

## Guidance for using the Observation of Teaching (OoT)

### Summary and overview

The Observation of Teaching form is designed to provide structured, formative feedback to trainees about their competence at teaching in a formal setting. It is not designed to assess bedside teaching. It can be based on any instance of formalised teaching by the trainee which has been observed by an assessor who can be any doctor with suitable experience – for trainees in higher specialty training, assessors are likely to be consultants.

The table below gives suggestions for factors to consider in each section, specific comments do not have to be recorded against each of the bullet points.

Acknowledgement: The assessment was adapted from the *Teaching Observation Tool* developed by the Joint Royal Colleges of Physicians' Training Board (JRCPTB).

<b>Feedback</b>	Observer stresses strengths and areas for development. Key action points noted, with guidance on how they might be achieved.
<b>Descriptors of competencies demonstrated during the Observation of Teaching</b>	
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Introduction of self</li> <li>• Gained attention of group</li> <li>• Shared the objectives</li> </ul>	<p>A formal or informal introduction as appropriate.</p> <p>Ensures they gain the 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 aimed to be achieved by the end.</p>
<b>Presentation</b> <ul style="list-style-type: none"> <li>• Subject matter</li> <li>• Key points emphasised</li> <li>• Clear, concise delivery</li> <li>• Knowledge of subject</li> <li>• Logical sequence</li> <li>• Well-paced</li> <li>• Good use of voice/tone</li> <li>• Resources supported topic</li> <li>• Quality of resources</li> </ul>	<p>Subject matter is presented at the appropriate level for the audience.</p> <p>Key points are emphasised at various stages of the session, to assist learning and allow learners to prioritise the main messages.</p> <p>Delivery is audible and learning points are understandable. 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>The 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>

<ul style="list-style-type: none"> <li>• Effective group participation</li> <li>• Effective use of questioning</li> <li>• Appropriate teaching methods used</li> </ul>	<p>A range of teaching and learning strategies is utilised, such as small group teaching, role play and question and answer. Learning environment managed effectively, ground rules are clear, seating arranged appropriately.</p>
<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• Summarised key points</li> <li>• Met objectives</li> <li>• Kept to time limit</li> </ul>	<p>Clear summary of the main points of the session. Objectives revisited as appropriate.</p>
<p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Engagement in the role</li> <li>• Consideration for learners (and patients if used)</li> <li>• Learning from the experience</li> </ul>	<p>Demonstrates willingness to teach trainees and other health care professionals</p> <p>Maintains objectivity</p> <p>Is able to reflect and sum up own learning</p>
<p><b>Overall Quality of Teaching</b></p>	<p>An overall judgement based on the above criteria.</p>