weak points (excessive shyness, lack of confidence, aggressive over-confidence, etc.). Then begin to draw them out individually to help them overcome those weaknesses.

Tip 23 - Treat students like colleagues

Motivate students to do their best work

Help students meet your performance expectations

Section 3 - Lecturing

Tip 24 - Distribute a bibliographic list on each major topic

Give references for more interesting and involved points

Encourage students to read further on a topic

Updating and annotating these bibliographies is made easier if you keep a file on each topic and insert journal articles, book reviews, or notes throughout the year.

Tip 25 - Give students a conceptual framework

Emphasise conceptual understanding

Give students a conceptual framework on which to hang the major ideas and the factual information of the course. The framework might be a structure, a theme, a conceptual typology, a controversial issue, or a theory.

Tip 26 - Divide your course into parts

Discuss recent developments in the field

Respond to student diversity

You can divide course topics into three groups: those which are "Basic" (i.e., should be mastered by every student); those which are "Recommended" (i.e., should be mastered by every student seeking a good competence in the subject); and those which are "Optional" (i.e., should be mastered only by those students with specialised interests).

Tip 27 - Focus your lectures on a few main points

Explain clearly

Emphasise conceptual understanding

Focusing your lecture on a few main points and omitting unnecessary exceptions, complexities or details. The key to explaining clearly is to limit the amount of material covered by a single lecture.

Tip 28 Rephrase explanations of major points several times

Emphasise the main point

Repeat major points several times from a different direction or in different words. Repetition leads to learning, every student will eventually understand.

Tip 29 Use lots of concrete or memorable examples

Have an interesting style of presentation

Most excellent teachers agree that the choice of examples is very important, favouring those that are anecdotal, personal or humorous because they find that students tend to remember these best.

Tip 30 Demonstrate (rather than describe) a concept or idea

Emphasise conceptual understanding

Have an interesting style of presentation

Don't describe how to solve a problem; demonstrate how to solve it on the whiteboard and label and describe the steps and your reasons for them as you go. Demonstrations are superior to discussions because they make use of additional senses. Drawing examples from everyday experiences, even if they cannot be demonstrated in class, will help students to visualise or re-experience them and reinforce their learning.

Tip 31 Empathise with students' difficulties in learning

Explain clearly

Help students follow explanations or difficult concepts

Empathise with the students' difficulties in learning the material for the first time.

Tip 32 Let students know what you're going to discuss and why

Give lectures that are easy to outline

State objectives for each class section

Summarise major points

Beginning each lecture by letting the students know what you are going to talk about and why. By laying out exactly what you are are going to do, you eliminate a lot of student confusion. You

don't want students spending an hour wondering. Why is he talking about that, or what does that have to do with anything, instead of concentrating on what you have to say.

Tip 33 Give students a list of questions

Give students a conceptual framework for taking notes

Give students a list of questions which cover topics to be addressed in your lecture. The questions are designed to give them a conceptual framework and guide so they can identify where we are and where we are going in the overall discussion.

Tip 34 Outline your lecture on the whiteboard as it develops

Reinforce student learning

Keep yourself from going through the material too rapidly

Outline your lecture on the whiteboard as it develops using coloured pens to differentiate major and subordinate heads or points and to diagram relationships.

Tip 35 Use "closed lists" whenever possible in your lectures

Give lectures that are easy to outline

Summarise major points

Closed lists help them both to listen for major points and to take notes. They also provide a very natural bridge or transition mechanism for letting students know when you are changing from one topic to another.

Tip 36 Organise your lectures into 10-minute segments

Organise your lectures to leave time for a summary

Improve the pace and timing of your lectures

The advantage of dividing the time up in this way is that the pace can be adjusted during the lecture when it is clear that it is going to be too long or (rarely) too short. The beginning or the end must not be hurried

Tip 37 Schedule a break if your class exceeds one hour

Give lectures that are easy to outline

Show interest and concern for students

After an hour, it is difficult for students to concentrate and take notes steadily; their efficiency drops. In normal case teachers provide a break after 50 minutes or so to give students a chance to regain their concentration.

Tip 38 Begin and end your lectures with a summary statement

Summarise major points

Beginning and ending your lectures or discussions with a summary statement.

Tip 39 Use the whiteboard for effective summarization

Summarise major points

Give lectures that are easy to outline

You need to plan your whiteboard work carefully so that the most important concepts are still visible at the end of the hour and can be used in making a summary.

