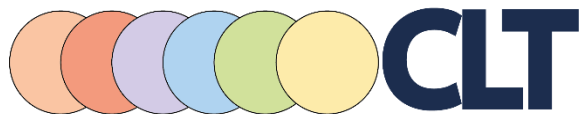


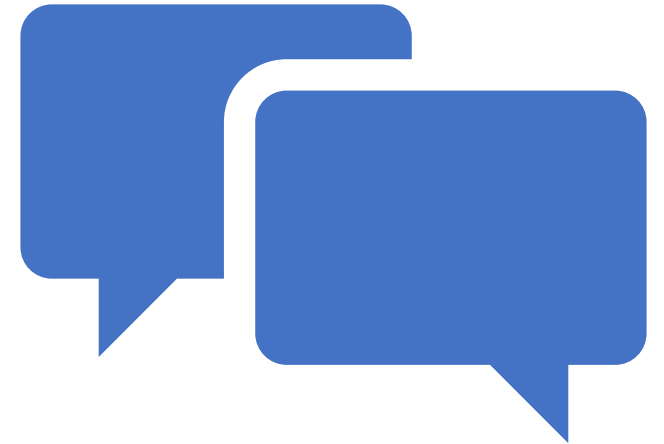
Peer Observation and Enhancement of Teaching

Degree Apprenticeships



The general principles underpinning peer observation of teaching of apprenticeship courses at LBU

- Constructive dialogue.
- The dialogue should be based on evidence observed during the teaching session.
- Focus on the learning experience from the apprentice's perspective.
- Open to discussion, reflective and evaluative.
- Be based on trust amongst colleagues.
- Collegiate and developmental.
- Regarded as part of an ongoing and continuous learning opportunity.



Terminology

In line with the OFSTED guidance for apprenticeships and for consistency:

The Observer

- is a member of teaching staff who is often a member of the observed tutor's same teaching team (but may also be an experienced practitioner in another subject area);
- arranges, observes, conducts and records feedback on the observed tutor's session;
- offers feedback to the observed tutor;
- should be a more experienced member of staff;
- should not be the observed tutor's line manager.

The Observed Tutor

- is the teacher who is teaching on the apprenticeships course and whose practice is being observed;
- can choose who observes their session but should present a clear rationale for their choice of observer.

The Apprentice

- is the student studying on the apprenticeship course.



Four stage process



Stage 1: A pre-meeting between the observer and the observed tutor.



Stage 2: The observation of the session itself.



Stage 3: A reflective discussion identifying areas for practice improvement and practice sharing between the observer and the observed tutor.



Stage 4: A formal written feedback stage.

Stage 1: The pre-meeting

This should be led by the observer who should...



Identify a suitable session to observe with the observed tutor (this could be in person or online, a large cohort or a one-to-one supervision or a group tutorial);



Review the observed tutor's planning of the session, its content and objectives;



Include an informal discussion about the key content of the session and how the session aligns with the requirements of a degree apprenticeship course, including Knowledge, Skills and Behaviours.

Stage 2: The observation of the teaching session itself
(online or face-to-face on campus)



The Observed tutor needs to be mindful that the observers will be looking to see whether.....

- a) They plan the learning activities and experience to enable the apprentices to develop a deep understanding of their subject.
- b) They offer or signpost high quality resources to apprentices.
- c) They are setting personalised learning targets and monitoring progress of their apprentices and, as part of this, providing precise, formative, supportive and constructive feedback to them.
- d) They use opportunities in the session to point out career progression opportunities and routes available if appropriate.
- e) They are promoting equality and diversity in the teaching sessions and the learning environments and that these are contextualised to each apprentice's specific professional practice.

The Observed tutor needs to be mindful that observers will be looking to see whether.....

- f) They provide apprentices who are approaching the end-point assessment of their degree apprenticeships with good support and guidance to aim for high grades.
- g) They make it a priority to get to know their apprentices thoroughly - as a result, they have a very good understanding of each apprentice's needs, interests and individual workplace experiences.
- h) They are planning and using learning activities carefully so that the pace and content of sessions motivate and meet the needs of all apprentices exceptionally well.
- i) They use learning activities that are suitable for different learning environments (online or in person) and motivate and support the needs of all apprentices to learn.

The Observed tutor needs to be mindful that observers will be looking to see whether.....

- j) They are encouraging apprentices to take responsibility for their own learning and help them develop their confidence, independent learning and critical thinking skills.
- k) They have excellent subject knowledge and make very effective use of their professional experience when planning and using learning activities.
- l) They offer tailored support and activities to address individual apprentice's identified areas for development before and after the end point of assessment in order to monitor and improve performance and maximise the apprentice's learning and success.
- m) They are actively supporting the apprentices to participate in learning at a higher level than previously.

