

## Record of Observation or Review of Teaching Practice

Session/artefact to be observed/reviewed: Introduction to Sourcing and the Supply chain.  
Size of student group: Lecture - group of up to 90 students  
Observer: Carys Kennedy  
Observee: James Venning

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*Note: This record is solely for exchanging developmental feedback between colleagues. Its reflective aspect informs PgCert and Fellowship assessment, but it is not an official evaluation of teaching and is not intended for other internal or legal applications such as probation or disciplinary action.*

### Part One

Observee to complete in brief and send to observer prior to the observation or review:

#### **What is the context of this session/artefact within the curriculum?**

This is a Lecture session for Week 19 of the Circular Product Development Unit for the BA in Fashion Buying and Merchandising. The Lecture makes up part of a unit where the students work in groups to research, design and develop a 20 option range with circularity at the core of 1 of their product. This will be their first session on supply chain. The unit Summative is due in June.

#### **How long have you been working with this group and in what capacity?**

This Unit forms part of the 1<sup>st</sup> year's block 2. It started 13<sup>th</sup> February so is relatively early in block 2 but I have been working with this year group on other units since the beginning of the academic year.

#### **What are the intended or expected learning outcomes?**

These are the formal learning outcomes for the Unit:

- LO 1 An understanding of how the Buying and Merchandising teams research and analyse data, KPIs (key performance indicators) and trend indicators to make informed and effective decisions to produce a commercial range (enquiry);
- LO 2 A comprehension of fibres, fabrics, silhouettes and components used in the construction and production of fashion garments demonstrated using creative software as applied in a relevant context (knowledge);
- LO 3 An appreciation of complex global sustainable supply chains, international sourcing, ethical fashion and critical path management (process);
- LO 4 Professional engagement and practice in a collaborative setting. Actively participating in a group outcomes relevant to an industry standard (communication).

For the Lecture these are the following learning outcomes:

Fashion Supply Chain Management strategy

- Supply chain management strategies
- Sourcing considerations

- Transportation and lead times
- Hidden considerations in sourcing
- Circular Supply Chains

**What are the anticipated outputs (anything students will make/do)?**

Work towards their group summative assessment:

- Consider their own supply chains for their product and selected Brand.

**Are there potential difficulties or specific areas of concern?**

As it's the first session on supply chain and only session we have there is a lot for them to take in and is a lecture so based on me talking to them rather than a practical workshop. Hopefully as we will follow up in the seminar after it will help reinforce the messages. Also attendance in the 1<sup>st</sup> year can be varied.

**How will students be informed of the observation/review?**

I will tell them at the start of the session.

**What would you particularly like feedback on?**

My delivery.

**How will feedback be exchanged?**

Written through this form and hopefully some time in my tutorial on Wednesday 6<sup>th</sup> March.

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**Part Two**

**Observer to note down observations, suggestions and questions:**

Thanks James for inviting me to observe your lecture, An introduction to sourcing and the supply chain, and introducing me to your students. I enjoyed the session, and learned a lot about a topic I was previously not familiar with.

You started at 11.04am with a few announcements, signposting students to Moodle for more information.

You introduced the Learning Outcomes at 11.08am. We chatted afterwards about these not following the standard 'Learning Outcome' language – but you had linked to the brief on the following slide. This may be interesting to reflect on, in light of the TPP Workshop focusing on Learning Outcomes.

The slides were clear and well-formatted throughout. One particular slide was a little text-heavy, and we subsequently talked about either bullet-pointing it or using bold for emphasis. Throughout the session, your pace of delivery was clear and engaging, using plain English; I appreciated how you defined any technical terms throughout the lecture. I shared with you subsequently that it was a little hard to hear you sometimes, and that using the microphone would be good inclusive practice. Your timing was spot-on, which is quite an achievement for such a content-heavy session. You also provided clear and understandable examples throughout the session, in relation to key terms and concepts.

I noticed students taking photos of the slides, and could also see students taking notes from the lecture content. You let me know that you uploaded the slides to Moodle after the session, and that you usually do this before. I am sure this is very much appreciated by students; as you said in our catch-up after the session, having the slides in advance allows them to add their own notes directly to the slides.

You didn't draw attention to students arriving late or if their phones went off. One of the good things about providing such clear slides is that students can catch-up if they are late for any reason.

I noticed that a few times, you asked questions to the room which were perhaps a little 'closed' (e.g. "How can the lead time be sped up for transportation?" = air travel; "In the last 3 years, what has changed re: supply chains?" = Brexit). We talked about how you might use open questions to generate/brainstorm a range of responses, and also acknowledged the barriers to doing so in a lecture environment with a lot of content to cover. Something to think about, though.

You paused at regular intervals to ask "Any questions?" to the student group. Each time, at least one student asked a question. You repeated the student questions back to the room, which I appreciated as I wouldn't have been able to hear the question otherwise; you subsequently explained that this also helps the other students to stay focused. I commented that more of a pause might have elicited more questions; however, I acknowledge that, with so much to cover, this may have been tricky to manage. We talked subsequently about how you could ensure students are able to answer questions in a lecture context (e.g. post-it notes to be reviewed in the seminar; Padlet).

During the session, you made occasional reference to your experience as a buyer; I imagine that this industry experience is well-received by students. You mentioned that, after the session, some students stayed back to talk to you more about this, which is positive.

You used a short video (~90 seconds) in the session, which helped to break the session up slightly and refocus student (and my!) attention.

In our tutorial after the session, we spoke about the pressure on teaching hours, and how much you have to squeeze into a short amount of time. In this context, a content-heavy lecture is an effective way to convey a lot of information to a group in a short space of time. That said, I would encourage you to think about any opportunities to break up the session with student activities, even if just for 1-2 minutes at a time, to try to keep students active and engaged. Again, something to think about!

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## Part Three

Observee to reflect on the observer's comments and describe how they will act on the feedback exchanged:

Knowing this lecture was going to have to cover a lot of content and have potentially 90 students attend alongside knowing one of my own tutors would be observing the session did prompt some mild anxiety before the session. However, I am a confident speaker and once the session started felt comfortable in my environment and the delivering the session.

I noted how engaged the students were in the session, asking considered questions when prompted, which also made the session feel engaging and meant I enjoyed delivering it.

Carys and I were able to meet up the following day on Teams to go through my feedback face to face while it was all fresh which was a great help to me and my own development.

I knew this session would be heavy on content but was pleased with the feedback from Carys that it seemed to flow well. I also completely take on board allowing for a longer pause for questions as I know the students will often warm up with questions with a little more time so will be conscious to allow more time for this in future sessions.

I also noted the slightly text heavy slide Carys identified and normally like my slides to be short and concise so agree with that comment and will be sure to break up that content if I deliver this lecture again in the future.

Overall, I felt very confident in delivering this lecture and saw a good reaction from the students because of this. In turn I felt Carys constructive comments are very helpful to refining this delivery going forward and look forward to focusing on some of these key point to improve my teaching.

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