Review of Teaching Practice

Session/artefact to be observed/reviewed: HOW TO PLAN DYNAMIC RISK ASSESSMENT FOR OFFSITE INSTALL - an imagined email
Size of student group: N/A
Reviewee: George Rayner-Law
Reviewer: Kwame Baah

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
Reviewee to complete in brief and send to reviewer prior to the review

What is the context of this session/artefact within the curriculum?
- A set of instructions on best practice for ensuring an offsite show can open to the general public on time, written as handover notes for a colleague.

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

What are the intended or expected learning outcomes?
- final check of installed work.
- ensure space is safe.
- ensure space can be open to the public.

What are the anticipated outputs (anything students will make/do)?
- Students will learn safe exhibition practice.
- Students learn how to ensure their work can be displayed publicly and safely.

Are there potential difficulties or specific areas of concern?
- Clarity of instruction - would be great to get an outsider perspective on this.

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

What would you particularly like feedback on?
- Legibility of the instructions
-

How will feedback be exchanged?
- in person or via email

Part Two

Reviewer to note down observations, suggestions and questions.

Your practice is central to student learning outcomes, which is an accumulation of their acquired knowledge being displayed in the form of exhibitions. It is very interesting to see that you embed project management skills in the execution of the plan, being responsible for the exhibition safety whilst proactively problem-solving, and directing the processes set out in the handover plan. In addition to this you schedule key activities to be considered with safety in mind, and there is also the inclusion of a critical pathway that maps out key considerations for the exhibition such cabling, making sure electrical equipment is PAT tested, hanging of artefacts and much more.

The instructions were well structured and sequential enough to understand the staged processes, ways of checking or testing specific requirements and risks mitigation. It would be useful to include in the plan a list of FAQs for student interactions with your work/plan across the week that predominantly focuses on the exhibiting of their work. A risk register would also have be a useful thing to include in the health and safety induction with students, unless you do, so that it was explicitly accounted for in the plan. Your practice of supporting exhibitions for UAL students fits into the pedagogy of scaffolding (Taber 20218).

The questions I have for you are:

1. Am I correct to assume that you/ or a colleague would have set up the more technical things already?
2. If anything went wrong is there a process for dealing with a weeklong exhibition if you are not onsite (or would a colleague have to present always?

References

Taber, K. S. (2018). Scaffolding learning: principles for effective teaching and the design of classroom resources. In M. Abend (Ed.), Effective Teaching and Learning: Perspectives, strategies and implementation (pp. 1-43). Scaffolding learning: principles for effective teaching and the design of classroom resources

Xingqin Qu et al (2026). The power of safety: How public health measures influence exhibition attendance and engagement, Safety Science, Volume 194, 107035, ISSN 0925-7535, https://doi.org/10.1016/j.ssci.2025.107035

Part Three

Reviewee to reflect on the reviewer's comments and describe how they will act on the feedback exchanged. Reviewee should return this to the reviewer once complete.

Thanks for your in-depth analysis of my handover notes, Kwame. As you identify, time and project management is actually the primary skill involved in my work; technical knowledge is more another set of specialist tools in my arsenal. In response to your points:

- An FAQ is a great idea, even if it was just the order of the project management / time management schedule in student understandable language that could be an easier explicable shorthand. There are stock phrases and explanations, especially explaining prioritisation of student work within the wider install, that I use so these could be easily documented.
- A risk register would sit with the space owner - in this case the SLG team, if onsite at UAL the Building Operations team. We would advise on elements of the install that may be relevant to the risk register, but the division of responsibilities is an important part of safe working practice.
- For your first question, yes this is presented as a 'mid exhibition handover' document so the majority of the technical work would have already been done. Best practice is to front load complicated work as much as possible in an install, for example start with AV setups before you move on to wall mounting static work. A handover document is much closer to a 'real world' example than a full install plan, so I thought it was best for this brief rather than a full end-to-end breakdown - those documents do exist but in the most top line of detail only so not much could be gleaned from someone unfamiliar reading one.
- For your second question, there isn't a specific process for managing my absence for a full install, beyond writing some other kind of variant of handover document, or having a handover meeting in person beforehand. I work as part of a team of 5, and while I am the event production specialist in that team, there would be enough flexibility in the team to cover my longer absence. In the past, when we know we are going to be too short-handed on certain installs, we have removed ourselves from the process rather than have a potentially dangerous install.
- Scaffolding looks like a fascinating framework, thanks for raising this to my attention.