Record of Observation or Review of Teaching Practice

Session to be observed/reviewed:
Seminar: **Brand analysis and Design Alignment**
Size of student group: 24 students
Observer: Kwame Baah, Julia Redman
Observee: Eva Feld

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 within the curriculum?
Course: Innovative Fashion Production, London College of Fashion, Unit: Connecting Production to the Consumer. The seminar is held after a morning lecture on the topic. We will be in the second week of teaching on this unit, just after the introduction week.

How long have you been working with this group and in what capacity?
Since the start of the academic year 24/25 as a lecturer and tutor on a previous unit (Business Models & Fashion Production)

What are the intended or expected learning outcomes?
Within their set groups of 4-5 people, the students will start negotiating a collection for a brand they have chosen. This will include the range of garments, materials and the parameters of visual alignment to the brand. The collection must embody a suggested brand **innovation** of their choice within the limits of the industry brief.
LO: The groups should discuss these topics, negotiate their strategy and divide tasks amongst them during the seminar.

What are the anticipated outputs (anything students will make/do)?
To capture the decision-making process on a shared document (e.g. Miro) to be able to track progress and identify areas of improvement.

Are there potential difficulties or specific areas of concern?
In the previous year, students and groups would need time to get used to one another and thus come to address the tasks with different speed. In other words, some tasks will need one group little time, another will need the same group significantly longer, which across the groups turns out to be very heterogeneous, depending on their individual strengths, weaknesses and expertise and that of the group as a whole.

How will students be informed of the observation/review?
They have been informed verbally in the previous week and will be reminded in the morning lecture on the observation day.

What would you particularly like feedback on?
Am I communicating the tasks effectively?

How will feedback be exchanged?
According to the observer's preference.

Kwame Baah - Tutor

The observation took place in LCF in what I would consider a regular sized classroom. I was however intrigued by the fact that all of the class participants were international students, or am I wrong?

From the beginning of the session I could see that you centred structure and empathy in your teaching approach by making sure they were settled in their respective groups. Additionally, you checked in with each group to make sure they were prepared for the seminar. There was specificity in group tasks and you offered examples as a way of supporting their progression in thinking. Where conversations were limited you were able to inject extended discussions with a series of questions which was really good to see.

It was interesting that you mentioned to the class that you would walk around to check on the progress of each group. It is a very polite way of letting them know that you would be supporting each group's progress and I often see tutors just moving between groups unannounced. In this approach I can see some cultural sympathies that is very exciting to encounter! I imagine you are also sympathetic to the students having group conversations in their chosen language of communication for cohesion. It worked well because discussions were very engaged and I noticed they all chose one student to speak on behalf of the group. This perhaps is your 'super power' of having a really switched on class without any visible hierarchical presence amongst them, that was evident to me.

Do you think that your students benefit from a UK university holistic experience, since they were all of South East Asian origin in the class or would it better if the class was a bit more mixed? I am just intrigued.

Thank you for the privilege!

Part Three

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

Thank you for the feedback, Kwame.

It was valuable to read your thoughts on my teaching approach. Admittedly, I was making intuitive decisions, for example on how to go about approaching each group to check in on their progress. Similarly, the cultural sympathies you are highlighting are firstly due to my general tolerance in terms of student's working practices and secondly due to my experience in the depth needed to communicate effectively across cultural and linguistic differences. Therefore, your observation feedback helps me to be intentional and strategic about my teaching approaches and develop an understanding of contextualising my actions in the future.

I'm delighted that you have mentioned the specificity and exemplifying the terminology. In the preceding lecture, I have centred my content around the plan to giving the students specific examples for any new terms or topics I introduce. This approach worked well for me and I will continue to implement and refine it.

Personally, I would prefer to have a much higher part of home students. Your thoughts on the lack of home students prompted me to dig a bit deeper. First, I thought about what the reasons were (Fig.1), falling back on a mixture of team conversations we previously had and my new experience of being more involved in course planning, such as being given access and to the admissions platform and training to process applications of students. With my notes, I reached out to my course leader to learn about her views on the matter (Fig. 2).

