

#### **ICRGU Peer Observation Form**

#### This form has three sections - pre-observation, observation and post-observation

#### (i) Pre-observation

#### Form A

This form should be completed by the observee prior to the observed session. It should be given/ sent to the observer before the session accompanied by any supporting documentation such as a lesson plan and/or handouts to be used in class.

#### (ii) Observation

#### Form B Part 1 and Part 2

Part 1 and Part 2 should be completed by the observer. Part 2 should be completed using notes taken during the observation.

#### (iii) Post-observation

#### Form C Part 1 and Part 2

Part 1 should be completed by the observee after the observed session.

Part 2 should be completed jointly by the observee and observer during the post-observation meeting. Part 2 is the only documented part of the peer observation which constitutes part of the post-teaching review.

Information Classification: Restricted



Lecturer Name

Observer

## Form A- Pre-Observation

#### CPR QS05 Teaching Observation Version 25\_01

This form should be completed by the Sessional prior to the observed session and should be given to the observer before the lesson commences.

Date

Time

Module Name		Module Code	
Overall Aim/ Obje	ective of the Session		
Specific Learning	Outcomes		
Any anticipated d	lifficulties? If so, how do you plan to overcome these	?	



### This form should be completed by the observer prior to the observation

Semester	Date of Observation	
Week of Semester	Time of Observation	
Duration of Session	Duration of Observation	

Name of Observer	
Position/Status of Observer	
Name of Sessional	

Module Name		Module Co	de	
Programme of Study				
Level of Study	University Foundation	1 <sup>st</sup> Year Degree		Pre-Masters
Type of Session	Lecture/ Seminar	Small Grou	p Tutorial	Lab Session
Number of Learners	Total present		Total Regis	stered Students
present				



This form should be completed by the observer using notes taken during the observation.

