Coventry University

INTRODUCTION TO TEACHING IN HIGHER EDUCATION 7010CRB

Module Guide 2023

AdvanceHE

Professionally accredited by AdvanceHE.

Module Team

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Support sessions can be booked throughout the module.

Table of Contents

7010CRB: Introduction to Teaching in Higher Education is a 20-credit module aimed at those new to teaching and supporting learners within Higher Education (HE).

The module aims to develop the skills, experience and knowledge required to facilitate best-practice student learning experiences for HE. Participants will engage in critical evaluation of pedagogical theory/research while actively reflecting on their current practice.

The module is designed to support participants in discovering and making connections between theories, research and their teaching practice.

Participants will be required to demonstrate effectiveness in teaching and learning and the impact their approach has on students learning through critical evaluation of their practice.

Insights will be achieved through discussion forums and continuous formative assessment. Participants will draw on day-to-day teaching practice sharing good practice through professional dialogue between peers.

This module introduces participants to a community of enquiry in learning and teaching by: sharing challenges, ideas and practice; participation in collaborative learning sets; and tutor and peer-supported teaching observations.

This module is informed by, and aligned with, Descriptor Level One of the UK Professional Standards Framework (UKPSF) for Teaching and Supporting Learning in Higher Education.

The UKPSF is an internationally recognised framework for benchmarking success within HE Teaching and Learning support. The module introduces participants to, and requires participants to engage with, the UKPSF at Descriptor One level (see below).

Successful participants will gain 20 credits and achieve an Associate Fellowship of the Higher Education Academy (AFHEA).

2.0 Intended Learning Outcomes

The learning outcomes for the module are informed by and aligned with, Descriptor One of the UKPSF.

By the end of this module, participants will be able to:

- Critically evaluate their learning, teaching and assessment practices and environments, within their own and the wider HE context.

    Illustrative relevant 'dimensions of practice' of the UKPSF are A1, A2, A3, A4, K1, K2,K3, K4, K5, V1, V2, V3 and V4.

- Design, plan and deliver learner-centred learning activities and evaluate their effectiveness in the global classroom.

  Illustrative relevant 'dimensions of practice' of the UKPSF are A1, A2, A3, A4, K1, K2,K3, K4, K5, V1, V2, V3 and V4.

- Demonstrate engagement with pedagogic theory, research and insights and the impact on their learning, teaching and assessment practice.

  Illustrative relevant 'dimensions of practice' of the UKPSF are A1, A2, A3, A4, K1, K2,K3, K4, K5, V1, V2, V3 and V4.

- Identify their initial and on-going development needs to be informed by the UKPSF.
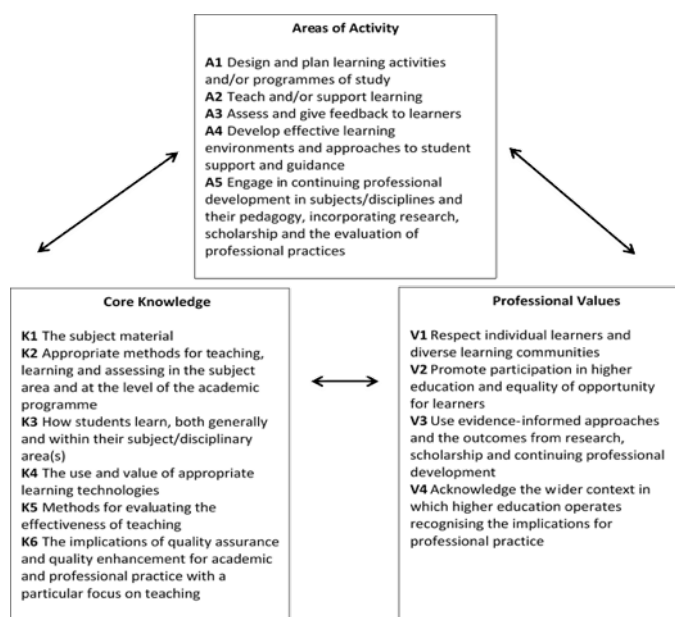
  Illustrative relevant 'dimensions of practice' of the UKPSF are A5, K5, K6, V3 and V4.

3.0 Dimensions of Practice of the UKPSF

The UKPSF is an internationally recognised framework for benchmarking success within HE Teaching and Learning Support.