Stage 3: A reflective discussion identifying areas for practice improvement and practice sharing



Meet as soon as possible



Observer to ask the observed tutor how it went



Constructive feedback and signposted help/ support



Feed general themes for enhancement back into the School

Stage 4: A written feedback stage with identified areas of good practice, areas for improvement, identified training opportunities and a timeline to monitor areas for improvement.



Between Observer and the Observed Tutor - this is private



Observed tutor sends date, name of participants, to School lead to be recorded. Only this, will be recorded for audit purposes with QAS



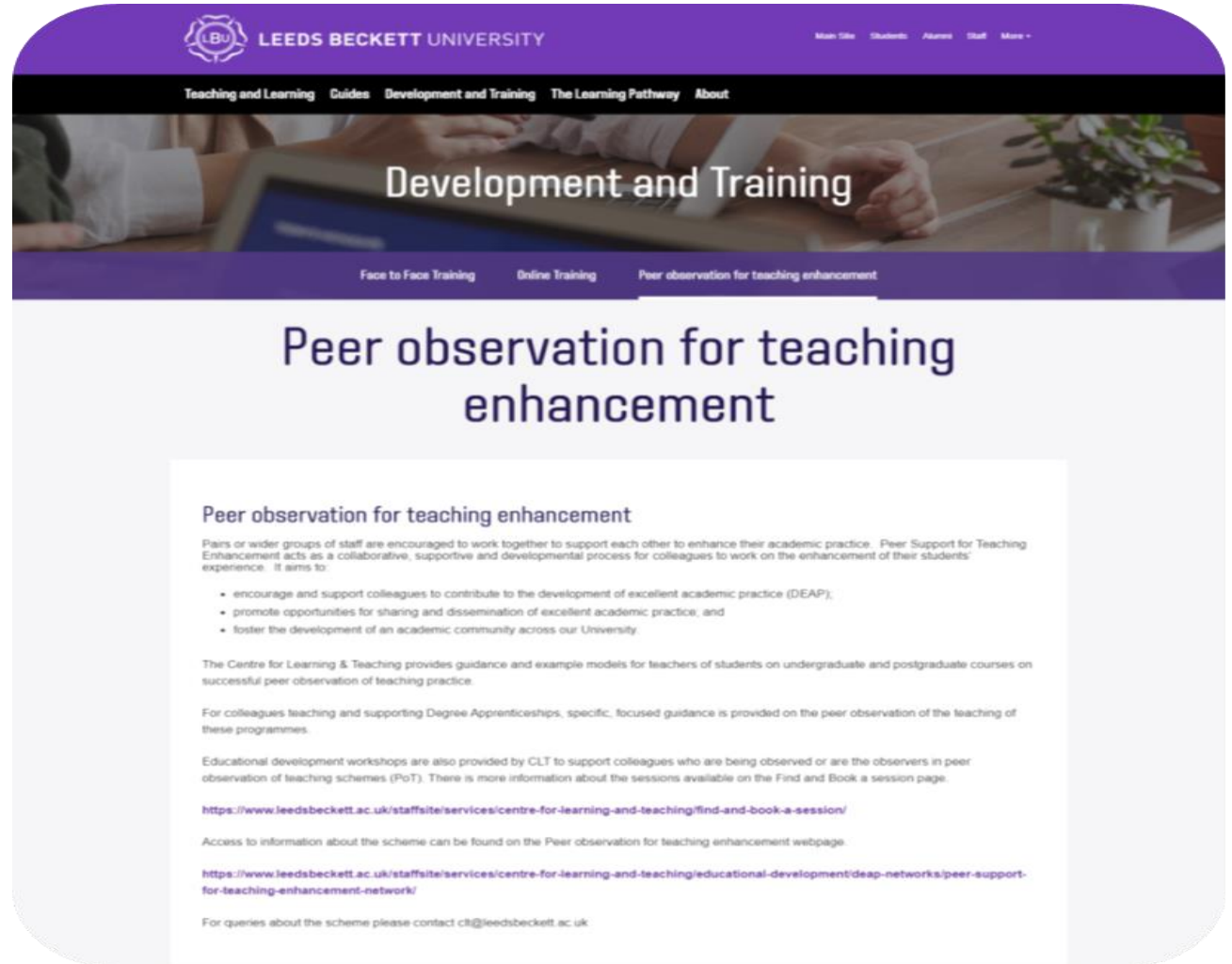
Set date for next observation

Templates you should use at each stage

- Form templates - align to the stages (1-4). On teachlearn webpage.
- <https://teachlearn.leedsbeckett.ac.uk/development-and-training/peer-observation-of-teaching/>
- Templates for the pre observation (Stage 1); the observation (Stage 2) and one form for the reflective discussion and formalised feedback and actions (stages 3 &4) .
- Confidential between the observer and the observed tutor
- At Stage 4 : The observer should pick out areas for School or University- wide L & T enhancement and/ or good practice sharing and send to Head of Subject or DA lead
- There is a brief record form to be completed by observed tutor and sent to School DA lead- this **only** records date of observation and participants

The templates look like.....

