About the observation

f. Confirmation of date, time and venue of the observation.

g. Would you like to ask observers to sit anywhere in particular?

h. Will observers be introduced to the students or not?

Observer

Preparation for the observer will be to receive and read the contextual information as provided by the observee, to consider the identified area of focus and whether it is appropriate (some negotiation with the observee might be in order); and to consider the efficacy, presentation, etc. of the supportive materials.

2.2: Observation

The observation should consist of a full teaching session or significant part thereof. It should be a session in which the observee is playing an active role.

Observee

The observee should give prior thought to where the observer might sit and whether or not they will be introduced to students. Note, the observer should not be asked to participate in the session.

Peer Observations ï Guidance Notes for workshops

Session Opening

Introduce the session by explaining its relevance to the subject as a whole

Cover the outcomes for the session and link to the learning activities (i.e. what planning to achieve and how)

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task and the approach to be taken (what, why & how). Format to be appropriate for the task.
Set challenging expectations

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Peer Observation of
Teaching Protoc

30 minutes. It should take place in private. This meeting is an opportunity to feedback on the observation and engage in a discussion of professional practice. It is not necessary to send through the draft observation document in advance as it may consist of notes at this point that will be discussed in the meeting. NB, while the notes in the prompt boxes may be modified in the post-observation meeting, the narrative should be considered an account of the session and should not be changed. R

The structure of the meeting will depend on the topics to be discussed but should broadly include:

Observee feeds back on their reflections on the prompts.

Observer briefly describes what was seen, using the narrative as a framework.

Observer summarises their comments against the prompts, including a discussion of

The outcomes are likely to be one of the following:

a) The teaching in the observed session was of such a high standard that it might be used as evidence for promotion or a teaching award.

b) The teaching was in accord with the expectations and standards of professional practice at the University of

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identifying prioritised training needs requiring consideration by the Campus Dean or Vice-Provost will be provided by Campus Learning and Teaching Co-ordinators and a summary will be tabled at the Academic Enhancement Committee. This report will not, in any circumstances, identify individuals by name.

5. Further reflective practice opportunities

Approach ; 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
Reporting ; Presented at PDR/application for promotion 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.

Approach ; Concentrate on the observer the form is completed, but not on how the observee did, but on what the observer has got out of observing. Need to adapt the peer observation form for this.
Reporting ; Presented at PDR/application for promotion as evidence of reflective practice and what has been gained from peer coaching small 1 page report similar to what is expected from Fellowship of HEA.

Approach ; As part of curriculum design teams - have peer observation related to ongoing curriculum development at possibly year level. May want to adjust the observation form to account for this.
Reporting ; Information on peer observation is reported back to curriculum teams who might what to take on board issues of particular teaching points.

Approach; 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.
Reporting; Independent report goes to the review team. It is important to have teaching observation conducted by those not involved in teaching the programme.

Approach; Methods of teaching you may want to have someone look at workshops, 'supervisions' etc for a given programme in a particular year.
Reporting; This may be identified by staff or the University 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 'a/s s9 Cpt to look at a

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OBSERVER'S COMMENTS ON THE SESSION

COURSE: _____SESSION:
OBSERVER:_____DATE:_____

Narrative to be completed by the observing manager ***during*** the session

Aspects of the session that went really well (up to three)

Suggestions for the future (up to three)

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Observation of Teaching Protocols
Management observation

Observing manager

During the observed session, the observing manager should write a narrative account of what takes place, and this should be descriptive in nature rather than judgemental. The production of a narrative account as a first step is a widely used practice as it encourages observing managers to note what is seen rather than jumping too quickly to conclusions or being too influenced by preconceptions. It also generates data for discussion in the post-observation meeting. The narrative account therefore serves to bring a degree of rigour to the observation. Full chronological notes enable concrete examples/verbatim quotes to be given which illustrate the good/less good teaching points. The notes must include reference to what the tutor does and what the students do.

The form may be completed electronically or by hand. In the latter case it is advisable for both observing manager and observee to have a scanned copy of the final version.

The observing manager should never interrupt or take part in the session in any way.

Good practice may be to

evaluate participation levels
monitor the u
produce table maps, with a circle O for each student and a tick to the appropriate O each time that student makes a significant contribution
note whether there is any uneven distribution of students to sub-

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The structure of the meeting will depend on the topics to be discussed but should broadly include:

Observee feeds back on their reflections on the prompts.

Observing manager briefly describes what was seen, using the narrative as a framework.

Observing manager summarises their comments against the prompts, including a discussion of

Observing managers

Observing managers who are concerned that the observee may be particularly sensitive or anxious, should empathise and acknowledge any constraints which w
would have found difficult to cope with (course design, subject matter, room, particular students). It is important that honest and constructive feedback is given. It may be helpful to ask the tutor whether they thought it was a typical session in terms of the course, that class/group and their teaching, and whether it was their first run of that session in the cycle; also whether the class went according to plan, whether there were parts of the session which went particularly well, or not, and anything the tutor would do differently next time?

If the observing manager observed anything which did not go as well as it could/should, they must give constructive suggestions on how better that tutor (with his or her personality) could have handled it.

feedback on that occasion.

Recording of the observation and maintaining a record

The observation form should be completed by the observing manager and then signed by the observee and observing manager.

3. Roles and responsibilities

All academic tutors and staff who facilitate student learning are responsible for:

Participating in the management observation process
Undertaking any development as determined in agreement with their observing manager R
Discussing the outcomes as part of the PDR process, alongside other

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Part 2: Narrative to be completed by the observing manager

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Part 3: Prompts to be completed by the observing manager *after* the session

Session and resource design e.g., [illegible] stimulating learning environment

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Feedback on agreed area of focus

Part 4: Summary of professional practice discussion to be completed by the observing manager after the session

Summary of strengths

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