Peer observation form (teaching session)

**Peer observation for professional development** (*This form is an exemplar only. It can be customised as necessary for local contexts and circumstances. Alternative forms can be used for reporting POPD*.)

**Guidance:**

Peer Observation for Professional Development (POPD) is for staff in academic and related roles. The overall objective of POPD is to enhance teaching and learning for the benefit of our students.

POPD is designed to be a valuable and supportive opportunity for both experienced colleagues and those who are new to teaching. It provides the opportunity for the observer and observed colleague to reflect on teaching practices and develop their own teaching through structured peer learning. The process engages pairs of colleagues in cycles of planning, observation, reflection and action with the intention of enhancing teaching and the learning environment as contributory factors to student learning.

Reflections arising from teaching observation are valuable for all colleagues who are engaging in professional development.

About the form:

* Initial details and session details are completed by the observed colleague prior to the observation
* Part 1 is completed by observed colleague prior to the observation; this may include an introductory meeting to prepare and share ideas / priorities.
* Part 2 is completed by the observer during the observation session.
* Part 3 is completed by the observer and observed colleague in discussion after the session.
* Part 4 is completed by the observed colleague.

**Initial details**

**1. Observer’s Name:**

**2. Observer’s Faculty / Department:**

**3. Observed Colleague’s Name:**

**4. Observed Colleague’s Faculty / Department:**

**Session Details**

**5. Type of session or activity to be observed (e.g. lecture, seminar, practical):**

**6. Programme:**

**7. Level & Module title:**

**8. Number of students:**

**9. Type of teaching environment (e.g. face to face, online etc):**

**10. Proposed date of post-observation reflective meeting**:

**Part 1: Pre-observation preparation**

The observed colleague and observer should communicate briefly in advance of the session to develop a mutual understanding of the session being observed and any aspects of the session that the observed colleague wishes to receive particular feedback on. It is also useful to develop a common understanding of how the observer and their presence will be introduced to the student(s).

**11. What is the background to the session**?Prompting questions: What is the context of the session? What pedagogical strategies are likely to be used? Has it been a challenging session in the past? Is this the first time it’s been taught? How does it relate to assessment?

**12. What should the observation focus on?** Prompting questions: On what aspects of the observed colleague’s pedagogy and practice would feedback be most valuable? What development goals have they set that can be supported by this observation?

**Part 2: Observation**

The observer should make some brief notes that will form the basis of a reflective discussion held after the observation. These should be made in reference to the pre-observation discussion meeting. Observers should be mindful of the tone of their comments, paying attention to providing constructive, honest and sympathetic feedback.

Observations should be structured around the following aspects. However, a flexible approach should be taken to interpreting these to ensure that feedback is supportive and valuable to the observed colleague. A minimum of 60 minutes is suggested for observations.

**13. Feedback may be provided relating to some or all the following areas of practice:**

a. Introduction and links to context of module:

b. Teaching strategy and methods:

c. Delivery and communications:

d. Learner engagement:

e. Content:

f. Conclusion to the session:

**Part 3: Feedback**

This is an opportunity for the observer and observed colleague to reflect on the session in a one to one meeting after the observation. It is strongly recommended that for colleagues to derive maximum benefit from the process, a meeting takes place following the observation. The nature and format of this will vary, but is most likely to include identification of good practice and a consensus on aspects of practice that the observed colleague may want to consider developing. Observers may wish to reflect on how their own experiences and practices might help inform the discussion and, additionally, consider what they have learned from observing a peer. Peer observations can be carried out in the spirit of enquiry: Tony Harland suggests that ‘a peer reviewer is not there to tell someone how to teach… but rather to explore teaching in a form of mutual inquiry’ (Harland 2012: 28).

**14. What aspects of good practice were observed during the session? (completed by observer)**

**15. What aspects of practice could be developed? (completed by observer and observed colleague together).** Prompting questions: What practical steps could be taken by the observed colleague to develop their teaching practices? What CPD activities would be useful for the observed colleague to engage with?

**Part 4: Reflection**

This section is completed by the observed colleague allows them to reflect on the feedback they have received, and the opportunities that exist to develop their practice further. It may be useful to cross-reference this with the UK Professional Standards Framework, particularly if they are developing a claim for Fellowship.

**16. Based on the feedback from this teaching observation, what CPD priorities or opportunities for sharing good practice have you identified?**