S P Jain London School of Management	**Policy on Peer Observation of Teaching**
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1. Policy on Peer Observation of Teaching

a. Teaching Observation and Peer Review are key mechanisms for ensuring that students experience the best possible opportunities to learn and succeed in their chosen subject. These processes are driven by an underpinning commitment to the delivery of excellent learning and teaching and the continuous enhancement of teaching excellence. Colleagues are required to use a Peer Observation of Teaching Form (Appendix A). To inform discussions of personal and professional development, staff are encouraged to reflect upon their Peer Observation(s) during Individual Development Plan (IDP) meetings. This will be recorded via the IDP form.

b. During the current review of the peer observation process, the following areas will be addressed: Pre-class preparation; Observation of the session; Observer reflection feedback after the session (see Appendix A for further details).

c. This policy has been informed by practice at the Universities of West London, Swansea, Exeter and Winchester.

2. Purpose

a. Peer observation of teaching is an enabling process, for staff with teaching responsibilities to reflect on and improve their teaching practice. This policy be used by all teaching staff as they work together to increase the effectiveness of their teaching through observation, discussion and reflection. This process has the potential for sharing best practice across disciplines thus improving the quality of the student learning experience. It can also be a catalyst for creating communities of practice.

b. Observers, and those who are being observed, are encouraged to use the peer observation process to identify and share good practice. This can be used to demonstrate performance for progression and professional recognition.

3. Operation

a. Peer observation is supportive and progressive rather than judgmental, where the area of focus is decided by the lecturer. This is an essential aspect of peer observation which helps to develop reflection and innovation for both the observer and the observed.

b. 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.

c. Managers should confirm at PDR whether peer observation has taken place, and staff are encouraged to share their observation (s) with their line manager to demonstrate reflection on and enhancement of their teaching practice.

d. Observers should be School staff members from a cognate or own discipline and change each year. In order to ensure fair and effective practice, the process should not be reciprocal.

e. The School's approved peer observation form must be used (see Appendix A).

f. The process is intended to be two-way with active contribution from observer and observed. The observer is expected to remain present for the whole session and to provide detailed comments. Peer observation can cover the full range of teaching activities including lectures, seminars, field trips, and practical classes.

g. 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.

4. Confidentiality

a. The process should be confidential and any information shared between the observer and the observed remains private, unless the member of staff being observed chooses to share the outcome. Staff who have been observed are encouraged to share observations with their line manager and disseminate good practice, where appropriate.

Peer Observation of Teaching form

For guidance please see *Peer Observation Policy*			
Name of person being observed		**Role of person being observed**	
Date and Time		**Programme**	
Module title and level			
Name of observer		**No. of students expected and no. attending**	
Brief description of session (or 'teaching episode' within the class)[1]			
Focus of observation			
Name and role of the observer			
1. Preparation – before the class is observed: to be completed before the class by the person being observed, and given to the observer before the class			

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[1] It is sometimes helpful to nominate a specific 'teaching episode' or activity for observation, rather than a whole 'class', particularly if it is a long session, or if the person being observed plays a specific role in leading or supporting a particular kind of learning activity.

a) Overall aims of the session within the programme:
The overall aim(s) if this session is (are) to…

b) Student preparation for the class:

c) Specific Intended Learning Outcomes (ILOs) for the session:
By the end of this session, students should be able to…

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d) How the ILOs will be assessed within the session:

e) Consolidation work for after the session:

2 Observation of the session	5
This template is intended to guide your observation and discussion, but do not feel compelled to comment on every point; focus on what is relevant to your session.	
Session element and prompts:	**Observer's notes:**
Session content/structure: Learner-centred approach used? Were aims and ILOs made clear? Was there a logical and coherent structure to the session? Was signposting used? Comment on: • Research informed • International perspective • Transferable skills	
Learning activities, resources, and student engagement: Were learning technologies (e.g., PowerPoint, Responseware, etc.) used effectively? Were resources appropriate to ILOs? Were learners actively engaged?	

Assessment for learning: What methods of assessment were used? How is this session linked to summative assessment?	
Summary and consolidation of learning: Was there a summary provided? What consolidation work was set?	

Areas of good practice	Evidence in the session observed	Suggestions for sharing good practice *For example: how might colleagues use this activity? Could there be a workshop on this topic/approach/technique?*
1.		
2.		
3.		
Areas for development	**Evidence in the session observed**	**Suggested activity to support development**
1.		

2.		
3.		

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3. Reflection (TO BE COMPLETED BY THE OBSERVOR AFTER THE SESSION)

a) **What went well in the session?**

b) **What could you have done differently?**

c) **What actions can benefit your sessions moving forward?**