**Peer Enrichment of Teaching Option 3**

Staff are put in pairs and each acts as observer and observee. Paired staff should meet in advance and discuss their teaching to identify where feedback to students occurs. They should identify the different types of feedback that they deliver and agree on examples that are either considered to be an example of good practice or something that perhaps requires improvement. Staff should consider some or all of these issues:

* how the feedback may improve subsequent performance
* how students are made aware of where the feedback will be useful
* what steps are taken to make students reflect on and use the feedback
* how the marking of the assessment lends itself (or not) to facilitating rapid and useful feedback

Each pair will generate two forms, one as observer and one as observee. Copies will also be held by School to satisfy University requirements. Clear examples of good practice will be disseminated (subject to your approval).

*Forms for use are overleaf*

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| Record of Teaching Session***PRIVATE AND CONFIDENTIAL*** *– this part is to be completed by the observer during / after the observation* |
| *1a. Name of person observed* | *1b. Name of Observer* |
|  |  |
| *1c. Module Title* | *1d. Level/Year of Study* |
|  |  |
|  |
| *2a. Topic / Title of session relevant to Feedback* | *2b. Type of Feedback* |
|  |  |
| *2c. Number of Students present (if appropriate)* | *2d. Date of session* |
|  |  |
|  |
| *3. Briefly describe the teaching that the feedback is relevant to and the specific objectives of the feedback using the subheadings below (please expand the space if needed):* |
| *Teaching session:* |
|  |
| *Type of feedback:* |
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| *How will the feedback improve subsequent performance:* |
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| *How is student reflection on the feedback encouraged?* |
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| *How could the speed and efficiency of the marking and delivery of feedback be improved?* |
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| *How will the effectiveness of the feedback evaluated?* |
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|  |
| Signature of observer: | Date: |
| Signature of person observed: | Date: |