

1. Peer observation of teaching

- 1.1 These guidelines are designed for the implementation of peer observation of teaching (POT). Peer observation is an exercise in mutual support by academic staff with the intention of enhancing teaching practice.
- 1.2 Peer observation is distinct from the appraisal process, except in so far as the appraisee wishes to draw on evidence from their POT in their appraisal. All outcomes of POT are confidential to observer and observee.

2. Time scale

These guidelines to be operational from academic year 2003/4 on. All academic staff (0.5 FTE and above) are to have their teaching observed annually.

3. Infrastructure

- 3.1 The Dean, along with Heads of Subject Groups/Divisions, where applicable, are responsible for ensuring that POT is implemented and that opportunities exist for using the outcomes of the process to inform staff development, if observees so wish.
- 3.2 Peer observation, as an observee or observer should be included as part of staff workload
- 3.3 Staff appraisal should allow the appraisee to bring the outcomes of POT to the attention of their appraiser in order to negotiate relevant staff development.
- 3.4 Subject Groups/Divisions should set up mechanisms, relevant to their culture, for the sharing and dissemination of good practice in teaching. A range of sources may be drawn on in this process, e.g. APT awards, information from LTSNs. Outcomes from POT may only be used to inform this process if the observee explicitly wishes to bring an item of good practice or critical reflection to the attention of their broader group of peers.
- 3.5 Documents prepared for internal and external review purposes should contain reports, confirming that POT has taken place according to these guidelines and indicating the mechanisms for sharing good practice in teaching employed in the subject group/division.

4. Implementation

- 4.1 The MARCET Red Guide can be used to assist implementation of POT
- 4.2 Schools or Divisions should devise a process based on the Red Guide but which reflects the values and working practices of the staff within it.
- 4.3 Local agreement should be reached regarding the process and how outcomes will be managed within the guidelines given in 3 above.
- 4.4 There should be guaranteed confidentiality within the process.
- 4.5 There should be local clarification and agreement of what constitutes the relevant peer group and the range of activities included under teaching.