The framework identifies the diversity of teaching and support roles and environments. These are reflected and expressed in the Dimensions of Professional Practice. The UKPSF clearly outlines the Dimensions of Professional Practice with HE Teaching and Learning support as:

- Areas of activity undertaken by teachers and support staff.

- Core knowledge needed to carry out those activities at the appropriate level.

- Professional values that individuals performing these activities should exemplify.

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 in 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

Introduction to Teaching in Higher Education maps against Descriptor One of the UKPSF.

The module is designed to develop the skills, experience and knowledge required to facilitate best-practice student learning experiences. It will achieve this by engaging participants in critical evaluation of pedagogical theory/research while actively reflecting on their current practice.

The module will introduce participants to the UKPSF. It will guide participants through a series of learning, teaching and assessment activities against the following requirements for Descriptor One of the UKPSF:

- Successful engagement with at least two of the five 'Areas of Activity'.

- Successful engagement in appropriate teaching and practices related to these 'Areas of Activity'.

- Demonstrate appropriate 'Core Knowledge' and understanding of at least K1 and K2.

- Demonstrate a commitment to appropriate Professional Values in facilitating learning.

- Demonstrate engagement, where appropriate, with professional development activity relating to teaching, learning and assessment.

- Successful engagement with professional practice, subject and pedagogic research/scholarship relevant to the above activities.

Designed for those in learning support roles, the types of teaching interactions, learning development and support, that could be used to evidence practice against these areas of activities, include:

- Lecturing and teaching large groups (ad hoc sessions, within modules or on complete programmes).
- Facilitating learning (e.g. Academic, digital or information literacy) in small-group workshops. Small group or individual tutorial and seminar work.
- Delivering one-to-one learning support or academic development sessions.
- Delivering a series of linked learning support sessions.
- Delivering a staff development programme.
- Delivering workshops, ad hoc or as part of a CPD or PDP framework.
- Delivering demonstrations or training.
- Preparing, supporting or teaching studio work and live performance.
- Science, or clinical, laboratory demonstrating or teaching.
- Planning, designing or delivering online learning environments and resources.

- Facilitating asynchronous/synchronous online learning, discussions and support.
- Preparing and disseminating materials, resources and research.
- Providing workplace-based teaching, mentoring and supervision.
- Supporting placement visits.
- Providing student or staff research supervision.
- Providing role modelling, coaching and mentoring.
- Providing observation of practice, team teaching.
- Supporting individual appraisal or assessment.
- Supporting research interviews or focus groups.
- Contributing to, or leading on, school, faculty, departmental or University policy development, projects, working groups and committees.
- Managing central services or teams which deliver academic development, learning development or support activities.
- Participating in scholarship and research.
- Contributing to internal/external networks and professional bodies (e.g. QAA, ALDinHE, CDi, Cilip, HEDG, SHED, HEA, JISC, ELESIG, NACADA, or discipline-specific organisations).

See UKPSF Dimensions of the Framework – staff in learning support roles for more information:

https://www.heacademy.ac.uk/system/files/ukpsf_dof_ss_final_270716.pdf

The tables below show the relationship between Descriptor One and some examples, not limiting, of evidence participants could refer, to meet these requirements:

4.1 Table 1: Areas of Activity

DP Code	Dimension of Practice (DP) in UKPSF Descriptor One	Module Learning Outcome	Examples of Evidence
Areas of Activity (A1-5) **For Descriptor One, participants are required to address a minimum of two out of the five areas of activity below. Participants must demonstrate evidence against A2 and choose to address at least one of the other areas of activity.**			
A1	Design and plan learning activities and/or programmes of study	LO1, LO2, LO3	Lesson plan(s), record of teaching observation(s) including commentary, peer dialogue, micro-teaching and formative tasks. Statement of Effective Practice
A2	Teach and/or support learning	LO1, LO2, LO3	Lesson plan(s), record of formal teaching observation(s) including commentary, peer dialogue, micro-teaching and formative tasks. Statement of Effective Practice.

A3	Assess and give feedback to learners	LO1, LO2, LO3	Participants could choose to address this by including an assessment brief (summative or formative) and examples of assessment feedback in their portfolio and as part of their reflection in their Statement of Effective Practice.
A4	Develop effective learning environments and approaches to student support andguidance	LO1, LO2, LO3	Lesson plan(s), record of teaching observation(s) including commentary, peer dialogue, micro-teaching and formative tasks. Statement of Effective Practice.
A5	Engage in CPD, in subject and pedagogy, incorporating research scholarship and evaluation of professional practices	LO4	PDP and CPD activities. Lessonplan(s), record of teaching observation(s) including commentary.

