

**Teaching Session Observation Form**

This form is used to record the outcomes of teaching observations carried out by Institutes (or professional support departments where appropriate) related to the satisfactory completion of probationary periods for new staff. It is based on standard common criteria for teaching sessions, but should be used sensitively in relation to the nature of the session observed. It is also designed to help staff reflect on and identify continuing professional development needs and plans.

The form can also be used for the peer supported review of teaching where staff are, for example, collecting evidence for recognition or reward of teaching excellence.

There are three distinct stages of the process: 1) pre-meeting ahead of the observation 2) the session observation 3) the post observation meeting. In preparing for the observation, the observer and observee should agree both the date and time of the session to be observed, ideally at least 30 days from the date of the initial meeting between both parties. The individual to be observed should provide the observer with relevant documentation relating to the teaching session, including aims/learning outcomes, no later than 2 days in advance.

**Responsibilities of the Observer**

* Ideally make contact with the observee 2 weeks prior to the planned date of the observation to arrange a pre-meeting
* Share the session observation form with the observee in advance of the meeting and discuss the nature and purpose of the observation as well as the intended outcomes
* Ensure the meeting takes place in an environment which is private and suitable for a discussion of this nature – i.e. no interruptions
* Schedule a meeting for the de-briefing before the observation takes place – ideally this should take place as soon as possible after the observation
* Observer should complete both sections of the form and share with the observee prior to the de-brief meeting
* Observer signs the form at the end of the de-brief meeting
* Observer sends a copy of the completed form to the observee and a copy to the Institute (or relevant support department).

**Responsibilities of the Observee:**

* Submit a copy of the module/programme outline and session plan to the observer in advance of the pre-meeting
* Make any revisions (if necessary) to session plan and submit to the observer no later than 48 hours before the date of the observation
* Observee signs the form at the end of the de-brief meeting.

**Section A**

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| --- | --- |
| Observee: | Teacher Status\*: |
| Module/Course/Programme: | Nature, Type and Purpose of Session\*\* (including numbers): |
| Observer/Reviewer: | Date and Time: |

\*Please indicate here if still in probationary period and include whether any of the following have been achieved: PG Cert, HEA Fellowship, UW Learning and Teaching Fellowship, or any other teaching qualification/award. Please also indicate if a member of a professional/support department, if appropriate.

\*\*e.g. PSR, required for probationary period, other.

**Section B**

| **Session Criteria** | **Observer’s Comments** |
| --- | --- |
| 1. **Session Content**(shows good command of subject matter at appropriate HE level for student group (drawing on relevant scholarship, research, professional experience where applicable), and for the teaching and learning strategy of the session)
 |  |
| 1. **Management and Organisation**(organises learning activities and subject matter, with evidence of thorough preparation, clear objectives and structure; learning is related, where appropriate, to learning resources used in the session and/or pre/post session on the VLE; demonstrates ability to manage transitions between activities and maintains good order)
 |   |
| 1. **Teaching and Learning** (demonstrates enthusiasm for subject and for teaching; engages students in active learning; encourages participation and reflection as appropriate; provides clear explanations and appropriate intellectual challenge)
 |   |
| 1. **Awareness and Accessibility** (exhibits positive and inclusive interaction with students together with sensitivity to students' individual learning styles, personal culture, gender differences and disabilities, responding appropriately to student contributions; creates an appropriate learning environment (subject to limitations of space and resources); checks understanding and provides feedback)
 |  |
| 1. **Student engagement**

(active learning and engagement evident with appropriate interaction and participation by students; encouragement and support for extending learning both during and outside of the session) |  |

**Section C Summary**

**Strengths observed:**

**Suggestions for CPD:**

**Summary of teaching effectiveness:**

Signed: Observer Date:

Signed: Observee Date:

A copy of the completed form should be provided to the observee and a copy filed within the Institute (or relevant support department).