**PEER LEADER OBSERVATION RECORD**

Note to observers: We appreciate that not every scheme will follow formal ‘session plan’ styles and that some sessions observed may be very informal. Please therefore feel free to use the form below to give the feedback you feel is most appropriate for the Mentor(s).

Examples are given below to help illustrate what you might look for, especially if a Mentor is thinking of applying for AFHEA; but they will **not** always be reflective of the type of session you are observing.

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| **Name of person being observed** | |  | | |
| **Topic of the session being observed** | |  | | |
| **UK PSF Dimensions of Practice (if a student is applying for AFHEA)** | | You can use your microteach to evidence:  A1 – I designed a session  A2 – I delivered a session to my Mentees on xxx  A5 – I engaged with this session and its feedback to help develop my teaching skills  K5 – I collected verbal and written feedback from [observer], which indicated that…  V3 – This experience has informed how I…. | | |
| **Areas of good practice**  *e.g. Used an appropriate mix of learning and teaching activities* | | | **Evidence in the session observed**  *e.g. Use of online tools (Mentimeter) and paper tools, and activities for different learning styles* | **Suggestions for sharing good practice**  *e.g. You could upload the Mentimeter quiz you designed for other Mentors to use* |
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| **Suggestions for areas to develop**  *e.g. Choice of content relative to length of the session* | | | **Evidence in the session observed**  *e.g. Mentees were already comfortable with the activity you had planned to spend longest on* | **Suggestions to support development**  *e.g. What activity could you have done at the beginning to check any prior knowledge and adapt the session?* |
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| **[For the observer] You might like to comment on ...** | * Structure, pace, level of engagement (style), clear ILOs, and time management * Choice of the content relative to length of the session and level of the learners * Effective activation of prior knowledge * Appropriate mix of learning and teaching activities * Clear rationale for the learning activities and resources in the context of the session and topic * Effective use of specially prepared material resources * Effective use of learning technologies * Effective review and checking for learning. | | | |