4.2 Table 2: Core Knowledge

DP Code	Dimension of Practice (DP) in UKPSF Descriptor One	Module Learning Outcome	Examples of Evidence
Core Knowledge (K1-K6) – Appropriate Core Knowledge and understanding of at least K1 and K2			
K1	The subject material	LO1, LO2, LO3	Participants are required to submit and reflect on lesson plan(s) and teaching observations appropriate to their own subject discipline. PDP and CPD activities appropriate to their own subject disciplines.
K2	Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	LO1, LO2, LO3	Lesson plan(s), record of teaching observation(s) including commentary, peer dialogue, micro-teaching and formative tasks. Statement of Effective Practice.
K3	How students learn, both generally and within their subject/discipline area	LO1, LO2, LO3	Participants could choose to address this if appropriate through: Lesson plan(s), record of teaching observation(s) including commentary, peer dialogue, micro-teaching and formative tasks. Statement of Effective Practice.

K4	The use and value of appropriate learning technologies	LO1, LO2, LO3	Participants could choose to address this if appropriate through appropriate use of technologies demonstrated in their lesson plan(s)/observation. This is also addressed by engaging with a range of educational technologies and social media.
K5	Methods of evaluating the effectiveness of teaching	LO1, LO2, LO3, LO4	Feedback from teaching observations and micro-teaching. Student feedback on teaching sessions, data from module evaluation questionnaire. Statement of Effective Practice.
K6	Implications of QA/QE for academic practice	LO4	Awareness of the role of student feedback and University policy and regulations as part of peer dialogue and formative tasks.

4.3 Table 3: Professional Values

DP Code	Dimension of Practice (DP) in UKPSF Descriptor One	Module Learning Outcome	Evidence Required
Professional Values (V1 –V4)			
V1	Respect individual learners and diverse learning communities	LO1, LO2, LO3	Demonstrating awareness and commitment of the professional values in lesson plan(s), record of teaching observation(s). Record of peer dialogue and formative tasks.
V2	Promote participation in HE and equality of opportunity for learners	LO1, LO2, LO5	
V3	Use evidence informed approaches and the outcomes of research, scholarship and CPD	LO1, LO2, LO3, LO4	
V4	Acknowledge the wider context in which HE operates recognising the implications for professional practice	LO1, LO2, LO3, LO4	

4.4 HEA Associate Fellowship

On completion of the module, the Module Administrator will register successful participants for Associate Fellowship with the HEA. Following the Subject Assessment Board, successful participants will receive an email directly from AdvanceHE (previously The Higher Education Academy) to register accreditation and download an Associate Fellowship certificate.

For staff not employed by Coventry University (or employed by a subscribing HEA institution) then an additional fee will need to be paid before Associate Fellowship can be awarded. More information about additional fees can be found here:

https://www.heacademy.ac.uk/individuals/fellowship/associate-fellow#section-4

5.0 Module Content

- Learning theories and how students learn.

- Inclusive learning and teaching. Equality and diversity in HE.

- Constructive Alignment and Lesson Planning.

- Assessment and Feedback

- Learning Design and Learning Environment.

- Active Learning

- Research Inspired Teaching

- Scholarship of Teaching and Learning (SoTL).

- Student engagement.

- Feedback and evaluation.

- Assessment

6.0 Assessment

6.1 Assessment Submission

The module is assessed by a 'Statement of Effective Practice' **supported** by an online portfolio of evidence.

Statement of Effective Practice

A Statement of Effective Practice, 2000 words (or digital media equivalent).

This first-person, reflective statement should be a synthesis of classroom experiences, the literature explored during the course, and feedback received on teaching practice from both students and peers.

The focus of reflection should consider the following:

- Has the participant reinforced or reconsidered their approach to teaching?
  Why have they done this?

- Has the participant made, or proposed, any changes to their teaching practice?
  How do they justify this decision?

The Statement of Effective Practice should be scholarly and draw reference from appropriate teaching and learning literature. It should demonstrate how the participant's practice is informed by current institutional strategies and policies as well as research and changes effecting contemporary higher education.

Evidence could include reference to; developments related to teaching excellence, internationalisation, employability, digital fluency, cultural diversity, mobile learning, equality and diversity, disability, widening participation, government policy, professional bodies or professional values and the participant's discipline.

