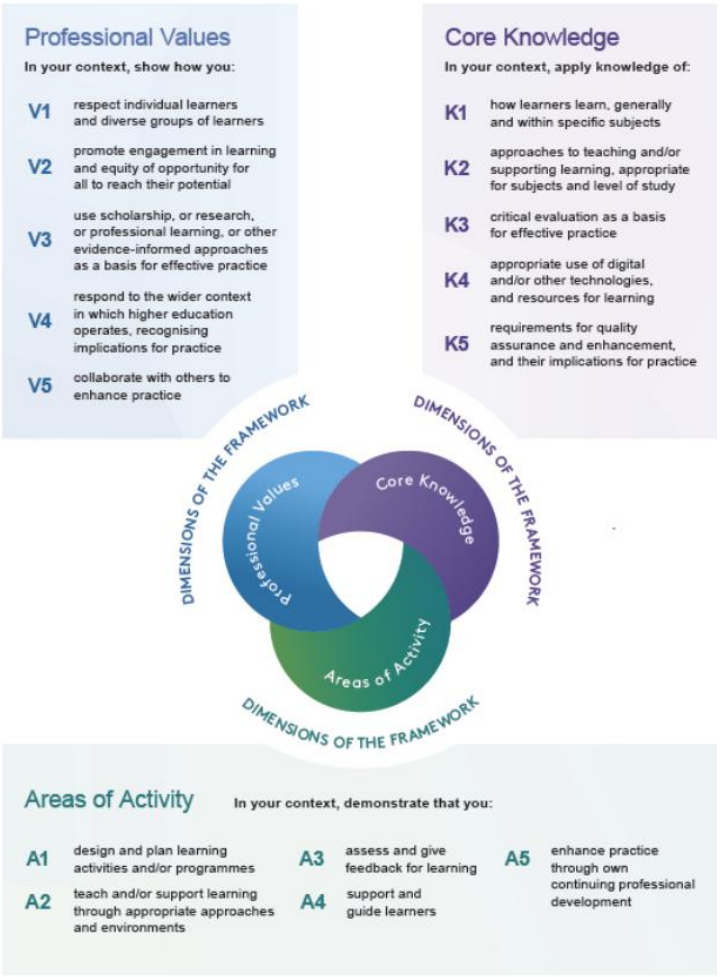
Introduction

The Learning Walk is an informal, short visit to a classroom that provides a snapshot of practice, by observing/focusing on a key area/theme. It should be a structured way of gathering information against a clearly defined issue or opportunity.

The learning walks are intended to be developmental and constructive, aiming to gather evidence about teaching and learning for college enhancement, staff development and foster a culture of Continuous Improvement.

As a benchmarking tool, the below criteria are taken from the Advance HE's Professional Standards Framework (PSF 2023).



Learning Walk

Section A

This section should be **completed by the observer** during the Learning Walk.

Observer Name			
Observee Name			
Semester		Learning Walk Date	
Week of Semester		Learning Walk Time	
Session Duration		Learning Walk Duration	
Number of Students Present		Total Number of Registered Students	

Advance HE's Professional Standards Framework (PSF 2023)

Areas of Activity (A)

A1: Deign and plan activities and/or programmes

Are learning outcomes clear and appropriately pitched?

Is the session structured logically?

Are active learning strategies used?

A2: Teach and/or support learning through appropriate approaches and environments

Does the educator engage students effectively?

Are methods inclusive and adapted to learners' needs?

Are learning activities aligned to curriculum/learning outcomes?

A3: Assess and give feedback for learning

Is assessment integrated clearly into the session?

Are feedback mechanisms (formal or informal) used?

A4: Support and guide learners

Does the learning space support interaction, access, and inclusion (physically or virtually)?

Is there an effective use of the learning environment?

A5: Enhance practice through own continuing professional development

Are there signs of updated practices, new technologies, or references to professional development?

Observee & Observer Reflection:

- What worked well in the session?
- Were there areas for development?
- How did the session reflect the observee's commitment to the PSF values?

- Recommendations for further development (linked to CPD, peer support, or training)

Observee & Observer Overall Comments:

This section should be completed by the Observee and Observer following feedback and discussion

Core Knowledge (K)

K1: How learners learn, generally and within specific subjects
Is the content accurate, current, and appropriately challenging?

K2: Approaches to teaching and/or supporting learning, appropriate for subjects and level of study
Are pedagogical strategies clearly applied?
Is there a rationale for choices made?
Is content knowledge applied with examples (linked to industry)?

K3: Critical evaluation as a basis for effective practice
Are feedback approaches timely, constructive, and aligned with learning outcomes
Are pedagogical strategies used to promote engagement?

K4: Appropriate use of digital and/or other technologies and resources for learning
Are technologies/tools used purposefully?
Is the space accessible and fit for learning?
Reference to assessment principles (Use of AI)?

K5: Requirements for quality assurance and enhancement and their implications for practice
Are practices aligned with institutional or programme-level standards and expectations?

Observee & Observer Reflection:

- What worked well in the session?
- Were there areas for development?
- How did the session reflect the observee's commitment to the PSF values?
- Recommendations for further development (linked to CPD, peer support, or training)

Observee & Observer Overall Comments:

This section should be completed by the Observee and Observer following feedback and discussion

Professional Value (V)

V1: Respect individual learners and diverse groups of learners

Are different learning needs, backgrounds, and experiences respected and supported?

V2: Promote engagement in learning and equality of opportunity for all to reach their potential

Are barriers to learning anticipated or addressed?
Is inclusive language, content, and participation evident?
What differentiation was used in the class?

V3: Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice

Is there reference to scholarship, research, or feedback influencing teaching practices?
Integration of evidence-based practice?

V4: Respond to the wider context in which higher education operates, recognising implications for practice

Is teaching aligned with institutional priorities or global challenges (e.g., sustainability, employability)?

V5: Collaborate with others to enhance practice

Observee & Observer Reflection:

- What worked well in the session?
- Were there areas for development?
- How did the session reflect the observee's commitment to the PSF values?
- Recommendations for further development (linked to CPD, peer support, or training)

Observee & Observer Overall Comments:
This section should be completed by the Observee and Observer following feedback and discussion

Section B

Observer Name		**Date**	
Observer Signature		**Date**	
Observee Name		**Date**	
Observee Signature		**Date**	