

Peer Observation of Teaching Scheme

2023-24

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Committee Approval

Committee	Committee Action	Date
QAEC	Recommended approval	19 May 2021
Academic Committee	Approved	9 June 2021
	Date in force	1 September 2021
QAEC	Recommended approval	21 June 2023
Academic Committee	Approval	26 July 2023
	Date in force	1 September 2023

This Peer Observation of Teaching Scheme will be reviewed annually by our Quality Assurance and Enhancement Committee (QAEC). Any amendments will be subject to approval by the Academic Committee.

1. Introduction

Our Peer Observation of Teaching Scheme provides for one academic to share and reflect on their teaching practice and then to observe the teaching activity of another academic. The Observer provides the Observee with feedback (written and oral) on their teaching practice.

Peer observations will usually be conducted in-person on a 'live classroom'; however, the Observer and the Observee can agree with the Head of School for the observation to be conducted in an alternative medium such as through MS Teams or on a recorded session if necessary.

This is an important **confidential** staff development activity which should benefit both academics and lead to the enhancement of the student experience. Peer Observations should take place once each academic year.

The aim of the scheme is to provide academics with a supportive environment within which to reflect on their teaching and learning methods, and to improve student learning and understanding.

Feedback provided under this scheme is **confidential** between the observing academic, the Observee and relevant Head of School. The Head of School will maintain a record of observations and, in addition, will anonymise and collate relevant comments in the Development and Strengths/Good Practice sections of the form for discussion in a Teaching and Learning Forum.

Participation in the Peer Observation of Teaching Scheme is an important CPD activity for academic staff and, as such, it is compulsory for all to complete each academic year (including sessional lecturers). Completion of the Peer Observation is recorded in the Annual Staff Appraisal and Development Scheme [ASADS], during which the Observee may identify staff development areas needed.

The Peer Observation of Teaching Scheme is separate from the Managed Observation Scheme, which is used for staff who are:

- New to Bloomsbury Institute
- Moving on to teach at a higher level within Bloomsbury Institute
- May need support in developing areas of their teaching Managed observations do not have any impact on your ASADS [appraisal].

2. Overview

The Peer Observation will be based on the following three areas of teaching practice:

- Teaching
- Learning
- Effectiveness/impact

There is a simple form to complete (see **Appendix 1**). The focus of the form is to gather sufficient information to allow a productive and developmental follow-up discussion.

The objectives that are chosen for the observation should be linked to the UKPSF Dimensions (see **Appendix 2**).

3. Pairing up

You have two options as to how you pair up with a colleague:

- Self-selection
- Assigned a colleague

If you opt for self-selection, you will need to have confirmed [to the Head of School, or their nominee] who you will be carrying out the Peer Observation with by the end of the first full month of Term 1. If you miss this deadline, the Head of School will assign a peer to you.

We encourage you to peer observe with someone outside of your discipline; sometimes, one sees more when your thoughts are more 'distanced' from the actual content of the lesson. Lecturers should not peer observe the same colleague two years in a row.

4. Evaluation

The responses to the Development and Strengths/Good Practice sections on the form are collated and discussed in a Teaching and Learning Forum.

Additionally, the Observee should reflect on the feedback given and the discussion of the lesson to see if there are any Continuous Professional Development opportunities that may lead naturally from the observation.

Finally, reflection on good practice could be explored and developed into a scholarship or research project.

5. Completing the form

- There is one form that should be completed jointly by the **Observee** and the **Observer**
- Prior to observation: **Observee** completes the relevant **Sections 1 and 2**.
- During/post observation: **Observee** completes **Section 3** and **Observer** completes **Sections 4 and 5**.
- Final stage: **Observee** completes **Section 6** and both complete **Section 7**.
- Responses to the Strengths/Good Practice and areas for development section will be collated, anonymised, and disseminated to all academic staff through a Teaching and Learning Forum, and subsequently posted on Canvas.

6. Review of the Peer Observation of Teaching Scheme

This Peer Observation of Teaching Scheme will be reviewed annually by our Quality Assurance and Enhancement Committee (QAEC). Any amendments will be subject to approval by the Academic Committee.

Appendix 1: Peer Observation of Teaching Scheme Form

Observee:	
Observer:	
Module:	
Date, time, room:	
Nature of session:	Lecture / Seminar / Workshop / Other
Mode of delivery	Face-to-face / Online
No. of students on register:	
No. of students attended:	

<p>1. Group profile [Observee]: Any information about the group that would help the Observer 'understand' the group e.g.:</p> <ul style="list-style-type: none"> • Information about the make-up of the group. • Any challenges with the group/individuals therein. • A brief explanation of the timetable fit of the lesson to be observed.
<p>2. Objectives [Observee]: What do you wish to focus on for the session?</p> <p>Refer to the UKPSF Dimensions (see Appendix) and identify 1-3 dimensions to focus on in the observation. Write the objectives in the 'language of the UKPSF'.</p>
<p>3. Reflection [Observee]: What went well/not so well and why?</p>
<p>4. Comment on focus areas of the session and Observee's reflection [Observer]:</p>
<p>5. Strengths/good practice and areas for development [Observer]: What went well in the session? Were any areas of good practice noted and agreed? Any areas that could be improved or developed?</p>

6. Feedback [Observee]: Provide feedback on Observer's reflections [Sections 4 and 5 above]
7. The process: Reflection on the Peer Observation [Both] How effective was the process in terms of professional/personal development? What impact could this process have on teaching and learning at our institution? Could the form/process be improved?
Observee
Observer

Appendix 2: Dimensions of the UKPSF