- All on the TeachLearn Page



The screenshot displays the Leeds Beckett University website. At the top, the university's logo and name are visible, along with navigation links for 'Main Site', 'Students', 'Alumni', 'Staff', and 'More'. Below this is a dark navigation bar with links for 'Teaching and Learning', 'Guides', 'Development and Training', 'The Learning Pathway', and 'About'. The main header features a background image of hands working on a laptop, with the text 'Development and Training' overlaid. A secondary navigation bar below the header lists 'Face to Face Training', 'Online Training', and 'Peer observation for teaching enhancement'. The main content area is titled 'Peer observation for teaching enhancement' in large, bold text. Below this, there is a sub-header 'Peer observation for teaching enhancement' followed by a paragraph explaining the purpose of the program. A bulleted list outlines the program's aims: to encourage and support colleagues to contribute to the development of excellent academic practice (DEAP), to promote opportunities for sharing and dissemination of excellent academic practice, and to foster the development of an academic community across the university. Further text describes the support provided by the Centre for Learning & Teaching, including guidance for Degree Apprenticeships and educational development workshops. Two URLs are provided for finding sessions and accessing more information. Finally, contact information for queries is given as cll@leedsbeckett.ac.uk.

LEEDS BECKETT UNIVERSITY

Teaching and Learning Guides Development and Training The Learning Pathway About

Development and Training

Face to Face Training Online Training Peer observation for teaching enhancement

Peer observation for teaching enhancement

Peer observation for teaching enhancement

Pairs or wider groups of staff are encouraged to work together to support each other to enhance their academic practice. Peer Support for Teaching Enhancement acts as a collaborative, supportive and developmental process for colleagues to work on the enhancement of their students' experience. It aims to:

- encourage and support colleagues to contribute to the development of excellent academic practice (DEAP);
- promote opportunities for sharing and dissemination of excellent academic practice; and
- foster the development of an academic community across our University.

The Centre for Learning & Teaching provides guidance and example models for teachers of students on undergraduate and postgraduate courses on successful peer observation of teaching practice.

For colleagues teaching and supporting Degree Apprenticeships, specific, focused guidance is provided on the peer observation of the teaching of these programmes.

Educational development workshops are also provided by CLT to support colleagues who are being observed or are the observers in peer observation of teaching schemes (PoT). There is more information about the sessions available on the Find and Book a session page.

<https://www.leedsbeckett.ac.uk/staffsite/services/centre-for-learning-and-teaching/find-and-book-a-session/>

Access to information about the scheme can be found on the Peer observation for teaching enhancement webpage.

<https://www.leedsbeckett.ac.uk/staffsite/services/centre-for-learning-and-teaching/educational-development/deap-networks/peer-support-for-teaching-enhancement-network/>

For queries about the scheme please contact cll@leedsbeckett.ac.uk

The pre meeting template – Stage 1- Observed tutor to complete in advance and send to observer in time for the pre - meeting

PEER OBSERVATION OF TEACHING FOR DEGREE APPRENTICESHIPS

STAGE 1: BEFORE THE OBSERVATION

SCHOOL:	
NAME OF OBSERVED TUTOR:	
NAME OF COURSE WHERE SESSION BEING OBSERVED:	
NAME OF OBSERVER:	
DATE OF PRE OBSERVATION DISCUSSION:	

Pre-observation dialogue between observer and observed tutor should explore which criteria are appropriate for the circumstances of the session to be observed.

This pre-observation template should be completed **by the observed tutor and ideally sent to the observer before the pre observation meeting.**

This is confidential to the observed tutor and the observer.

This template can be adapted to suit the needs of the School.

When and where is the session to be observed? (Does the tutor want the observer to view the MyBeckett module site prior to the session?)	
Course/ Module/ Session title	
Details of apprentices (give a brief description of what is known about the apprentices including numbers expected) What is the balance between apprentices and standard degree students?	
Learning outcomes to be achieved during the session	
Brief session outline (include any details about teaching methods, resources, assessment & feedback strategies)	
Are there any aspects of the session which the observer should focus on? (e.g. interaction with apprentices, use of resources, pace, feedback, links to workplace/ career development etc.)	
Does the tutor want to include any feedback from the apprentices? (if 'yes' what format should this take?)	