Participants are encouraged to evidence the ideas presented in their Statement of Effective Practice by referencing elements contained in their portfolio. These could be the required documents or additional materials submitted as part of the participants learning journey.

Portfolio of Supporting Evidence

The Supporting Portfolio of Evidence is required to be available by Web Link. This link should be displayed at the beginning of the Statement of Effective Practice.

The portfolio must contain, as a minimum, the following documents:

- **A Teaching Observation of the Participant**

The observer needs to be qualified as part of the Management Led Observation Scheme and a nominated representative of the Associate Head - Student Experience (using the official teaching observation form). Participants are required to achieve good or above in the majority of the criteria to pass the module (I.e. two or less satisfactory ratings).

- **A Teaching Observation of an Experienced Colleague by the Participant**

An observation of an experienced colleague recorded on the official teaching observation form. We encourage participants to use this opportunity to observe a respected colleague or peer from who they feel they can learn.

▪ **Evidence of Student Feedback on a Teaching Experience Facilitated by the Participant**

This evidence can be formal or informal feedback or a combination of the two. We encourage participants to engage in direct feedback that can have a real impact on their practice.

▪ **A 'Mapping Document' Evidencing the Participant's Practice to D1 of the UKPSF**

Participants are required to complete a UKPSF Mapping Document evidencing practice to D1 standard. See above for guidance.

▪ **Evidence of Engagement by the Participant in Professional Dialogues Throughout the Module.**

Participants are required to evidence professional engagement by creating a short reflection based on discussions undertaken as part of the module.

You are required to share your portfolio with the course team. Doing this from the start of the module will enable on-going feedback.

As well as providing the minimum document set as detailed above, Participants are encouraged to develop their personal online portfolio by reflecting upon and evidencing effective practice. Combining personal reflections on practice with links to useful resources can be used beyond the module.

6.2 Assessment Criteria

▪ Evidence of the effective design and delivery of learning-centered learning experiences (LO1 & LO2).

▪ Evidence of scholarly practice (LO3).

▪ Reflection and critical analysis of impact on current and future practice (LO4).

▪ Presentation, adhering to word count, correct grammar and spelling, accurate referencing linked to a list of references.

Please see Appendix 6.2 for the assessment criteria.

6.3 Accessibility

If you have a disability or medical condition and need an adjustment to allow you to participate in this module fully, please tell your tutor enabling arrangements to be made.

6.4 Submitting Your Assessment

The deadline for the assignment is **6pm Mon. 17h April 2023**. Please note the system marks late submissions in red. Late submissions will receive a zero mark.

Feedback and grades will be made available through Turnitin (AULA). We aim to release marks and feedback within ten working days of submission.

All marks notified are provisional until confirmed by the Subject Assessment Board. Marks announced previously may be raised or lowered by this board.

Successful participants will receive notification of accreditation directly from Advance HE following the Subject Assessment Board.

Students are required to keep copies of all coursework submitted to this module.

6.5 Extensions, Deferrals and Penalties

The University wants you to do your best. It also understands events can happen that prevent you submitting your coursework by the required deadline.

If you are unable to submit by the deadline, you can apply for a short extension. If you need more time, you can apply for a deferral. Deferral reschedules your submission deadline to the next module assessment period.

You must apply for an extension or deferral before your submission deadline.

More information is available here:

https://livecoventryac.sharepoint.com/sites/students-registry-extensions-deferrals

https://share.coventry.ac.uk/students/Registry/_layouts/15/WopiFrame.aspx?sourcedoc=/students/Registry/Documents/Extenuating_Circumstances_Guide_to_Extensions_and_Deferrals.docx&action=default

Late penalties: If you submit an assessed piece of work late without an authorised extension or deferral, you will receive a mark of zero. You may be eligible for a re-sit attempt at the assessment at the next available opportunity.

Please note: this module adheres to the Coventry University Assessment and Feedback Policy. In line with this, penalties may be imposed for significant breach of the maximum word limit and take form of a deduction of 10% of the moderated mark.

7.0 Reading List, Reference Style and Module Evaluation

7.1 Reading List

You will find the reading list and additional resources to support your study blocks through FutureLearn and AULA.

7.2 The Coventry University Reference Style

The referencing convention in use at Coventry University is APA, a form of author-date referencing.

More information on the APA referencing style will be provided as part of course support materials.

