



Senate

<b>Paper Title</b>	<b>Queen Mary Peer Observation Policy</b>
<b>Outcome requested</b>	Senate is asked to ratify the Policy.
<b>Points for Senate members to note and further information</b>	The paper shares the proposed Queen Mary Peer Observation Policy
<b>Questions for Senate to consider</b>	
<b>Regulatory/statutory reference points</b>	
<b>Strategy and risk</b>	<p>Strategy 2030 is informed by the Excellence in Education pillar which states the “education we provide is led by world-class academics”. In line with best practice in the sector, a formal peer observation policy ensures the development of our educators and enhancing the quality of the student learning experience.</p> <p>The policy also encourages and fosters a supportive community of practice amongst educators to share best practices, aligning with the strategy’s commitment to create an inclusive, supportive and innovative learning experience.</p> <p>Finally, the policy ensures our commitment to our educators being “equipped to meet the needs of diverse learners, and can support students achieve their full potential”.</p> <p>The risks of this not being embedded as a policy include a weak learning community of educators, lack of development for our educators and inconsistent approaches to peer support across the university.</p>
<b>Reporting/ consideration route for the paper</b>	For Senate only
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# Queen Mary Peer Observation Policy

## Introduction

This Peer Observation policy has been informed by sector wide practice on developing educational and teaching practice through peer review. The aim is to ensure the education practice is representative of current thinking and practices in the subject matter including being appropriately informed by recent subject matter developments; research, industrial and professional developments; and developments in teaching and learning, including learning resources.

## Purpose

Peer observation of teaching is an enabling process, for staff with teaching responsibilities to reflect on and improve their teaching practice. This policy should therefore be used by all teaching staff as they work together to increase the effectiveness of their teaching through the four stages of review: observation, discussion, reflection, and enhancement.

This process has the potential for sharing best practice across disciplines thus improving the quality of the student learning experience. It can also be a catalyst for creating communities of practice.

Observers, and those who are being observed, are encouraged to use the peer observation process to identify and share good practice. This can be used to demonstrate performance for progression and professional recognition.

## Implementation

1. Peer observation should be undertaken in a supportive and collegial manner. It should be focused on enhancing practice rather than judgmental. An essential aspect of peer observation is to develop reflection and enhancement for both the observed and the observer. Guidance on how to undertake peer observation can be found here [Observation of teaching - Queen Mary Academy \(qmul.ac.uk\)](https://www.qmul.ac.uk/teaching/peer-observation/)
2. Peer observation must take place at least once every academic year for all staff delivering teaching.
3. Line Managers should confirm at appraisal when peer observation has taken place, and staff are encouraged to share their observation (s) with their line manager to demonstrate reflection on and enhancement of their teaching practice.
4. Observers should be:
  - i. University staff members, normally from the same Faculty.
  - ii. Have, as a minimum, the teaching accreditation at FHEA level: [Teaching Recognition - Queen Mary Academy \(qmul.ac.uk\)](https://www.qmul.ac.uk/teaching/teaching-recognition/)
  - iii. Understand the 2030 strategy: [Strategy 2030 - Queen Mary University of London \(qmul.ac.uk\)](https://www.qmul.ac.uk/strategy2030/),

- iv. Be familiar with our Queen Mary Education Approach: [The Queen Mary Education Approach - Queen Mary Academy \(qmul.ac.uk\)](#)
5. To ensure fair and effective practice, the process should not be reciprocal and not the same person every year.
6. Observation from educators external to the university (e.g., from other institutions or from professional practice) should be regarded as additional to the internal process.
7. The University's approved peer observation form should be used. [Teaching-Observation-Pro-Forma-2019-20.docx \(live.com\)](#)
8. The process is intended to be two-way with active contribution from observer and observed. The observer is expected to remain present for the whole session and to provide detailed comments. Peer observation can cover the full range of teaching activities including lectures, seminars, field trips, and practical classes as exemplified by [Active Curriculum for Excellence](#) (ACE).
9. The school may keep a log of the date of the observations that have taken place each year however the record of observation is for the observed to retain.

Observers should consider:

1. The quality of education materials including:
  - i. The design of teaching materials for example: PowerPoint presentation layout, supporting material etc.
  - ii. The design of Learning Online & blended learning resources.
2. The learning outcomes and the learning activities to support those; including for example small group work, large group work, learning by doing, engagement activities in session, opportunities for flipped learning, blended learning, Peer Led Team Learning, Team based learning, and Problem Based Learning.
3. Assessment tasks, including provision of materials, [constructive alignment](#) exemplars, assignment guidance and marking schemes. [Assessment and Feedback - Queen Mary Academy \(qmul.ac.uk\)](#)
4. Inclusivity including provision of opportunities for all students, examples from a diverse [Inclusive Curriculum - Queen Mary Academy \(qmul.ac.uk\)](#)
5. Graduate Attributes [Graduate Attributes - Queen Mary Academy \(qmul.ac.uk\)](#)

Reference

[Conditions of registration - Office for Students](#)