**Peer Observation of Staff in EAS**

* In order to help develop learning and teaching of the highest quality in EAS, a process of peer observation is used within the School.
* The results of this peer observation will also form part of the subject level TEF submission.
* All teaching staff will be expected to engage in the peer observation process.
* To ensure peer observation is specific to the Learning & Teaching needs of each departments/subject group, each group will be able to develop a key focus for their teams peer observation.
* The aim of the peer observation process is to improve the learning & teaching delivery within the subject area to offer the best student experience.

**Objectives**

The process has five key objectives:

1. To ensure Aston students experience high quality learning and teaching in their studies
2. To identify staff who are excellent teachers such that examples of good practice can be shared across the School
3. To identify staff who will benefit from support in their learning and teaching practice
4. To identify opportunities for learning and teaching innovation through sharing, workshops, research etc
5. To create a culture where staff feel able to share, support and learn from each other

**Extent**

* Each teaching academic must experience one peer observation per academic year.
* Each person will conduct one peer observation per academic year, on a different member of staff (so not the same person who observed you).
* It is important to ensure that the same person does not observe an individual twice in one academic year.
* Please note for academic staff that achieve a consistent low score (<3) on the module questionnaire may be required to work more closely with a chosen member of staff to ensure sufficient L&T support is provided to enhance the teaching delivery.

Observations will generally take place within Departments/Subject Groups unless the Subject Group Head requests an alternative approach. However Cross-Subject Group observations is encouraged where practical and can be discussed with AD L&T around implementation

In order to support the Peer Observation process two forms are provided to guide and record the activity that takes place.

**Form A - The observation record**

**Form B- A debrief and action plan record**

These final versions of these forms are included as attachments to this document and can be found on the School Learning resources page: <https://vle.aston.ac.uk/webapps/blackboard/execute/launcher?type=Course&id=_12191_1&url>=

**What teaching material can be observed?**

* To ensure peer observation is specific to the Learning & Teaching needs of each subject area, each subject group develop a key focus for their teams peer observation.
* The subject group should decide what key L&T delivery they want to focus on improving in their area. This should then be the focus of that subject areas peer observation.
* Any teaching material that is student facing can be used as part of peer observation, it does not have to be the process of watching another person deliver a taught session.
* The list below gives examples of types of peer observation and material that could be used. Subject areas have the flexibility to focus on any area of UG and PG L&T delivery they feel would benefit their students teaching experience.

|  |  |
| --- | --- |
| Type of peer observation  | Types of materials for peer observation  |
| Lecture delivery  | * Observation of person delivering class
* Review of lecture slides
* ‘Teacher’ listens to recording of their own delivery to enhance reflection
* Discussion with students at session
 |
| Small group teaching  | * Observation of person delivering class
* Review of teaching material
* Discussion with students at session
 |
| Interactive teaching  | * Identification of areas (within subject area/across school) that do more interactive teaching
* Sharing of interactive teaching material
* Critical review by each module leader of where they can strengthen interactive teaching
* Peer observation/discussion on how to implement more interactive teaching in their module
 |
| Use of blackboard | * Critical review of page layout of modules to determine if all required information available, if students seeing a consistent approach of modules
* Peer discussion around use of blackboard test, discussion board etc
 |
| Clarity of assessment information  | * Critical review of assessment information being supplied to students
* Peer discussion of how to improve/implement use of marking schemes and/or assessment rubrics within their teaching
* Peer discussion on clarity of feedback to students, and how to improve/strengthen information the teacher supplies
 |
| Success of group assessments  | * Critical review of success of group assessment within subject area
* Peer discussion on how to improve consistency of assessment approach at module & programme level and what changes to implement
* Peer discussion on validity of group assessment
 |
| Exam feedback  | * New Assessment & Examinations policy for 18/19 is that all exams will require release of a one page summary of feedback. Subject area could use peer observation process to decide on the content/focus of exam feedback and then review each module leader’s exam feedback returns to discuss clarity.
 |
| Use of digital technology  | * Identification of areas (within subject area/across school) that use more digital technology within their teaching
* Sharing of teaching material using digital technology
* Critical review by each module leader of where they can strengthen digital technology within their module
* Peer observation/discussion on how to implement more use of digital technology within teaching material
 |
| Personal tutoring  | * Excellent academic support of students is key to a successful student experience and good personal tutoring plays a major part.
* With no training for personal tutors not all academics feel comfortable with this type of L&T.
* Staff could be observed having a personal tutors meeting (with students prior agreement). Students comments should also be used for review/reflection.
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**Peer Observation Process**

Your TEF steering group lead will ensure all subject area staff are aware of the procedure and supporting forms for each observation. Therefore, any questions on the peer observation process should be directed towards your TEF steering group lead.