4		M	I		21/2
1	Aims and Learning Objectives	Yes	Unclear	No	N/A
a	The overall aim of the session is clear and appropriate				
b	Learning objectives support the overall module outcomes				
С	Learning objectives are communicated clearly at the start of the session				
d	Learning objectives are communicated clearly throughout the session				
е	Learning objectives are reviewed at the end of the session				
Stren	gths	L			
Aroac	for Improvement				
Areas	for Improvement				
2	Planning and Organisation	Yes	Unclear	No	N/A
_	Transming and Organisation	103	Officical	110	,
a	The lesson plan is clear and sufficiently detailed	103	Officical	140	,
		103	Officical	110	
а	The lesson plan is clear and sufficiently detailed	103	Officical	110	
а	The lesson plan is clear and sufficiently detailed  The lesson plan is appropriately structured and realistic in terms of	103	Officical	110	
a b	The lesson plan is clear and sufficiently detailed  The lesson plan is appropriately structured and realistic in terms of time management	103	Official		
a b c	The lesson plan is clear and sufficiently detailed  The lesson plan is appropriately structured and realistic in terms of time management  The teacher is punctual and organised  Time is well-utilised and a good pace is maintained throughout the session  The session is placed within the broader context of the module/	103	Official		
a b c d e	The lesson plan is clear and sufficiently detailed  The lesson plan is appropriately structured and realistic in terms of time management  The teacher is punctual and organised  Time is well-utilised and a good pace is maintained throughout the session  The session is placed within the broader context of the module/ programme (linked to previous teaching sessions)	103	Official		
a b c d	The lesson plan is clear and sufficiently detailed  The lesson plan is appropriately structured and realistic in terms of time management  The teacher is punctual and organised  Time is well-utilised and a good pace is maintained throughout the session  The session is placed within the broader context of the module/programme (linked to previous teaching sessions)  The classroom and learning resources are used effectively (e.g.	103	Official		
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Teaching Methods and Approach  A Variety of teaching methods are used to promote learning  The teaching methods used are appropriate to the module, with differentiation displayed to account for varied student abilities  The teacher shows a thorough knowledge of the subject content covered in the session  The teacher emphasises and summarises key points  The teacher checks understanding effectively and uses student mistakes/misconceptions constructively to facilitate learning  The teacher encurages high standards of effort, accuracy and presentation in students  The content is made interesting and supports the achievement of the learning objectives  Strengths   Areas for Improvement   Delivery  A Delivery  The teacher speaks clearly – appropriate volume, pace and language grading (for international learners)  The tone and style used are appropriate  The teacher shows enthusiasm and maintains learners' interest throughout the session  The teacher shows enthusiasm and maintains learners' interest throughout the session  The teacher maintains eye contact and uses appropriate body language  Strengths  Areas for Improvement	RGU	UNIVERSITY ABERDEEN				
b The teaching methods used are appropriate to the module, with differentiation displayed to account for varied student abilities  c The teacher shows a thorough knowledge of the subject content covered in the session  d The teacher checks understanding effectively and uses student mistakes/ misconceptions constructively to facilitate learning  f The teacher encourages high standards of effort, accuracy and presentation in students  g The content is made interesting and supports the achievement of the learning objectives  Strengths  Areas for Improvement  4 Delivery  a The teacher speaks clearly — appropriate volume, pace and language grading (for international learners)  b The tone and style used are appropriate  c The teacher shows enthusiasm and maintains learners' interest throughout the session  d The teacher maintains eye contact and uses appropriate body language  Strengths	3	Teaching Methods and Approach	Yes	Unclear	No	N/A
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covered in the session d The teacher emphasises and summarises key points de The teacher decks understanding effectively and uses student mistakes/ misconceptions constructively to facilitate learning for the teacher encourages high standards of effort, accuracy and presentation in students growth the learning objectives.  Strengths  Areas for Improvement  4 Delivery and Delivery and Strength						
d The teacher emphasises and summarises key points  The teacher checks understanding effectively and uses student mistakes/ misconceptions constructively to facilitate learning  The teacher encourages high standards of effort, accuracy and presentation in students  The teacher shade interesting and supports the achievement of the learning objectives  Strengths  Areas for Improvement  4 Delivery  A The teacher speaks clearly – appropriate volume, pace and language grading (for international learners)  b The tone and style used are appropriate  c The teacher shows enthusiasm and maintains learners' interest throughout the session  d The teacher maintains eye contact and uses appropriate body language  Strengths  Areas for Improvement	C					
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Areas for Improvement  4 Delivery  a The teacher speaks clearly – appropriate volume, pace and language grading (for international learners)  b The tone and style used are appropriate  c The teacher shows enthusiasm and maintains learners' interest throughout the session  d The teacher maintains eye contact and uses appropriate body language  Strengths  Areas for Improvement	Stren					
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throughout the session  d The teacher maintains eye contact and uses appropriate body language  Strengths  Areas for Improvement		The teacher speaks clearly – appropriate volume, pace and	Yes	Unclear	No	N/A
d The teacher maintains eye contact and uses appropriate body language  Strengths  Areas for Improvement	а	The teacher speaks clearly – appropriate volume, pace and language grading (for international learners)	Yes	Unclear	No	N/A
Areas for Improvement	a b	The teacher speaks clearly – appropriate volume, pace and language grading (for international learners)  The tone and style used are appropriate  The teacher shows enthusiasm and maintains learners' interest	Yes	Unclear	No	N/A
Areas for Improvement	a b c	The teacher speaks clearly – appropriate volume, pace and language grading (for international learners)  The tone and style used are appropriate  The teacher shows enthusiasm and maintains learners' interest throughout the session  The teacher maintains eye contact and uses appropriate body	Yes	Unclear	No	N/A
	a b c	The teacher speaks clearly – appropriate volume, pace and language grading (for international learners)  The tone and style used are appropriate  The teacher shows enthusiasm and maintains learners' interest throughout the session  The teacher maintains eye contact and uses appropriate body language	Yes	Unclear	No	N/A
5 Student Participation and Engagement Ves Unclear No N/A	a b c	The teacher speaks clearly – appropriate volume, pace and language grading (for international learners)  The tone and style used are appropriate  The teacher shows enthusiasm and maintains learners' interest throughout the session  The teacher maintains eye contact and uses appropriate body language	Yes	Unclear	No	N/A
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THE THIRD IN THE TRANSPORT THE	b c d Stren	The teacher speaks clearly – appropriate volume, pace and language grading (for international learners)  The tone and style used are appropriate  The teacher shows enthusiasm and maintains learners' interest throughout the session  The teacher maintains eye contact and uses appropriate body language  gths	Yes	Unclear	No	N/A

