Peer Reviews for Academy Trainers

Academy Guidance & Documentation

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Great Western Hospitals NHS Foundation Trust

Susan.Thompson

**Observation for Quality Assurance:-** to judge the quality of the learning experience of our learners

**Observation for Quality improvement:-** to identify development and training needs of trainers.

#### What is Peer Observation?

#### Peer observation of teaching is where trainers choose a colleague to attend and observe one of their teaching sessions. At the end of the session they discuss what went well, where improvements could be made, including in any areas where they specifically requested feedback, and create an action plan of required changes.

#### Aims

The aim of peer observation of teaching/training across the Academy sites, is not only to enhance teaching quality by encouraging reflection on practice but also to ensure effective learning is taking place in the classroom.

It is intended to help maintain and improve standards by spreading good practice, encouraging the exchange of views and providing opportunities for staff to learn about and discuss new or alternative teaching approaches.

Peer observation of teaching is also intended to enhance the professional development of teaching staff through reflection, constructive feedback and participation in training associated with the process.

#### Why is it important?

Peer observation allows trainers to benefit from each other's knowledge and experiences, and promote excellence of teaching within departments.

#### The student experience is a major focus of peer observation, looking at how their learning can be promoted through improved teaching.

**Underlying principles of Peer Observation**

The following principles underpin The Academy’s approach to Peer Observation of Training:

1. It is a developmental rather than a judgemental process.

2. Feedback given should be formative, not summative.

3. The process should be sufficiently flexible to respect the different adult learning styles between disciplines.

4. Outcomes are confidential to observer and observed and must be disengaged from rewards, penalties and line management.

**The Observation Process**

1. **Initiating the process**

Line managers should identify opportunities for all their training staff members and themselves to undertake or participate in an observation no less than annually on two different subjects at a time convenient to both.

1. **Pre-observation discussion**

This discussion should identify the purpose and structure of the teaching session and to agree on areas for comment, how to explain the observer's presence to the students, what the observer will be seen to be doing and agreement on whether the observer may ask learners about their experiences or the teaching.

The person who is being observed 'owns' the process and should feel confident in proposing the ground-rules, criteria and method.

1. **The person being observed should:**

* Explain the aims of the teaching session and give any contextual information that will help the observer to appreciate what s/he sees;
* Make sure the observer is aware of any areas on which feedback would be particularly helpful;
* Give the observer essential information (about time and venue, skill mix for example);
* Establish when the observer should arrive and where s/he will sit.

1. **The observer should:**

* listen;
* ask questions to clarify if necessary;
* share observation tool with the colleague to be observed & how observations will be recorded (Appendix 1)

1. **Observing the teaching session**

Classroom observations:

* should be undertaken with professionalism, integrity and courtesy;
* should involve objective evaluation;
* should be reported honesty and fairly;
* should involve accurate communication about its purpose and outcome;
* should be conducted in the best interests of the learners accessing training from The Academy;
* should ensure that information gained through the observation is confidential to the

reviewer and the reviewee but used to inform quality improvements.

1. **Post-observation meeting**

Most people find receiving criticism difficult but positive feedback can have a dramatic effect on self-esteem and performance. This meeting should be a conversation between colleagues, not the delivery of a judgment. The conversation is likely to cover:

* What went well in the session? Why? How might the trainer build on this?
* What could be improved or developed? How might this be achieved?
* Areas in which feedback has been invited.
* Other observations, comments, questions and suggestions from either party

1. **Post Observation Reflection**

Using Appendix 2 the trainer being observed can assist their personal and professional development through reflection on the session and should be encouraged to complete this by the observer.

1. **Recording Observations**

Observer to advise Training and Development (Quality) Co-ordinator to update quality database of Staff Observations and dates undertaken and copy of observation sent to Quality Co-Ordinator.

