

Teaching Observation Guidance

The Teaching Observation form is designed to provide structured, formative feedback to trainees on their competence at teaching. The Teaching Observation can be based on any instance of formalised teaching by the trainee which has been observed by the assessor. It is not designed to assess bedside teaching.

The table below gives suggestions for factors to consider in each section but you do **not** have to record specific comments on each of these bullet points.

Assessors can be any doctor with suitable experience - for trainees in higher specialty training this is likely to be consultants. Some curricula may have specific requirements for numbers of consultant assessments.

Descriptors of competencies demonstrated during Teaching Observation:

<p>INTRODUCTION</p> <ul style="list-style-type: none"> • Introduction of self • Gained attention of group • Stated the objectives 	<p>A formal or informal introduction as appropriate</p> <p>Facilitator ensures they full attention of the group before introducing the session</p> <p>Objectives should be shared with the group and should be SMART (specific, measurable, achievable, relevant and time based). They may be stated formally at the beginning of the session, or less formally as a general introduction. It is important that from the outset the learners are clear about what is expected of them, what it is hoped they will achieve by the end.</p>
<p>DEVELOPMENT</p> <ul style="list-style-type: none"> • Key points emphasised • Clear, concise delivery • Knowledge of subject • Logical sequence • Well paced • Good use of voice/tone • Resources supported topic • Quality of resources • Effective group participation • Effective Use of Questioning • Appropriate teaching methods used • Management of teaching activities • Appropriate assessment techniques 	<p>Key points are emphasised at various stages of the session, to assist learning and allow learners to prioritise the main messages. Delivery is audible and learning points are understandable.</p> <p>Facilitator displays knowledge appropriate to the subject matter and subject being taught.</p> <p>Session has a clear beginning, middle and end. Topics and sub-topics are clearly linked together and placed into context. The session challenges but does not overwhelm the learners. There is clear development during the session moving from simpler material to more challenging concepts.</p> <p>Session is delivered at an appropriate pace and facilitator's voice used to good effect.</p> <p>Teaching resources (slides / handouts etc) are used to support the teaching and are designed to meet the needs of the group being taught.</p> <p>A range of teaching and learning strategies is utilised, such as small group teaching, role play and question and answer.</p> <p>Learning environment managed effectively, ground rules are clear, seating arranged appropriately.</p> <p>Assessment methods are clear from the outset. Feedback is given where appropriate.</p>
<p>CONCLUSION</p> <ul style="list-style-type: none"> • Summarised key points • Objectives were met • Kept to time limit 	<p>Clear summary of the main points of the session by facilitator or learners. Objectives revisited as appropriate.</p>
<p>GENERAL COMMENTS & ACTION POINTS</p>	<p>Observer stresses strengths and areas for development. Key action points noted, with guidance on how they might be achieved.</p> <p>Any further points raised following the feedback discussion.</p>