

# **Peer Observation of Teaching Scheme**

**2021-22**

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## Committee Approval

<b>Committee</b>	<b>Committee Action</b>	<b>Date</b>
QAEC	Recommended approval	19 May 2021
Academic Committee	Approved	<b>9 June 2021</b>
	<b>Date in force</b>	<b>1 September 2021</b>

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 his/her teaching practice.

Peer observations will usually be conducted on a 'live classroom'; however, the Observer and the Observee can agree for the observation to be conducted in an alternative medium such as through MS Teams.

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 the Director of the Centre for Excellence in Teaching and Learning (CETL), or nominee, to whom the completed forms are submitted as a record that the observation and delivery of feedback have taken place. Comments in the Development and Strengths/Good Practice sections of the form are anonymised and discussed 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 Observed academic 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
- Lucky dip!

If you opt for self-selection, you will need to have confirmed [to the Director of CETL, or nominee] who you will be carrying out the Peer Observation with by the end of the first full month of Semester 1. If you miss this deadline, you will automatically be entered in the lucky dip.

You can opt in to the lucky dip option at any point within the first full month of Semester 1.

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 **Observed** 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

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

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

<b>6. Feedback [Observee]: Provide feedback on Observer's reflections [Sections 4 and 5 above]</b>
<b>7. The process: Reflection on the Peer Observation [Both]</b> 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?
<b>Observee</b>
<b>Observer</b>

## Appendix 2: Dimensions of the UKPSF