Tip 40 Begin with a brief summary of the last meeting

Check students' understanding of a major concepts and ideas

Provide a good transition between major topics

Begin each class period with a brief summary of the main points covered in the last meeting and then calling for students' questions. The advantage of summarising and asking questions at the beginning of a class period is that, the students are fresher and after a brief recapitulation, they are more likely to realise and acknowledge if they have any problems.

Tip 41 Call attention to the most important ideas

Identify what you think is most important

Explicitly call attention to the most important ideas in each lecture.

Tip 42 Explain or demonstrate why a particular point is important

Motivate students to learn

Explaining or demonstrating to students why a particular point is important.

Just saying that it is important is not enough. You need to put the concept in some perspective, to show why it is important. Explaining why an idea is important not only gets the students' attention, it gives them a framework on which to hang the idea.

Tip 43 Indicate the relative importance of ideas

Identify what you consider is most important

Indicate the relative importance of ideas presented in your lecture.

Tip 44 Use dramatic pauses and repetition

Vary the speed and tone of your voice

Have a more interesting style of presentation

Use dramatic pauses and repetition to draw students' attention to the main ideas. Dramatic pauses are another way to highlight important ideas.

Section 4 Get Students Involved

Tip 45 Divide your lecture into blocks of time

Have an interesting style of presentation

Divide the class period into blocks of time, one of which is a discussion segment. Try to vary the class activities by dividing the class period into three segments. For the first 20 minutes of class time, you can build up to a discussion question by presenting evidence, facts or issues. The next 30-40 minutes is devoted to student discussion. The last 20-30 minutes of class is spent analyzing the discussion and bringing the topic to a conclusion. Finally you can end the period by posing a question which students are to think about before the next class meeting. Nevertheless, this approach is very effective for engaging students' interest and encouraging analytical thinking.

Tip 46 Move around the room to promote discussion

Encourage class discussion

Decrease comments directed solely to you as the teacher

Moving around the room in a way which will promote discussion and alters the kinds of interaction you are able to generate among the students.

Tip 47 Redirect student questions

Invite students to share their knowledge

Have students apply concepts to demonstrate understanding

Respond to student questions

Whenever you have reason to believe that there are students in the class who know the answer to a student's question, it is useful to redirect the question to one of those students or to the class as a whole. It tends to involve the other students more with the question and it illustrates how fellow students can be a resource for learning."

Tip 48 Postpone student questions

Handle lengthy, tangential or irrelevant questions

Sometimes students ask questions which go beyond the topic of discussion. These are questions which anticipate an upcoming topic, take a topic to a deeper level than expected, or raise a new issue. The question may be important to the student, but irrelevant for the current discussion. The

teacher must decide either to put the question aside for after class or to deal with it at the moment.

Tip 49 Admit when you don't know the answer

Encourage class discussion

Respond to student questions

Students don't expect you to know everything. They admire your candour when you tell them you don't know, and they appreciate your interest when you find out the answer and tell them later. It's far worse to fake it than to say `I don't know that, but it's a good question and I'll try to find out the answer for you.

Tip 50 Understand why students repeat the same questions

Respond to student questions

Try to keep this in mind and patiently answer all relevant questions. Try to use different language or different examples, hoping that this will make it clear without boring those who grasped the idea a day or two earlier.

Tip 51 Explain the purpose of discussion

Encourage class discussion

Help students prepare for discussion

To get students involved in class discussion, it is helpful to explain the value of their participation and what they can expect to get out of the experience.

Tip 52 Identify discussion questions/issues in advance

Encourage class discussion

Provide a stimulus for discussion

Students are more inclined to participate when they know the focus or intent of the discussion. A preview of the discussion topics can help students organise their thinking and prepare to express their views.

Tip 53 Have students read different books and journal articles

Motivate students to do their best work

Discuss recent developments in the field

Allow students to select different books and journal articles as a basis for discussion. Tell the students to read until they feel that they are familiar enough with the basic concepts, research methods and findings, to take a quiz and participate in a discussion of the topic.

Tip 54 Use an opinion questionnaire as a basis for discussion

Get the discussion started

Having students complete a brief opinion questionnaire and using the results as a basis for discussion.