7.3 Module Evaluation

This module will be evaluated through a questionnaire distributed towards the end of the module. Participants are asked to take time and respond to the questionnaires in an engaged manner. Responses will be used to refine the module content and delivery in the future.

8.1 UKPSF Mapping Sheet

UKPSF Descriptor D1 (Associate Fellow) Dimensions Mapping document	Surname:		First name:	
Demonstrates an understanding of specific aspects of effective teaching, learning, support methods and student learning.				

Areas of Activity (A)	**Evidence of meeting the UK Professional Standards.** Evidence must be provided to demonstrate at least TWO areas of activity (please *list* i.e. cross reference the *relevant* evidence cited on your completed Associate Fellow application form).	Dates
A1 - Design and planning of learning activities and/or programmes of study		
A2 - Teach and/or supporting student learning		
A3 - Assess and give feedback to learners		
A4 - Develop effective learning environments and approaches to student learning, educational 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 (K)	**Evidence of meeting the UK Professional Standards.** Evidence must be provided to demonstrate successful engagement with 'at least K1 and K2' (please *list* i.e. cross reference the *relevant* evidence cited on your completed Associate Fellow application form).	**Dates**
K1 - The subject material		K1
K2 - Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme		K2
K3 - How students learn, both generally and within their subject/disciplinary area(s)		K3
K4 - The use and value of appropriate learning technologies		K4

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 (V)	Evidence of meeting the UK Professional Standards. Evidence must be provided to demonstrate A commitment to appropriate Professional Values in facilitating others learning. (Please list i.e. cross reference the *relevant* evidence cited on your completed Associate Fellow application form).	Dates
V1 - Respect for 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		

Introduction to Teaching and Learning in HE *(7010CRB)*

Classification and grading criteria (% range)	Evidence of the effective design and delivery of learning-centered learning experiences (40%)	Evidence of scholarly practice (30%)	Reflection and critical analysis of impact on current and future practice (20%)	Presentation, word count, correct grammar and spelling, accurate referencing and list of references (10%)
Outstanding 80-100% Distinction	Outstanding evidence of informed, original and innovative learning design clearly placing the student at the centre of the learning experience. Very clear links to evidence included in the portfolio (surpassing the minimum evidence required).	Very clear evidence of open critique and sharing and locating practice within relevant theory and policy; demonstrating outstanding knowledge and depth of relevant scholarly work and policies.	Outstanding use of analytical skills and reflective practice demonstrating personal development and impact on practice. Clear insight shown into required professional values, principles and competencies and professional development planning. An outstanding reflective account	Outstanding presentation, logically structured, using correct grammar and spelling, outstanding cross-referencing and links to supporting evidence. Presented to a publishable standard. Accurate referencing and correctly using the APA referencing style.
Excellent 70-79% Distinction	Excellent evidence of informed, innovative learning design clearly placing the student at the centre of the learning experience. Clear links to evidence included in the portfolio (that might have surpassed the minimum evidence required).	Clear evidence of open critique and sharing and locating practice within relevant theory and policy; demonstrating excellent knowledge and depth of relevant scholarly work and policies.	Excellent use of analytical skills and reflective practice demonstrating personal development and impact on practice. Clear insight shown into required professional values, principles and competencies and professional development planning.	Excellent presentation, competently structured, using correct grammar and spelling, clear and easy to use links to supporting evidence. Appropriate referencing and correctly using the APA referencing style.

			A highly reflective account.	
Good quality **Very good** **60-69%** **Merit**	Good evidence of appropriate decision making in learning design and delivery that places the student at the centre of the learning experience. Clear links to evidence included in the portfolio.	Clear evidence of open critique and sharing and locating practice within relevant theory and policy; demonstrating good knowledge and depth of relevant scholarly work and policies.	Good use of analytical skills and reflective practice demonstrating personal development and impact on practice. Insight shown into required professional values, principles and competencies and professional development planning. A reflective account.	Good presentation, completely structured, acceptable grammar and spelling, acceptable links to supporting evidence. Generally well referenced with correct use of the APA referencing style.
Acceptable **Good** **50-59%** **Pass**	Acceptable evidence of appropriate decision making in learning design and delivery that places the student at the centre of the learning experience. Acceptable links to evidence included in the portfolio.	Acceptable evidence of open critique and locating practice within relevant theory and policy; demonstrating little or no knowledge and depth of relevant scholarly work and policies.	Acceptable use of analytical skills and reflective practice demonstrating personal development and impact on practice. Some insight shown into required professional values, principles and competencies and professional development planning. A reflective but rather descriptive account	Acceptable presentation and structure, acceptable grammar and spelling, adequate links to supporting evidence. Acceptable referencing. Generally accurate use of APA referencing style.
Adequate / **Acceptable** **40-49%** **Pass**	Adequate evidence of appropriate decision making in learning design and delivery that places the student at the centre of the learning	Adequate evidence of open critique and locating practice within relevant theory and policy; demonstrating little or no	Adequate use of analytical skills and reflective practice demonstrating personal development and impact on	Adequate presentation and structure, grammar and spelling, links to supporting evidence.