The number of applications from home students we received has dropped continuously in numbers in the past years, one home student in 2023/24, none in 2024/25 and again not one application so far for the cohort due to start in autumn 2025/26.

The main cause seems to be affordability. Home students "can't afford the [£] 13,000 […]", as my course leader points out. In addition, the cost of living in London is very high. British BA Fashion Design & Development students, for instance, will likely get jobs and prioritise starting to earn money over pursuing an MA once finished studying. On top of these struggles, our course is usually not the first choice of students who apply for MAs.

How can I counteract this trend? I should find out who can influence the acquisition of home students and who we, as a course, can voice our concerns to, hopefully adding to demand for change.
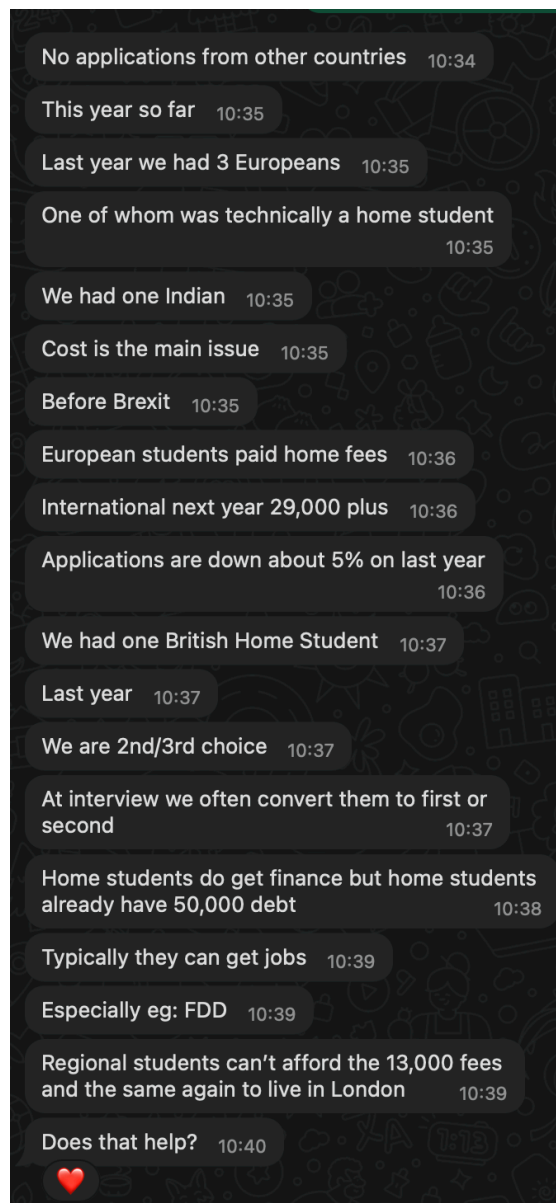
Fig.1

Yesterday

Morning ~~Ellen~~
Hi from home 🙃.
My PgCert tutor asks me why we don't get any home students on our course anymore. I think it's because
- the overall number of home students dropped
- too expensive for British students? (Regardless of student loan)
- our course is sometimes second or third student choice?
- don't get applications in from home -or more diverse ie Indian, European students?

Any other reasons? 08:52 ✓✓

Did you interview any non-Asian for next year? 08:53 ✓✓

Fig.2

No applications from other countries 10:34

This year so far 10:35

Last year we had 3 Europeans 10:35

One of whom was technically a home student 10:35

We had one Indian 10:35

Cost is the main issue 10:35

Before Brexit 10:35

European students paid home fees 10:36

International next year 29,000 plus 10:36

Applications are down about 5% on last year 10:36

We had one British Home Student 10:37

Last year 10:37

We are 2nd/3rd choice 10:37

At interview we often convert them to first or second 10:37

Home students do get finance but home students already have 50,000 debt 10:38

Typically they can get jobs 10:39

Especially eg: FDD 10:39

Regional students can't afford the 13,000 fees and the same again to live in London 10:39

Does that help? 10:40
❤️