



Pre-Observation

Section A

This section should be **completed by the observee (teacher)** prior to the observed session and should be given to the observer before the session commences.

Teacher Name			
Session Topic			
Module Name / Code			
Study Programme			
Study Level	Foundation	1 st Year Degree	Pre-Master's
Session Type	Lecture	Seminar	Small Group Tutorial
Overall Aims / Learning Objectives of the Session			

Observation

Section B

This section should be **completed by the observer** during the session.

Observer Name			
Observer Position / Status			
Observation Type	Probation / Performance Review / Peer (amend as apt.)		
Semester		Observation Date	
Week of Semester		Observation Time	
Session Duration		Observation Duration	
Number of Learners Present		Total Number of Registered Students	

Aims and Learning Objectives

Considerations for Comments:

- *The overall aim of the session is clear and appropriate*
- *Learning activities are aligned with the intended learning outcomes of a module or programme or with professional body requirements*
- *Learning objectives are communicated clearly throughout the session, with a clear recap and check of knowledge learned*

Planning and Organisation

Considerations for Comments:

- *The lesson plan is clear and sufficiently detailed, appropriately structured and realistic in terms of time management*
- *The teacher is punctual and organised*
- *Time is well-utilised and a good pace is maintained throughout the session*
- *The session is placed within the broader context of the module / programme (linked to previous teaching sessions)*
- *The classroom and learning resources are used effectively (e.g. writing on the whiteboard is clearly set out, presentation slides are clear and appropriate)*

Teaching Methods and Content

Considerations for Comments: The teacher...

- *Uses a variety of teaching methods to promote opportunities for students to engage in problem-solving that reflects real-world scenarios*
- *Implements inclusive teaching strategies that address diverse learning needs and backgrounds accounting for varied student abilities*
- *Emphasises and summarises key points*
- *Checks understanding effectively and provides varied and actionable feedback to support different learning styles and improvement for learning and develop*
- *Encourages high standards of effort, accuracy and presentation in students*
- *Demonstrates a broad knowledge of professional or industry practice and requirements in teaching and/or supporting learning*
- *Effectively incorporates real-world examples to enhance understanding and relevance of the content, supporting the achievement of the learning objectives*

Delivery

Considerations for Comments: The teacher...

- *Speaks clearly using appropriate tone, style, volume, pace and language grading (for international learners)*
- *Uses non-verbal cues (gestures, facial expressions and body language) to enhance communication and engagement*
- *Promotes effective, safe and ethical uses of digital tools, technologies and resources for students, supporting learning, interaction and engagement*
- *Is responsive to students' needs and questions during the session*

Student Participation and Engagement

Considerations for Comments: The teacher...

- *Maximises student interaction, providing opportunities for participation (e.g. encouraging non-contributing students, opportunities for students to ask questions or give feedback) in discussions, group work and interactive activities*
- *Fosters a safe and inclusive environment where all students feel comfortable and valued when contributing to the class*
- *Promotes a culture of continuous improvement with students through praise, reflection and regular feedback*
- *Maintains an appropriate level of class control and takes prompt action to address poor behaviour*
- *Has a good rapport with students, respecting professional boundaries particularly when engaged in one-to-one activities, such as advising or supervision*
- *Confidently and effectively deals with issues that arise within teaching or support sessions*

Additional Comments

Post-Observation

Section C

This section should be **completed by the teacher** following the observed session.

What do you feel went well during your session?
If you were teaching this topic/session again, what changes would you make?
Are there any other comments you would like to make about the observed session?

Section D

This section should be **completed and agreed upon by the observer and the teacher** at the post-observation meeting.

Good Practice Points for Sharing

Highlight any ways in which good practice observed during the session could be shared with other colleagues

Action Points

Highlight any ways in which the teacher could continue to develop their practice

Teacher Signature		Date	
Observer Signature		Date	