# A close up of a logo  AI-generated content may be incorrect.Observation of Teaching/Supporting Learning  Form

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|  **Name of Teacher**  |   |
| **Name of Observer**  |   |
| **Unit Code, Name and Level**  |   |
| **Title of Observed Session**   |   |
| **Session Learning Outcomes**      |     |
| **Date / Time of Observation**  |   |
| **Number of Students:**  |   |

**Guidance on Completing an Observation of Teaching/Supporting Learning**

Participating in an Observation of Teaching/Supporting Learning offers the opportunity for both those being observed (the teacher) and those observing (the observer) to discuss and reflect on teaching and learning practice. This contributes to continuing professional development in teaching for both observer and teacher and contributes to the enhancement of student learning. The following form has been designed to capture the observer’s feedback on the teaching encounter, focussing on both what the teacher (participant) does and what the students do in the session.

Observations of teaching can be completed for ‘face to face’ sessions and/or teaching encounters that take place online in real-time (synchronously) or at different times (asynchronously). A pre-observation discussion is recommended.

This form should be completed electronically by the observer and sent to the teacher and should form the basis of discussion of a post-observation discussion between the two.

The comment boxes have been based around the **Areas of Activity** criteria in the [Professional Standards Framework (PSF 2023):](https://documents.advance-he.ac.uk/download/file/document/10539)

* A1: Design and plan learning activities and/or programmes
* A2: Teach and/or support learning through appropriate approaches and environments
* A3: Assess and give feedback for learning
* A4: Support and guide learners
* A5: Enhance practice through own continuing professional development

 When commenting on these criteria you should also make explicit reference to where the relevant PSF **Core Knowledge** dimensions have been demonstrated and identify which **Professional Values** dimensions underpin the participant’s academic practice:

**Core Knowledge**

* K1: How learners learn, generally and within specific subjects
* K2: Approaches to teaching and/or supporting learning, appropriate for subjects and level of study
* K3: Critical evaluation as a basis for effective practice
* K4: Appropriate use of digital and/or other technologies, and resources for learning
* K5: Requirements for quality assurance and enhancement and their implications for practice

**Professional Values**

* V1: Respect individual learners and diverse groups of learners
* V2: Promote engagement in learning and equity of opportunity for all to reach their potential
* V3: Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
* V4: Respond to the wider context in which higher education operates, recognising implications for practice
* V5: Collaborate with others to enhance practice

**Observer’s Feedback & Suggestions**

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| **Focus of observation** (The focus of the observation could be agreed beforehand – for example, following submission of a lesson plan, online teaching/learning materials, or emergent during the observation.)   |
| **Design and plan learning activities and/or programmes** **(PSF A1)** (For example, clarity and appropriateness of the intended learning outcomes; nature, selection and sequencing of content; appropriateness of the learning activities for synchronous/asynchronous online learning.)     |
| **Teach and/or support learning through appropriate approaches and environments (PSF A2)** (For example, appropriateness of approach/methods/activities/experiences, organisation, timing/delivery pace, use of resources for synchronous/asynchronous online learning.)     |
| **Assess and give feedback for learning (PSF A3)** (For example, assessment of prior knowledge, assessment of learning within a synchronous/asynchronous online session, nature of feedback to students and student group within learning environment(s).)     |
| **Support and guide learners (PSF A4)** (For example, use of teaching and learning activities to support diverse learning preferences, and meeting individual learning needs in the learning environment, providing support to learners to enable them to develop specific skills, such as research, writing, referencing or presentation skills; modelling inclusive practice by guiding learners in using appropriate cultural and social protocols (eg use of pronouns, correct forms of address).)    |
| **Other comments and things to consider for the future** (For example, the overall quality of the session/provision, PSF Professional Values which underpin the participant’s academic practice, particular issues/areas to be addressed and/or staff development requirements. Please also add here any reflections on your own learning/CPD as a result of observing the participant.)    |
| **Response from the Teacher**  The teacher should respond to the comments provided by their observer. These comments should form the basis for an action plan for developing future academic practice. The following questions should be used to guide you: * What did you feel were the most important points to emerge from your interactions with the observer?
* What changes, if any, will you make as a result of your engagements with your observer and your subsequent reflection?
	+ to the particular session
	+ to your teaching more generally
* Any other comments about the observation

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