The Peer Observation process will take place in the following way:

1. Subject area decide on focus of peer observation, led by the Subject group head and TEF steering group lead.
2. The subject area’s peer observation focus will be discussed at TEF steering group and approved.
3. Subject area’s TEF steering group co-ordinator will develop, with subject head support, the rota of staff observation and monitor progress of completion.
4. AD L+T will receive a copy of the schedule from each subject area. Updates of success of staff completion will be sent to subject head and also shared with the TEF steering group.
5. Rota of staff allocation will be distributed by TEF steering group lead, which can include staff in other subject areas if desired.
6. Colleagues schedule the Peer Observation.
7. Person being observed briefs person observing before observation, about what particular teaching material/delivery the other person will peer observe.
8. Observation is conducted and the person observing completes Form A.
9. Debrief is scheduled, preferably within one week of the Observation.
10. During the debrief Form B is completed with the aim to identify three actions for the person being observed and timescale for completion and re-observation for Observer.
11. **Only form B** needs to be sent, once completed, to the relevant TEF steering group lead. Updates on progress of subject area completion being bought to the TEF steering group.
12. End of TP2 TEF steering group lead completes Form C, a summary of main L&T focus for improvements for next academic year and where the subject area is delivery a good students experience. This should not focus on key individuals but be a summary of the group activities.
13. TEF steering group lead will discuss peer observation summary report (Form C) with relevant student champion and incorporate their thoughts into how to improve the areas L&T.
14. Summary report is shared by TEF steering group lead, at a programme/subject area meeting, with details of actions for improvements that the subject areas must implement before the next academic year. The subject area focus for peer observation for the next academic year will also be decided.
15. A copy of the final summary report (Form C) is sent to the Subject group head and AD L&T who will meet at end of academic year to discuss the summary report.
16. The summary report will be used as part of the supporting information for the subject level TEF submission and also inform achievements of the school’s KPIs.

# EAS Peer Observation Form Form A

This form needs to be completed by the Observer and discussed with the person who has been observed. This form DOES NOT need to be submitted.

|  |
| --- |
| **Name of Teacher Date****Name of Observer**  |
| **Subject areas peer observation focus:** **(e.g Personal tutoring)** |
| **Detials of Peer Observation**  |
| Give specifc details of the type of peer observation being conducted and the main focus of the observation. (e.g review of module EZ3XXX exam feedback sheet, with aim to identify areas for improvement/clarity and also areas of good practice). |
|  |
| **Organisation and Structure of L&T**  |
| Provide detailed comments on how clear the L&T information was - if it was well organised, with clear structure and easy to follow. Did you, as the reviewer, understand the information and, when applicable, what you needed to undertake?Highlight areas of good examples and also where improvements are needed.  |
|  |
| **Content and Clarity of L&T**  |
| Please comment on how easy the teaching material was to follow, was the content always relevent to L&T aims. Did you, as a reviewer, understand the information supplied and, when applicable, what you needed to undertake? Are there areas that need updating to make the L&T information clearer and/or more relevant.  |
|   |
| **Use of Technology (where applicable)** |
| Please comment on the use of technology. What was used, was it used effectively anddid it enhance learning? Where does areas need to be strengthend and how could this be implemented.  |
|  |
|  **Student Engagement (where applicable)** |
| Comment on how engaged the students were in the session. Were students actively involved? If so, how? Was a productive working relationship between teacher and student evident? Were students encouraged to reflect on their learning? What were the student comments on this session.  |
|  |

|  |
| --- |
| **Items for discussion in the debrief** |
| **Highlight areas of good L&T practice** |
| **Highlight areas of L&T that need further developments** (include further description of any critical comments) |
| **We agree that this is a fair record of the Peer Observation** **Signature of Teacher Date****Signature of Observer**(to be signed following the debrief session and copies kept by observer and lecturer) |

# EAS Observation Debrief (to be completed post-session and submitted to your TEF steering group lead) Form B

# Name of Teacher

# Name of Observer

|  |
| --- |
| The purpose of this debrief form is to allow both teacher and observer to reflect on the session. * Section 1 & 2 should be completed by the Observer before the debrief to aid discussion
* Section 3 should be completed by the Observer at the end of the de-brief session
* Sections 4 – 6 should be completed by the teacher following the observer feedback/discussion

The final task should be the setting of up to 3 actions for improvement. |
| 1. **Highlight areas of good L&T practice (use bullet points)**
 |
| 1. **Highlight areas of L&T that need further developments (use bullet points)**
 |
| 1. **As the OBSERVER what will I take away from this peer observation to use to improve my L&T practice**
 |
| 1. **As the TEACHER what will I take away from this peer observation to use to improve my L&T practice**
 |
| **5. As the TEACHER what 3 actions will I undertake to enhance the quality of this L&T information (include the action, who is responsible and by when)****Follow up is to be scheduled for** |
| **6. As the TEACHER identify any areas of learning and teaching you would like to find out more about** |
| **Signed** **Date** **Teacher Observer** |

# EAS Subject Area Peer Observation Summary Form C

# (to be completed at end of TP2 by TEF steering group lead – submitted to Head of Subject AND AD in L&T)

|  |  |
| --- | --- |
| **Subject areas peer observation focus (e.g Personal tutoring):**  | **Academic Year:**  |
| **Highlight areas of good L&T practice within subject area (use bullet points)** |
|  |
| **Highlight areas of L&T that need further development within subject area (use bullet points)**  |
|  |
| **Summary of student champion comments and suggestions** |
|  |
| **Actions subject area need to implement before start of next academic year**  | **Support required to achieve this action**  | Deadline of subject area to complete action | Date of subject area completion  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Signature & Date** | **TEF steering group rep** | **Head of Subject/department**  | **AD L&T** |