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а	The teacher maximises student interaction and participation (e.g.				
а	encouraging participation from non-contributing students,				
	providing opportunities for students to ask questions and				
	feedback)				
b	The teacher praises students regularly for effort and achievement				
С	The teacher maintains an appropriate level of class control/				
C	discipline and takes prompt action to address poor behaviour				
d	The teacher has a good rapport with students				
Streng	guis				
Δreas	for Improvement				
711 Cu3	nor improvement				
6	Knowledge/ Content	Yes	Unclear	No	N/A
а	The content supports the achievement of the learning objectives				
b	The content covered is at an appropriate level for the needs and				
	abilities of the students				
С	The tutor shows a thorough knowledge of the subject content				
	covered in the session				
d	Knowledge is made relevant and interesting for students				
Streng					
Streng	P(113				
Areas	for Improvement				
-	III (T. 1: C. 1:	V	1,,_,	1.,	21/2
7	Use of Teaching Space and Resources	Yes	Unclear	No	N/A
а	The teacher uses the classroom space effectively to engage the				
l .	students			1	l

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b	ICT learning resources are used where appropriate					
С	Learning resources used support the learning objectives					
d	Learning resources are used effectively (e.g. writing on the					
u	whiteboard is clearly set out, presentation slides are clear and					
	appropriate)					
Stre	ngths		I			
Area	s for Improvement					
8	Additional Study/ Tuition	Yes	Uncle	ar N	No	N/A
a	Homework is set appropriately		011010			14//
b	The learning objectives for additional work are explicit and relate					
2	to the work in progress					
С	Homework set previously is followed up					
d	The tutor makes clear links to the following session					
	ngths		ı			
30,01	15010					
Aroa	s for Improvement					
Alea	s for improvement					
Ohco	urvar Cummary					
Onse	erver Summary					
					_	ory
			ţ		tory	act
			llen	7	fact	tisf
			Excellent	Good	Satisfactory	Unsatisfactory
			ய்	(7)	(0	

RGI	ROBERT GORDON INIVERSITY AREADESN			
1	Aims and Learning Objectives			
2	Planning and Organisation			
3	Teaching Methods and Approach			
4	Delivery			
5	Student Participation and Engagement			
6	Knowledge/ Content			
7	Use of Teaching Space and Resources			
8	Additional Study/ Tuition			
	Overall Rating			
Add	itional Comments			
Fo	rm C – Post-Observation – Part 1			
		ion		
11115	form should be completed by the sessional following the observed sess	.1011.		
Wha sess	at do you feel went well during your ion?			

# ROBERT GORDON UNIVERSITY ABERDEEN If you were teaching this topic/session again, what changes would you make? Are there any other comments you would like to make about the observed session?



Sessional

#### Form C - Post-Observation - Part 2

This form should be completed and agreed upon by the observer and the sessional at the post-observation meeting.

Date of Meeting

Observer	Time of Meeting
Good Practice Points for Sharing	Action Points
(Highlight any ways in which good practice observed during the session could be shared with other colleagues)	(Highlight any ways in which the teacher could continue to develop their practice)
1	
2	
3	
4	
5	
6	
Proposed Review Date	
Signature of Sessional	Date
Signature of Observer	Date