## Peer Observation for Teaching and Learning

**Prompt Questions**

## for observers during the session

A selection of these will be made depending on the nature of the session.

* Are the intended outcomes for the session clear?
* Is the session plan clear, with activities clearly aligned to the intended outcomes?
* Are students engaged? Attention is bound to lapse at times; were there any obvious patterns to this?
* What evidence of student learning can you observe? Are any learning opportunities missed?
* Is technology used effectively?
* How are unexpected events managed during the session?
* Is the assessment aligned to the intended learning outcomes?
* Is the information for students clear?
* Is the session fully accessible to all participants?

## for discussion following the session

(Questions for both participants):

* Did the session run to plan?
* Were the intended outcomes achieved?
* What worked particularly well?
* What was the most effective / interesting part of the session?
* What are you able to take away/ use in your own practice?
* Did students appear to be on task? Could you identify clear learning opportunities?
* Is there anything which might be done differently?
* In what ways would this session provide evidence for a claim for professional recognition via the UK Professional Standards Framework (eg Fellowship of the HEA)? Do you need more support from the University Teaching Academy to progress this?
* What further development would be useful for either participant?

## for programme teams to set aims for peer observation

* How do we integrate preparation for assessment into taught sessions?
* How do we signal student support in taught sessions (eg personal tutoring, specialist support for study skills, careers and employability)?
* How do we integrate and evaluate our inclusive practice in taught sessions?
* How shall we communicate particular Learning and teaching objectives to the team?