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| **SECTION FOUR(a): LTHE peer observation of teaching—observation OF the applicant**  This peer observation record mirrors the one used by academic staff across the University for the Annual Review of Teaching Scheme (ARTS). You may adapt the form if needed to make it more appropriate for the particular session you deliver / observe. | | | |
| **Name of person being observed** |  | **Role of person being observed** |  |
| **Date and Time** |  | **College and 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]](#footnote-1)** |  | | |
| **Focus of observation** |  | | |

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| 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 |
| 1. **Overall aims of the session within the programme:**   The overall aim(s) if this session is (are) to…   1. **Student preparation for the class:** 2. **Specific Intended Learning Outcomes (ILOs) for the session:**   By the end of this session, students should be able to…  >  >  >  >   1. **How the ILOs will be assessed within the session:** 2. **Consolidation work for after the session:** |

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| 2 Observation of the session | |
| *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? |  |

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| **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 MENTOR AFTER THE SESSION) |
| 1. **What went well in the session?** 2. **What could you have done differently?** 3. **What learning theory can you apply to improve your sessions moving forward (use the reading in the AFHEA workflow to aid you with this segment)?** 4. **What actions can benefit your sessions moving forward?** |

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. [↑](#footnote-ref-1)