

# Mapping the Teaching Observation Process to the UK Professional Standards Framework (UKPSF)

The Teaching Observation process at Loughborough University aligns to the UK Professional Standards Framework (UKPSF)<sup>1</sup>. The UKPSF is administered by the Higher Education Academy (HEA), a national body that seeks to support higher education institutions in enhancing the quality and impact of teaching. Alignment to the UKPSF is relevant to the professional development of both the observer and the observee. Both can use the observation process as evidence towards nationally benchmarked professional recognition of teaching and learning support in higher education.

## UKPSF Descriptors

A completed *Teaching Observation Report Form* provides **one** piece of evidence to demonstrate which descriptor of the UKPSF the observer/observee is working at. The relevant descriptors are:

### **Descriptor 1 (Associate Fellow)**

Demonstrates ***an understanding of specific aspects*** of effective teaching, learning support methods and student learning.

### **Descriptor 2 (Fellow)**

Demonstrates ***a broad understanding*** of effective approaches to teaching and learning support as key contributions to high quality student learning.

### **Descriptor 3 (Senior Fellow)**

Demonstrates ***a thorough understanding*** of effective approaches to teaching and learning support as a key contribution to high-quality student learning.

*In addition:*

The **observer** might be able to demonstrate '*successful mentoring of others in relation to teaching and learning*', this being one of the criteria for Senior Fellow.

## UKPSF Dimensions of Practice

Appendix 1 illustrates how the teaching observation process can be linked to the UKPSF dimensions of practice, i.e. *Areas of Activity, A1 – A5, Core Knowledge, K1 – K6, Professional Values, V1 – V4*.

Possible points of discussion are suggested for the observer and observee during the pre- and post-observation meetings, in addition to the practice areas that are identified on the *Teaching Observation Report Form* for the observation period. The suggestions may not be relevant for all observations, but are included to illustrate potential relevance of UKPSF dimensions.

It should not be assumed that all the suggested dimensions of the UKPSF need to be covered by the teaching observation process. This will be dependent on the discussion-based dialogue generated between the observer and observee.

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<sup>1</sup> UK Professional Standards Framework for teaching and supporting learning in higher education (2012)  
<http://www.heacademy.ac.uk/ukpsf>

## Appendix 1: Linking the Teaching Observation Process to the UKPSF Dimensions

Phase	Practice Area	Possible discussion points for observer /observee	UKPSF Dimensions
1. pre-observation	writing aim and learning objectives/relevance to module and Programme of Study	<ul style="list-style-type: none"> <li>recognising links to intended learning outcomes of module and programme specifications</li> <li>reference to subject benchmark statements</li> <li>relevant Professional Bodies to inform content</li> <li>School/department guidance</li> <li>Bloom's Taxonomy</li> <li>outcome-based learning</li> <li>University templates for programme and module specifications</li> <li>Academic Quality Procedures Handbook</li> <li>constructive alignment</li> </ul>	<p><b>A1</b> Design and plan learning activities and/or programmes of study</p> <p><b>K1</b> Subject material</p> <p><b>K6</b> Implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</p> <p><b>V3</b> Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</p> <p><b>V4</b> Acknowledge the wider context in which higher education operates recognising the implications for professional practice</p>
	planning of session	<ul style="list-style-type: none"> <li>identifying teaching and learning activities to meet the outcomes</li> <li>using learning technologies</li> <li>student diversity, including issues of academic background, gender, culture and inclusive practice</li> <li>relevance and currency of content</li> <li>designing a session plan to show timings</li> <li>effective communication skills, including audibility, explanation of concepts, pacing, body language' enthusiasm</li> <li>approach to setting ground rules and behaviour management</li> <li>setting up equipment</li> <li>using space in the teaching room</li> </ul>	<p><b>A1</b> Design and plan learning activities and/or programmes of study</p> <p><b>A2</b> Teach and/or support learning</p> <p><b>A4</b> Develop effective learning environments and approaches to student support and guidance</p> <p><b>K1</b> Subject material</p> <p><b>K2</b> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p> <p><b>K4</b> The use and value of appropriate learning technologies</p> <p><b>K5</b> Methods for evaluating the effectiveness of teaching</p> <p><b>V1</b> Respect individual learners and diverse learning communities</p> <p><b>V2</b> Promote participation in higher education and equality of opportunity for learners</p>