	experience. Limited links to evidence included in the portfolio.	knowledge and depth of relevant scholarly work and policies.	practice. Limited insight shown into required professional values, principles and competencies and professional development planning. A largely descriptive account.	Adequate referencing. APA referencing style used but may contain some inaccuracies.
Referral (or fail) (all learning outcomes not met) 39.5% or less	Little or no evidence of appropriate decision making in learning design and delivery that places the student at the center of the learning experience. Irrelevant or no linkage to evidence in the portfolio. Incomplete evidence supplied in the portfolio.	Little or no evidence of open critique and locating practice within relevant theory and policy; demonstrating little or no knowledge and depth of relevant scholarly work and policies.	Insufficient/no use of analytical skills and reflective practice demonstrating personal development and impact on practice. Little or no insight shown into required professional values, principles and competencies and professional development planning. A descriptive account.	Poor/weak presentation, grammar and spelling, links to supporting evidence and/or Unacceptable presentation, grammar and spelling, structure is very poor, links to supporting evidence. Little or no referencing, incorrect style, or very inaccurate use of APA referencing style.

8.3 PDP Template

Area for development	Activities to undertake to achieve development	Indicators of success	Timescale
e.g. To be able to upload lecture notes and materials to Moodle for students to download	*Attend Moodle workshop on providing materials in Moodle*	*Students able to download lecture notes and support materials next year*	*Attend workshop in October 201……*

A Word version of the document is available for download here:

https://acdev.orgdev.coventry.domains/download_file/29/0

COVENTRY UNIVERSITY

Teaching Observation Form

Part 1 – (to be completed by lecturer before the observation)

Lecturer's Name	Faculty/School/Dept.	Course Title - *Module Title* - *Level*	Year
Observation Date	**Observer's Name**	**Session Type** (e.g. lecture, seminar, tutorial, practical demo, lab work, other, etc.)	

Reflection on previous observations (your reflections on your previous observation)

Session Purpose and Aims (a brief outline of the purpose of the session being observed and the student profile)

Session Learning Outcomes – *(indication of what the lecturer expects the learner to be able to do by the end of the session i.e. knowledge, skills, understanding, etc.)*

Observation Focus – *(what aspects of your teaching would you like the observer to focus on and provide feedback?)*

Part 2 – (observer to complete and to discuss with lecturer)

Please underscore as appropriate

Preparation, planning and organisation	Excellent	Good	Satisfactory	Poor	n/a
Session aims/objectives/outcomes					n/a
Teaching methods and approaches employed					n/a
Quality of the teaching/learning materials					n/a
Learner engagement, participation and interaction					n/a
Use of technology (where appropriate)					n/a
Delivery (style, pace, audibility, presence)					n/a
Management of the learning experience (student integration and classroom management)					n/a
Delivery adapted to student group					n/a
Checking that learning is taking place					n/a
Intellectually stimulating, inspirational/passionate teaching					n/a

Please refer to the following page(s) for comments on the observation

General feedback - *consider aspects such as appropriateness of level, is the content up-to-date, accurate use of examples, research-informed, lecturers subject knowledge, etc.*

Strengths - *identification of strengths and best practice, e.g. internationalisation, use of technology to enhance teaching, innovative practice, etc.*

Suggested Areas for Development

Part 3 – (Outcome)

Further Action *(this should be jointly discussed and agreed by the observer and lecturer)*
Lecturers Comments

Lecturer's Signature:	*Date*
Observer's Signature	*Date*

Part 4 – (Observer to complete and to discuss with lecturer as necessary)

Institutional Feedback for Action   *a) quality of the learning environment / accommodation for teaching and learning*
b) Opportunity identified to generate session for Academic Professional Development (i.e. best practice to share)