



Teaching Observation: Pre-Observation Statement (PGCertHE)

(To be completed by the Participant before the Teaching Observation

and submitted to the Observer)

Lecturer / Tutor Name:

School / Department:

Date:

Teaching Session Details

Session Title:

Module / Course:

Level / Year:

Session length:

The Teaching Observation process seeks to align to the UK Professional Standards Framework (UKPSF) as a means of evidencing the professional development of you as participant (as well as, where appropriate the observer themselves). Completion of the Teaching Observation serves to meet the requirements of probation as well as to provide evidence towards demonstrating that you are working within the UKPSF and meet the requirements of the relevant descriptor. In most cases this will be Descriptor 2, Fellowship of the HEA. In the headings that follow reference is made to specific aspects of the framework that the observer may wish to use when providing feedback. The framework is set out in full at the back of this document.

1. Brief description of the session

Briefly set out the aims of the session and how these fit within the rest of the module / course.



2. Learning objectives and rationale

Explain what you want the students to achieve in the session and how you intend to make this happen. Set out why you have chosen the teaching methods that you will employ – this might include reference to the student group (linked to UKPSF values), educational theory from the PGCHE (linked to A5, V3, K2, K3), feedback from and evaluation of previous teaching experiences, including prior observations (linked to K5)

3. Any particular aspects of the session on which you would like feedback?

The observation process is intended to be developmental. If there are any particular areas of practice on which you would like feedback please outline them here.

4. Any other comments that you would like the Observer to be aware of?



The UKPSF Dimensions of Practice

Areas of Activity

- A1 Design and plan learning activities and/or programmes of study
- A2 Teach and/or support learning
- A3 Assess and give feedback to learners
- A4 Develop effective learning environments and approaches to student support and guidance
- A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

- K1 The subject material
- K2 Appropriate methods for teaching, learning and assessing the subject area and at the level of the academic programme
- K3 How students learn, both generally and within their subject/disciplinary area(s)
- K4 The use and value of appropriate learning technologies
- K5 Methods for evaluating the effectiveness of teaching
- K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

- V1 Respect individual learners and diverse learning communities
- V2 Promote participation in higher education and equality of opportunity for learners
- V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice