

PEER OBSERVATION OF TEACHING FOR DEGREE APPRENTICESHIPS

STAGE 2: 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].
<p>Planning/organisation</p> <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? 	
<p>Methods/approach</p> <ul style="list-style-type: none"> • Were the methods/approach taken suitable to achieve the learning outcomes set and Knowledge, Skills and Behaviours? • If appropriate was clear monitoring of targets/ progress undertaken? • What other alternative approaches could have been taken? • Were examples given to link theory to practice? 	

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<p>Delivery/pace</p> <ul style="list-style-type: none"> • Did the tutor alter the pace of delivery for different apprentices' capabilities? Were any aspects dealt with too briefly and/or with too much elaboration? • Were there suitable opportunities for discussion, critical thinking and promotion of independent learning? 	
<p>Participation of the apprentices</p> <ul style="list-style-type: none"> • Were apprentices given the opportunity to apply the knowledge to their own workplace context? • How effective were the participatory elements of the session in building the confidence of the apprentices? • To what extent did participation enable the tutor to check the apprentices' understanding of the material/approach? 	
<p>Use of learning resources</p> <ul style="list-style-type: none"> • How effective was the use of visual aids e.g. PowerPoint etc? • Were they signposted effectively, clearly produced and accessible? • To what extent did the resources contribute to the session or detract from it? • If applicable, to what extent did the MyBeckett site and resources support the session? 	
<p>Use of the learning environment</p> <ul style="list-style-type: none"> • How effectively did the tutor use the learning environment and demonstrate an appreciation of the impact it had on learning? • For online sessions, how effectively did the tutor utilise the digital environment to engage apprentices? 	
<p>Overall style and ambience</p> <ul style="list-style-type: none"> • Did the tutor appear confident in delivery? • Did the observed tutor convey enthusiasm? • Was the tutor clear and audible? • Did the session seem to "go well"? • Was there good rapport with the apprentices? • Were the apprentices attentive/bored? • Did they engage with the session and have opportunities to improve their knowledge skills and/or behaviours "? • Did the tutor have good presentation skills? • Did the tutor seem sensitive to the "mood" of the apprentices? 	

Additional Notes:

After the observation has finished, the observed tutor and the observer should take some time to reflect on the observation and set up a date for the full post observation meeting where the reflective discussion (stage 3) and the writing of formal feedback and actions (stage 4) can be completed.

This post observation meeting should take place within a week of the observation