Tip 55 Begin with common experiences

Encourage class discussion

Beginning the discussion with questions based on common experiences. Students often feel more comfortable talking about an experience they have in common: a field trip, a slide show, a demonstration, a film, a book, an exhibit, etc. A shared experience can stimulate good discussion because, as they exchange their observations, students frequently discover that they have different perceptions and reactions to the same event.

Tip 56 Divide the class into smaller groups

Prepare students for effective discussion

Give students experience in conducting and evaluating discussion

Divide the class into smaller groups. Each group is assigned a specific question or topic to discuss, selected from a list of questions prepared in advance. But, because students do not know beforehand which questions their group will be assigned, they must be prepared to discuss all of them. After the groups have discussed their respective topics, they are called back together and each group summariser presents the results of that group's discussion, highlighting key terms or other information felt to be important.

Tip 57 Try brainstorming techniques

Help students prepare for an analytical or critical discussion

Brainstorming is a method which can be particularly effective in getting students to consider all of the possible causes, consequences, solutions, reasons or contributing factor to some phenomenon. Students are encouraged to contribute ideas rapidly and each idea is written down on the whiteboard. During the formation of the list no idea is to be questioned or criticised by any member of the class. Spontaneity and inventiveness are to be encouraged. Only after a set period of time (ten minutes, for example) or when the group has pretty well exhausted its ideas is an analytical or critical discussion of the ideas permitted.

Tip 58 Assign students responsibility for summarising major points

Encourage class discussion

Summarise major points

Teach students to become active listeners

This strategy is designed not only to encourage students to participate more actively in the discussion but to listen more carefully for the main ideas, since they may be called upon to give the summary.

Tip 59 Introduce students to the good work done by their peers

Invite students to share their knowledge and experiences

Encourage class discussion

Promote exchange of information

There are several techniques that can be used by you to share the ideas and the special knowledge of individual students to the class as a whole.

Tip *60* Require students to bring examples of previous work to class

Invite students to share their knowledge and experiences

Know what knowledge and skills students bring to your course

Build on previous student performance levels

Requiring students in the first week of class to bring examples of work done in previous classes (term papers, blue books, designs, lab reports, etc.). In this way students can share their work and ideas and get to know each other a little better

Tip 61 Encourage students to apply their backgrounds

Motivate students by relating assignments to their interests

Stress interdisciplinary topics and approaches

Foster students' ability to synthesise materials

Encouraging students to write papers related to their backgrounds. If you can get students to realise that they each bring different kinds of talent and expertise to the course and encourage them to apply these, that goes a long way toward motivating them to do their best work.

Tip 6*2* Encourage students to make presentations to the class

Encourage student participation

Draw upon the ideas of students

Tip 6*3* Have students solve problems at the board

Have students apply concepts to demonstrate understanding

This method increases student discussion and interaction and encourages students to pay close attention in class.

Tip 64 Pose a question and call on a student to answer

Have students apply concepts to demonstrate understanding

Question effectively

Posing a question and calling on a student by name to answer. Students often can provide valuable responses to questions that are put to them directly, responses which they might not otherwise volunteer. If students can't respond because they have not done the assigned reading, they will feel badly. But they will usually make a greater effort to be prepared to participate in subsequent class meetings.

Tip 65 Answer a question with a question

Respond to student questions

Encourage students to think for themselves

Students sometimes ask questions about term projects, experiments, or papers out of insecurity or because they want the teacher to tell them what to do. In many cases there is no one "right" answer; students are asking questions of judgment. Although a teacher's reasoned judgment can be helpful to student learning, often it is better for students to arrive at their own conclusions.

Section 5 Is the Class is Understanding you

Tip 66 Increase your eye contact with students

Keep your Camera open: You are the face of OUS Academy during the lecture

Know if the class is understanding you or not

Know if the students are bored or confused

Have a more interesting style of presentation

Increase the amount of eye-contact you have with the students during your lectures.

Tip 67 Ask students if they understand what you are saying

Clear up any confusion students may be having

Identify what is most important or most difficult for students

Tip 68 Call on students to paraphrase or to summarise

Summarise major points before moving on to another topic

Emphasise conceptual understanding

Teach students to be active listeners

Asking questions of specific students has other benefits too. For example, because students know that they may be called upon, they listen more attentively for the main ideas and that in turn helps them to organise their notes better.

