

 S P Jain London School of Management	Observation and Development of Teaching Policy
Document Type	Policy
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1. Purpose and scope

- a. The purpose of this policy is to ensure that academic staff are provided with opportunities, either through peer observation or other support to improve their teaching.
- b. The peer observation and audit are enabling processes for staff with teaching responsibilities to reflect on and improve their teaching practice. This policy provides a framework for all teaching staff to collaborate on increasing the effectiveness of their teaching through observation, discussion, and reflection. It also supports the identification and dissemination of best practices across disciplines, improving the quality of the student learning experience.
- c. This policy applies to all staff teaching at the School including adjunct staff.
- d. While intended to be developmental, the outcome of the observations can be used to demonstrate performance for progression and professional recognition.

2. Peer Observation

- a. Peer observation is mandatory and must take place at least once during each academic year for all staff delivering teaching although staff are encouraged to undertake peer observation more frequently. Observations may be conducted either:
 - i. Face-to-face during live teaching sessions, or
 - ii. Via recorded lecture sessions.
- b. Peer observation can cover the full range of teaching activities including lectures, seminars, field trips, and practical classes.
- c. Observers should consider:
 - i. The design of teaching materials e.g. PowerPoint presentation layout, supporting material etc.
 - ii. Learning outcomes and learning activities/ tasks e.g. opportunities for flipped

- learning.
- iii. Assessment tasks, including provision of materials, exemplars, assignment guidance and marking schemes.
- iv. Online & blended learning resources
- v. Provision of opportunities for all students, regardless of identity and background.

3. Internal Audit for Teaching Support

- a. Faculty who receive feedback of less than 8/10 on student evaluations may with their consent, have the course they taught audited internally. As part of this audit, the training team will review recorded lectures and provide feedback. This feedback aims to support teaching improvement and professional development through actionable recommendations.

4. Programme Director overview

- a. New adjunct staff may have their teaching recordings reviewed by the Programme Director to review their teaching and provide developmental feedback if required. For full-time staff, any teaching observations by the Programme Director will be part of the probationary process.

5. Feedback and Reflection

- a. Feedback from both peer observations and internal audits can be shared and reflected upon during Individual Development Plan (IDP) meetings to inform personal and professional growth.

6. Confidentiality

- a. All feedback from observations and internal audits is confidential. Staff members are encouraged, but not required, to share outcomes with their line managers or colleagues.

Appendix A: Peer Observation and Audit Feedback Form

Section 1: Pre-Observation Details

(To be completed before the session by the observed staff and shared with the observer)

Observer Name and Role:

Observed Staff Name and Role:

Date and Time of Observation:

Module/Programme Name and Level:

Number of Students (Expected/Present):

Observation Mode: (Choose one: Face-to-face in class / Recorded lecture/other....)

Session Aim: (Brief statement on the goal of this session)

Key Intended Learning Outcomes (ILOs):

Session Summary: (Brief description of activities planned)

Section 2: Observation or Audit Notes

(To be completed by the observer or auditor during the session or after reviewing recordings)

Strengths Observed: (e.g., engagement methods, resource use, innovative teaching techniques)

Suggestions for Improvement: (e.g., clearer instructions, better resource alignment)

Teaching Impact Observations: (Indicate if observed face-to-face or via recording and include relevant insights)

Good Practice identified

3: Post-Observation/Audit Reflection

(To be completed collaboratively or by the observer/auditor)

What went well in the session or recordings?

Potential Areas for Development:

How good practice can be disseminated and used more widely

Actionable Recommendations: (Specific steps for professional growth or practice enhancement)