Phase	Practice Area	Possible discussion points for observer /observee	UKPSF Dimensions
	preparation of teaching materials	<ul style="list-style-type: none"> <li>• use of Learn</li> <li>• accessibility issues for students with disabilities</li> <li>• inclusive teaching</li> <li>• internationalisation</li> <li>• supporting materials and resources</li> </ul>	<p><b>A2</b> Teach and/or support learning</p> <p><b>A4</b> Develop effective learning environments and approaches to student support and guidance</p> <p><b>K1</b> Subject material</p> <p><b>K2</b> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p> <p><b>V1</b> Respect individual learners and diverse learning communities</p> <p><b>V2</b> Promote participation in higher education and equality of opportunity for learners</p>
<b>2. observation period</b>	clarity of purpose/aim and learning objectives	<ul style="list-style-type: none"> <li>• clear and well articulated</li> <li>• appropriate and fit-for-purpose</li> </ul>	<b>A1</b> Design and plan learning activities and/or programmes of study
	planning and organisation	<ul style="list-style-type: none"> <li>• learning objectives supporting the module learning outcomes and overall Programme of study</li> <li>• linking to previous sessions</li> <li>• effective time management</li> <li>• clear rationale for choice of learning and teaching methods</li> <li>• appropriate supporting resources available to students</li> </ul>	<p><b>A1</b> Design and plan learning activities and/or programmes of study</p> <p><b>A4</b> Develop effective learning environments and approaches to student support and guidance</p> <p><b>K1</b> Subject material</p>
	learning and teaching methods	<ul style="list-style-type: none"> <li>• purpose and structure outlined clearly to students</li> <li>• methods appropriate to the session objectives</li> <li>• methods suited to the students' level and needs</li> <li>• stimulating student interest</li> <li>• issues of student diversity/accessibility addressed</li> </ul>	<p><b>A2</b> Teach and/or support learning</p> <p><b>K2</b> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p> <p><b>K4</b> The use and value of appropriate learning technologies</p> <p><b>V1</b> Respect individual learners and diverse learning communities</p> <p><b>V2</b> Promote participation in higher education and equality of opportunity for learners</p>
	presentation	<ul style="list-style-type: none"> <li>• audible and clear to whole class</li> </ul>	<p><b>A2</b> Teach and/or support learning</p> <p><b>A4</b> Develop effective learning environments and approaches to student support and guidance</p>

Phase	Practice Area	Possible discussion points for observer /observee	UKPSF Dimensions
		<ul style="list-style-type: none"> <li>• well-paced with appropriate tone and style</li> <li>• effective introduction</li> <li>• clear links to previous work</li> <li>• material clearly structured and easy to navigate</li> <li>• explanations clear and coherent</li> <li>• key points summarised</li> <li>• diagrams/graphs clearly presented and labelled</li> <li>• accessibility issues addressed</li> <li>• session drawn to a satisfactory conclusion</li> <li>• eye contact with students/participants</li> <li>• appropriate body movement, posture and facial expression</li> </ul>	<p><b>K1</b> The subject materials</p> <p><b>K2</b> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p> <p><b>V1</b> Respect individual learners and diverse learning communities</p>
	content	<ul style="list-style-type: none"> <li>• appropriate to achieve the learning objectives</li> <li>• appropriate for the level, abilities and needs of students/participants</li> <li>• well-researched and up-to-date</li> <li>• appropriate examples of topical illustrations, analogies and references to research</li> </ul>	<p><b>A1</b> Design and plan learning activities and/or programmes of study</p> <p><b>A2</b> Teach and/or support learning</p> <p><b>K1</b> The subject material</p> <p><b>K3</b> How students learn, both generally and within their subject area</p> <p><b>V3</b> Use evidence-informed approaches and the outcomes from research, scholarship and CPD</p>
	student engagement and/or participation	<ul style="list-style-type: none"> <li>• evidence of student engagement</li> <li>• student participation appropriate to the nature and purpose of the session</li> <li>• evidence for achievement of learning objectives</li> <li>• strategies to gain attention, to refocus at intervals, and to ensure attention span is maintained</li> <li>• opportunities for students to question and provide feedback</li> <li>• management of behaviour</li> <li>• setting out ground rules and expectations</li> </ul>	<p><b>A2</b> Teach and/or support learning</p> <p><b>A3</b> Assess and give feedback to learners</p> <p><b>A4</b> Develop effective learning environments and approaches to student support and guidance</p> <p><b>K2</b> Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</p> <p><b>K5</b> Methods for evaluating the effectiveness of teaching</p> <p><b>V1</b> Respect individual learners and diverse learning communities</p>

Phase	Practice Area	Possible discussion points for observer /observee	UKPSF Dimensions
			<b>V2</b> Promote participation in higher education and equality of opportunity for learners
	impact of accommodation and learning resources	<ul style="list-style-type: none"> <li>• effective use of teaching space</li> <li>• learning and teaching methods appropriate to size of the group</li> <li>• selected resources appropriate for purpose</li> <li>• effective use of resources</li> <li>• resources supportive of the content of the session</li> </ul>	<b>K4</b> Develop effective learning environments and approaches to student support and guidance <b>K4</b> The use and value of appropriate learning technologies
<b>3. post-observation</b>	reflection on teaching session	<ul style="list-style-type: none"> <li>• self-reflection about how the session went</li> <li>• self-evaluation of effectiveness of the session</li> <li>• keeping records of actions and development needs</li> <li>• development of professional practice</li> </ul>	<b>A5</b> Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice <b>K5</b> methods for evaluating the effectiveness of teaching <b>V4</b> acknowledge the wider context in which higher education operates recognising the implications for professional practice
<b>For the Observer</b>		<ul style="list-style-type: none"> <li>• mentor others in demonstrating effective practice in teaching</li> <li>• offer advice informed by current knowledge of issues and practices</li> <li>• support others through knowledge of scholarship and research-informed practice</li> </ul>	<b>A5</b> Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice <b>K5</b> Methods for evaluating the effectiveness of teaching <b>K6</b> The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching <b>V3</b> Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development <b>V4</b> Acknowledge the wider context in which higher education operates recognising the implications for professional practice