Stage 2: The observation of the session itself- The observer to complete

PEER OBSERVATION OF TEACHING FOR DEGREE APPRENTICESHIPS DURING THE OBSERVATION: TO BE COMPLETED BY THE OBSERVER

SCHOOL:	
COURSE:	
DATE OF OBSERVATION	
NAME OF OBSERVER:	
NAME OF OBSERVED TUTOR:	

Whilst observations should not be a process of checking against a checklist, which cannot encompass all the complexities of the teaching situation, there are some common features that do exist. This is confidential to the observer and observed tutor.

Some of these may be appropriate to use as a guide to provide feedback.

The session should be focused on the consideration of the overall learning experience of the apprentice facilitated by the observed tutor's teaching approach and should be completed by the observer.

	[Observer to write notes and complete the column below. Not all areas need to be addressed]
Planning/organisation <ul style="list-style-type: none">• Did the observed tutor clearly state the learning outcomes of the session and return to them throughout/at the end of the session?• Did s/he /they set out the structure and plan for the session at the start?• To what extent did the session appear to be well-planned and organised?	

Stages 3 & 4: completed by the observer but always discussed with the observed tutor

SCHOOL:	
NAME OF OBSERVED TUTOR:	
NAME OF OBSERVER:	
DATE OF POST OBSERVATION MEETING	

AFTER THE OBSERVATION- STAGES 3 & 4

Following the observation, it is important for both observed tutor and the observer to take some time to reflect on how the session went, and to prepare for the post-observation discussion (Stage 3) which should take place within a week of the observed session. If feedback has been sought from the apprentices after the session this should also be taken into consideration. Feedback provided during the post-observation discussion is confidential and should remain focused and constructive, encouraging reflection from both perspectives.

Good feedback will:

- Allow the observed tutor to describe the session and say how they felt it went before the observer makes any further comment. The observed tutor might reflect on whether the observation process had affected the session in any way, for example, in his/her behaviour or that of the apprentices.
- Focus on particular issues rather than allow generalised description or evaluation.
- Positively state what the observer considers the tutor to have done with skill, insight, competence, etc. The observer will provide evidence or instances of any claims made.
- Identify what did not appear to be so successful, or any areas in which some difficulties were observed. Again, it is important that specific evidence is cited as the basis for discussion.
- Provide adequate opportunity to discuss any matters of concern to the tutor about the session or about the observation process in an atmosphere of trust and confidentiality.
- Provide an opportunity to identify constructive solutions to any agreed issues, including sources of professional educational development and support.
- Provide an opportunity to identify good practice that may benefit the School and the University

- Reflective discussion feeds into formal feedback
- Reflective discussion summary is on template
- Feedback: summary, actions, possible development and deadlines

Record of observation: completed by observed tutor and send to DA Lead/ HoS

To be sent to the School DA Lead and / or the Head of Subject by the observed tutor after the Stage 4 post peer observation discussion.

This is for recording purposes only and will be shared with QAS.

NAME OF SCHOOL:	
COURSE OBSERVED:	
NAME OF OBSERVED TUTOR:	
NAME OF OBSERVER:	
DATE OF OBSERVATION:	

Key takeaways for the observed tutor

- Make sure you flag the KSBs
- Make sure you have taken steps (if appropriate to the session) to embed British values, safeguarding and equality and diversity
- Keep checking the apprentices are learning from the session and are able to ask questions to check understanding
- Make the session interesting so apprentices can engage, and encourage them to engage
- You offer opportunities to stretch and challenge and areas of issue are acted upon
- Make sure the session is well planned and organised

In addition, we should consider:

Practice sharing between Schools

Staff development signposting

Mentoring and support

Teach Learn website

<https://teachlearn.leedsbeckett.ac.uk/>



The screenshot shows the website's navigation and content. At the top, the Leeds Beckett University logo and name are visible, along with a navigation menu including 'Main Site', 'Students', 'Alumni', 'Staff', and 'More'. Below this is a secondary menu with 'Teaching and Learning', 'Guides', 'Development and Training', 'The Learning Pathway', and 'About'. The main header area features a photograph of people working at a computer with the text 'Development and Training'. A sub-menu below the header includes 'Face to Face Training', 'Online Training', and 'Peer observation for teaching enhancement'. The main content area is titled 'Peer observation for teaching enhancement' and contains the following text:

Peer observation for teaching enhancement

Pairs or wider groups of staff are encouraged to work together to support each other to enhance their academic practice. Peer Support for Teaching Enhancement acts as a collaborative, supportive and developmental process for colleagues to work on the enhancement of their students' experience. It aims to:

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For queries about the scheme please contact clt@leedsbeckett.ac.uk

Contact

- Georgi Sinclair (Head of Educational Development):

G.Sinclair@leedsbeckett.ac.uk

- Jim Durrant (CLT Associate)

j.s.durrant@leedsbeckett.ac.uk

- CLT inbox

clt@leedsbeckett.ac.uk