

Enhancing Peer Observation of Teaching

1. Taking a look at your Peer Observation Scheme

- 1.1 Think through your approach/policy to peer observation – refer to the Faculty Peer Observation Policy document or Quality Handbook sub-section Peer Observation of Teaching – Guidance for Staff - thinking through the purpose of your peer observation scheme in particular (see below).
- 1.2 Discuss how you do peer observation as a School.
- 1.3 Timely to check if your peer observation record form is working.

2. Going beyond 'monitoring'

- 2.1 Current practice is generally a rotary system of peer observation with completed observation forms going to Deputy Head of School (Education) or their nominee(s) and line managers of observed. Some other approaches are:

Approach	Reporting
Develop a reflective practice approach where you set up peer coaching pairs – where these pairs discuss L&T related things and include peer observation. Usual peer observation form used.	Presented at appraisals as evidence of reflective practice and what has been gained from peer coaching – small 1 page report – similar to what is expected from membership of HEA.
Concentrate on the observer – the form is completed, but not on how the observed did, but on what the observer has got out of observing. Need to adapt the peer observation form for this.	Presented at appraisals as evidence of reflective practice and what has been gained from peer coaching – small 1 page report – similar to what is expected from membership of HEA.
As part of curriculum design teams - have peer observation related to	information on peer observation is reported back to curriculum teams

ongoing curriculum development at possibly year level. May want to adjust the observation form to account for this.	who might what to take on board issues of particular teaching points.
As part of module/programme review using the same form, an external person gives a report on a series of targeted units. Need to look at a sufficient sample to get an overview to make report meaningful.	independent report goes to the review team. It is important to have teaching observation conducted by those not involved in teaching the programme.
Methods of teaching – you may want to have someone look at 'small group teaching', 'supervisions' etc for a given programme in a particular year.	this may be identified by staff or the School as a focus for the year. The information on the peer observation needs to have been seen by one person in order to summarise any needs and report back. Ideal preparation for an 'away day'.

2.2 Each of these can be seen as part of the overall quality process. You may want to mix and match these approaches over the years.

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