

## Peer Observation of Teaching Policy

The process of observing teaching provides both the observee and the observer with the opportunity to learn from each other and to reflect on their teaching. It also provides an opportunity to disseminate good practice amongst colleagues by sharing thoughts on teaching practice and supporting each other's development of teaching skills.

With the intention of embedding peer observation across the university:

- a. Each school will make arrangements to engage all teaching colleagues in regular peer observation, typically annually, and as a normal part of continuous professional development.
- b. Bristol Institute for Learning and Teaching have [advice and a standard template](#) available for use, but schools may use alternative systems which reflect the principles and approach of the university scheme. The Bristol model is designed to be reflective and non-hierarchical: it is an opportunity for teachers to reflect on their teaching style in a collegial and supportive environment. Any member of teaching staff may serve as a peer reviewer. Both reviewer and reviewee are invited to approach each session as an opportunity for learning and reflection.
- c. Teaching colleagues should record completion and key outcomes of their peer observation through the University's professional development portal, [Develop](#). This will enable schools and faculties to monitor engagement and the university to evidence peer observation as a standard part of our portfolio of activity to embed excellence in education.
- d. Peer observation may support discussion of teaching activity as part of annual staff review. The resources that support peer observation of teaching will also be suitable to support PGCAP, HEA Fellowship and promotions procedures.