T/ Quality Assurance/ Peer Reviews

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DATE Trainers Name Observers Name | | | | |
| TRAINING SESSION PEER OBSERVATION CHECKLIST please observe the following skills | | | | |
| COMPETENCY RATING TABLEThe trainer is able to perform this skill in a competent manner  1. The trainer should develop this skill further 2. Not Applicable | | | | |
|  | | | | |
| TEACHING STRATEGIES | | 1 | 2 | N/A |
| 1 | Adult teaching strategies used |  |  |  |
| 2 | Responds to group/ Individual needs |  |  |  |
| 3 | Maintains motivation & enthusiasm |  |  |  |
| 4 | Manages, minimises or controls inappropriate behaviour in learners |  |  |  |
| 5 | Positive Attitude to learners demonstrated |  |  |  |
| 6 | Manages time effectively |  |  |  |
| LEARNING ACTIVITIES | |  |  |  |
| 7 | Appropriateness |  |  |  |
| 8 | Variety (please state) Skills practice (Role Play)/ Quiz/ Discussion/Group Work |  |  |  |
| 9 | Linked to learning outcomes |  |  |  |
| 10 | Guided Study/ Independent learning |  |  |  |
| 11 | Demonstration and Skill Analysis |  |  |  |
| 12 | Supervised practice |  |  |  |
| LEARNING RESOURCES | |  |  |  |
| 13 | Appropriate/ Inclusive |  |  |  |
| 14 | Variety (please state) |  |  |  |
| 15 | Trainer resource |  |  |  |
| 16 | Handouts |  |  |  |
| 17 | PowerPoint presentation & slide advancer |  |  |  |
| 18 | ICT including access to Wi Fi/ Intranet |  |  |  |
| 19 | Clinical Skills Technical Equipment |  |  |  |
| 20 | Active Simulation Training |  |  |  |
| 21 | Appropriate Room Layout |  |  |  |
| DATE Trainers Name Observers Name | | | | |
| TRAINING SESSION PEER OBSERVATION CHECKLIST please observe the following skills | | | | |
| COMPETENCY RATING TABLEThe trainer is able to perform this skill in a competent manner  1. The trainer should develop this skill further 2. Not Applicable | | | | |
|  | | | | |
| LEARNING PROGRAMME | | 1 | 2 | N/A |
| 22 | Displays knowledge of learners needs/ motivation |  |  |  |
| 23 | Displays sound knowledge of subject |  |  |  |
| 24 | Deliver well structured sessionIntroduction, Why? (Meaning), , What? (Concepts), How? (Skills) and What If? (Adaptions) |  |  |  |
| 25 | Lesson plan identifies trainers activities/ learners activities/ assessment methods and resources required |  |  |  |
| 26 | Lesson plan related to scheme of work |  |  |  |
| 27 | Learning Objectives clearly stated |  |  |  |
| 28 | Session effectively closed and summarised |  |  |  |
| COMMUNICATION | |  |  |  |
| 29 | Appropriate Language used |  |  |  |
| 30 | Appropriate Non verbal skills demonstrated |  |  |  |
| 31 | Appropriate question technique |  |  |  |
| 32 | Constructive feedback provided |  |  |  |
| 33 | Acknowledgement & praise given |  |  |  |
| 34 | Voice varied & interesting (Tone, pitch, speed, clarity) |  |  |  |
| 35 | Explanations and Instructions clear |  |  |  |
| ASSESSMENT | |  |  |  |
| 36 | Make accurate and productive use of Assessment . Q & A / Written Assessment/ Practical Skill Competency/ Self or Peer assessment/ Pre course workbook related to learning outcomes |  |  |  |
| PROFESSIONAL ROLE | |  |  |  |
| 37 | Projects professional image by setting high expectations which inspire motivate and challenge learners . |  |  |  |
| 38 | Health & Safety considered |  |  |  |
| 39 | Equal opportunity and Inclusivity displayed through adapting teaching to respond to the strengths and needs of all learners |  |  |  |
| 40 | Evaluation/ feedback tools used. |  |  |  |

**Observer’s Summarised Feedback**

|  |  |
| --- | --- |
| DATE Trainers Name Observers Name | |
| Strengths/good practice |  |
| Areas for improvement |  |
| Good practice to be shared/ General Comments |  |

|  |  |  |
| --- | --- | --- |
| Standard Good or Better | Standard Satisfactory | Standard Inadequate |

Signed: ………………………........................... Signed Observer: ………………..…………………………. DATE……….…

**Peer Observation: Reflection & Discussion - Appendix 2**

This form should be completed by the trainer following discussion with the observer around the completed feedback form (Appendix 1).

1. What did you feel were the most important points to emerge from your

discussion with the observer?

2. What changes, if any, will you make as a result of the discussion and reflection upon it?

a) to the particular session

b) to your teaching more generally.

3. How helpful were the observer's written and oral comments?

How could they be more helpful in the future?

4. Any other comments about the observation.

**Observation for Quality Assurance** (to judge the quality of the learning experience of our learners) and **Quality improvement** (to identify development and training needs of trainers).

‘pre-observation discussion

Observation

Feedback & professional discussion

Standard

inadequate?

Standard good or better?

Standard satisfactory?

Identify support needs

Good practice identified?

Identify support needs

Action plan

Peer observation work

Coaching & mentoring

Action plan

Yes

Instigate improvement interventions

Professional discussions

Improvement?

Share good practice

Intensive coaching including observation of practice of suggested improvements

Feed to CPD offer

Support others to transfer through practice and discussion

Yes

No

Instigate further interventions

Re-observe