Tip 69 Ask questions during lecture

Have students apply concepts to demonstrate understanding

Introduce variety into your lecture

It's important to ask questions of students as you are lecturing. First, it makes students active learners so that they must think about the material, rather than just passively absorb it. Second, it helps you to know if they are understanding what you are saying.

Tip 70 Give students problems to solve during class time

Have students apply concepts to demonstrate understanding

Give help to students who are having difficulty

Giving students problems to solve during class time so that you can observe any difficulties they are having. Having the students try an immediate application of a new concept greatly reinforces their learning.

Tip 71 Reserve the last 10 minutes of class for questions

Give students an opportunity to ask questions or make comments

You will feel better knowing that you will have the time to present the material, and students feel better knowing they have an opportunity to clarify points they may not have understood.

Tip 72 Give frequent assignments

Have students apply concepts to demonstrate understanding

Identify problems individual students may be having

Most excellent teachers give students frequent assignments which allow them to apply course concepts and improve communication and problem-solving skills.

Tip 73 Give frequent quizzes

Identify and help students who are having difficulty

Know the kinds of difficulties students are having

Tip 74 Schedule individual appointments with students

Get to know your students

Give help to students who are having difficulty

Encourage students to come see you during office hours

You will find that this is a real ice-breaker. Even though most of your discussions are mainly chit-chat, some students will use the opportunity to indicate problems they are having in the course or to make suggestions about course improvements.

Tip 75 Encourage students to form study groups

Help students get to know one another

Encouraging students to form small study groups and to send representatives to see you about any difficulties their groups are having. Also, it seems to be easier for some students to come to you for assistance if they 'represent' a group, because the problems are then seen as common to many students, not just the group's representative.

Tip 76 Hand out short questionnaires to get feedback

Clarify reasons for students' confusion or boredom

Get specific feedback and suggestions during the term

This is a form of what professional evaluators call "formative evaluation" (as differentiated from a "summative" or end-of-course evaluation). It is designed solely to give you very specific, concrete information on where you can make improvements in course content or organization, assignments, or aspects of your own teaching effectiveness during the same term rather than next time you teach the course.

Tip 77 Respond visibly to student suggestions and criticisms

Know if the class is understanding you or not

Know if the students are bored or confused

Conducting and responding to a mid-term evaluation by students. A critical aspect of conducting a mid-semester evaluation is to let students know that their comments have been thoughtfully considered. At the very next class meeting, thank the students for their comments and their suggestions and give a brief, non-defensive account of those suggestions you can use this term.

Section 6 Giving Task & Assignment

Tip 78 Give a brief early assignment

Give interesting and stimulating assignments

Help students improve their performance levels

Help students to develop self-confidence

Giving a brief early assignment that allows students to build on knowledge and skills acquired in previous courses.

Tip 79 Require frequent short assignments

Motivate students to do their best work

Develop students analytic and communication skills

Frequent short assignments give students a chance to demonstrate what they know and to develop and show improvement in their writing and thinking.

Tip *80* Replicate assignments covering basic concepts

Have students apply concepts to demonstrate understanding

Emphasise conceptual understanding

Tip 8*1* Schedule individual appointments with students

Improve students' writing

Get to know students

Schedule individual appointments with students to discuss their major assignments both before and after they are due. These appointments are valuable in several respects: the tutor gets an opportunity to know students personally; students get individual attention regarding their work; appointments at the beginning of the term seem to break the ice and students are more inclined to attend office hours on their own to discuss the work.

Tip 8*2* Use classroom debates

Encourage class discussion

One way to introduce discussion into the class is through an interesting assignment. An example is to ask students to prepare brief remarks or short talks taking a pro or con position on a particular issue.

Tip 8*3* Ask students to give oral presentations

Help students develop oral communication skills

Tip 8*4* Use test questions similar to those used in homework

Give exams permitting students to show understanding

Prepare test questions which are similar to those used in quizzes, homework, or discussion. Questions on midterms and final exams should not take a form radically different from those which you use in quizzes, homework assignments, lecture or discussion.

Tip 85 Ask specific questions

Be very specific in the questions you ask.

Problem oriented exams can elicit more meaningful responses than broad, vaguely worded questions.

Tip 86 Hand out study and review questions before the exam

Give exams requiring synthesis of parts of the course

Motivate students to do their best work

Help relieve student anxiety about tests

This helps relieve test anxiety, especially in a lower division course where students are less sure what to expect. This greatly aids the students' review of the course. If they prepare to answer each question, they will have done a major review and there is no reason they should not do exceptionally well in the exam.

Tip 87 Hold review sessions before the exam

Help relieve student anxiety about tests

Help prepare students for your kind of examination

Tip 88 Give two or more midterms and have the first one early

Identify students having difficulties in the course

Give students with problems an opportunity to seek help or drop the class

Give two or more midterms and schedule the first one at the end of the first three or four weeks of class. It is better to make the first midterm rather difficult, so that students get a realistic picture of the course and their performance.

Tip 89 Distribute sample answers to past exams

Give exams permitting students to show understanding

Make your own grading standards more explicit

As a result of this process, student improvement of the second midterm is often quite remarkable.

Section 7 Invite Criticism of your Own Idea

Tip 90 Encourage students to take a different approach from yours

Invite criticism of your own ideas

Discuss points of view other than your own

Encouraging students to take an approach different from the one you have adopted.

Section 8 Giving Personal Help

Tip 91 Schedule specific topics for office hours

Give personal help to students having difficulty

Get to know students better

Offer extra review sessions

This way, if a student misses a class or doesn't fully understand the topic, he or she has another chance at the material during office hours. As an added bonus, students and the tutor get to know one another in a small informal setting

Tip 92 Give a diagnostic test at the beginning of the semester

Give personal help to students having difficulty

Relate to students as individuals

Know what knowledge and skills students bring into your course

Its sole purpose is to help you identify those students who need extra help so you can begin working with them early in the course. The results are shared with the individual students. Students need to recognise their weaknesses and begin to correct them if they are to succeed in the course.

Tip 93 Provide self-instructional materials

Help students early in the course

Help develop "prerequisite" skills in students who do not have them

Providing self-instructional materials or "modules" which include basic principles and skills needed to succeed in your course.

Tip 94 Require below PASS level students to see you

Give personal help to students having difficulty

Know if the class is understanding you or not

Motivate students to do their best work

Require all students who are doing below PASS level work on assignments or quizzes to see you. It's important to find out why students score low. If they are having difficulty understanding the material, you can offer to help them. Showing concern is also a powerful motivator for some students: they automatically begin to do better.

Tip 95 Meet regularly with each student who does poorly on exams

Give personal help to students having difficulty

Motivate students to do their best work

Meet regularly with each student who does poorly on the midterm. In these meetings you can try to discover each individual student's problem.

Tip 96 Integrate weaker students into the class through group work

Give personal help to students who are having difficulty

Use peer teaching methods

Make special efforts to integrate the weaker students into the class through small group work. You can ask a better student to help out if a weaker student is having difficulty in responding. Then you will have the second student repeat the question to the first student to give him another shot at it. Peer teaching can be extremely effective.

Tip 97 Keep some time free after class to talk with students

Be accessible to students out of class

Manifest a genuine interest in students

Get to know your students

Keeping the hour or two following a class open to talk with students. Make a habit of staying after class to talk with students. The biggest turn-off for students is for a faculty member to immediately to gather up his notes and his briefcase and virtually beat the students to the door after class.

Tip 98 Go to class before it begins

Check out the room and equipment in advance

Get to know your students

Tip 99 Give out your contact details

Be accessible to students out of class

Manifest a genuine interest in students

Section 9 Monitoring & Reporting Progress

Tip *100* Return tests and assignments at the next class meeting

- Keep students informed of their progress

- Emphasise the learning experience of exams and assignments

This is important for two reasons. First, the quick turnaround time ensures that students are still thinking about the assignment. Thus any criticism or feedback is likely to have a stronger impact than if it were delayed a week or more. Second, prompt feedback indicates to the students the importance of what they are doing and your interest and concern for their learning the material.

Tip 101 Discuss solutions or answers to tests and assignments

Try to discuss the solutions or answers to exams, quizzes, or homework assignments at the next class meeting.

Tip 102 Hand out or post solutions as soon as work is turned in

Keep students informed of their progress by handing out or posting solutions to exams, quizzes, and assignments as soon as students turn in their work.

Note that this method gives the students immediate feedback even though it may be a week or more before the assignments can be returned with comments or grades.

Tip 103 Make extensive constructive comments on student work

Keep students informed of their progress

Motivate students to do their best work

It is very important to give students positive as well as negative feedback and to suggest ways in which they might have strengthened their responses. Students need to know what they are doing well, in addition to what they need to improve.