

BORDERS



COLLEGE

Working Together

Guide to Peer Evaluation

January 2007



INVESTOR IN PEOPLE

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All curricular departments in the college participate in *peer evaluation* and evidence of this activity, now an embedded process, can be found in block team minutes.

The Process

- The Head of Department determines which member of staff should evaluate which colleague.
- All evaluators to adopt the same recording system to establish a consistent approach across the college by using the record provided on pages 7 – 10 of this document.
- Additional material focusing on element A5 is on the following 4 pages. Staff should use this support material to assist in the completion of the *peer evaluation* record.
- *Peer Evaluations* should be planned to last up to 1 hour.
- Identified good practice should be formally recorded and shared at the department block team meeting before being disseminated throughout the college on the Good Practice Share area.
- The exercise of ***peer evaluation*** and ***student evaluation of a lesson*** to be conducted at the same time, with the evidence being evaluated during the feedback following *peer evaluation*.
- The record of feedback to be held by the lecturer being observed, and remain confidential within the team.

Standards and Quality in Scottish Further Education

Additional material to assist in the application of the quality elements A5 and A7 from the quality framework for Scottish FE colleges

Introduction

The purpose of this additional material is to give further information on the key prompts and indicative sources of evidence for the elements A5 and A7 in the Quality Framework for Scottish FE Colleges, published in May 2004. The additional material is intended to support quality improvement in colleges for these two particular elements. It is not intended to signify that all prompts are applicable to each learning episode or aspect of attainment/achievement.

It is envisaged that this additional material will be useful for:

- staff in colleges as they reflect on approaches to learning and teaching and consider learner achievement and attainment
- programme teams undertaking self-evaluation
- review teams undertaking external review

The additional material takes account of the fact that there are many different ways in which learners learn and that in different contexts, learners may have quite different goals for achievement and attainment.

Quality Indicator

A5.1 The learning process

Key prompts	Indicative sources of evidence	
<p>Learner motivation and engagement</p> <ul style="list-style-type: none"> - involvement - attitude - teamwork - questioning, debate, expression of views - application to task, quality of work - attendance, punctuality <p>Use of resources by learners</p> <ul style="list-style-type: none"> - teaching staff and other learners as resources - subject-related materials, equipment, facilities - ICT: for management and presentation of work, and for information and communication - library and learner resource centre services - learning support services <p>Reflection on learning</p> <ul style="list-style-type: none"> - development as reflective learners - insight into personal abilities and difficulties in learning - awareness of different learning approaches - feedback to improve performance 	<p>Independence in learning</p> <ul style="list-style-type: none"> - investigation, independent thinking, critical evaluation - confidence in learning - accessing and selecting resources including ICT - accessing support/advice/assistance - identifying and working towards learning goals <p>Progress and outcomes of learning</p> <ul style="list-style-type: none"> - from basic to deeper levels of understanding - development and application of knowledge - development of skills: personal and learning, core, vocational, for employability, for citizenship 	<ul style="list-style-type: none"> • Staff interviews (including aims and objectives of lessons) • Learner interviews and surveys (range of modes of delivery) • Observation of learning and teaching (range of contexts and premises) • Observation of learner-staff and learner-learner interactions • Learner work – notes, formative and summative assessment, log books, projects, artefacts • Records of progress and development • Learner feedback and evaluations • Records of access to resources and support • Learner-staff and learner-learner interactions • Use of ICT resources – hardware, software, VLE, Internet, intranet, email, bulletin boards, forums • Resources (including assistive technologies) • Personal learning plans/self assessments

Quality Indicator

A5.2 The teaching process

Key prompts	Indicative sources of evidence	
<p>Application of professional and subject knowledge by teaching staff</p> <ul style="list-style-type: none"> - content of learning activities - management and consolidation of learning - reflection on and evaluation of teaching practice - up to date, reflecting current industry practice and national and local issues in the subject area - communication of interest/enthusiasm in subject <p>Application of good practice in teaching</p> <ul style="list-style-type: none"> - awareness of good practice in subject area - adoption of good practice in subject area - awareness of good practice in learning and teaching - adoption of good practice in learning and teaching <p>Focus on learners</p> <ul style="list-style-type: none"> - individual and group needs, including positive attitudes to social and cultural diversity - encouragement of learners to express views - encouragement of learners to extend and justify answers - challenge - affirmation, confidence building - promotion of learning skills and strategies 	<p>Contextualising learning</p> <ul style="list-style-type: none"> - building on learners' prior knowledge, experience, attitudes to learning - preparing learners for employment and/or progression <p>Use of resources (including ICT)</p> <ul style="list-style-type: none"> - materials, facilities, placements, partners - ICT, online resources - support and training for learners in using resources, including ICT-based <p>Promotion of achievement</p> <ul style="list-style-type: none"> - learners' knowledge, skills and understanding in the subject area - learners' personal development - learner reflection and self-assessment - teaching staff feedback and guidance to learners - teaching staff as models of effective learners - formative assessment to promote learning - summative assessment to affirm achievement 	<ul style="list-style-type: none"> • Staff interviews (including aims and objectives of lessons) • Learner interviews (range of modes of delivery) • Observation of learning and teaching (range of contexts and premises) • Observation of learner-staff and learner-learner interactions • Learner work – notes, formative and summative assessment, log books, projects, artefacts • Records of progress and development • Learner feedback and evaluations • Records of access to resources and support • Use of ICT resources – hardware, software, VLE, Internet, intranet, email, bulletin boards, forums • Resources (including assistive technologies), records of use • Feedback by staff on students' coursework and assessments • Records of staff development and career reviews • Peer observation records • Schemes of work, learning and teaching plans • Teaching, learning and assessment materials • Core skills policies, practices, tracking • Records of planning learner workload. • Records of cross-college curricular links and activities

Quality Indicator

A5.3 Context and planning for learning and teaching

Key prompts	Indicative sources of evidence
<p>Staff-learner relationships</p> <ul style="list-style-type: none"> - staff commitment to learner progress and well being - staff-learner relationships and ethos - relationships and ethos among learners in class groups - staff skills in group management and promotion of positive ethos and mutual respect - staff and learner commitment to values and policies that shape the college culture <p>Planning of learning activities</p> <ul style="list-style-type: none"> - responsiveness to learner aims and needs including positive references to cultural and social diversity - learner involvement in and contributions to planning - match with requirements of unit taught - match with demands/constraints of delivery mode - incorporation of core skills development - structure and sequencing of learners' work - links across curriculum - responsiveness to the range of contexts and delivery modes for learner learning - staff involvement in curriculum planning decisions 	<p>Physical environment</p> <ul style="list-style-type: none"> - match with requirements for curriculum delivery - layout relative to level of learner interaction required <p>Standards set by staff</p> <ul style="list-style-type: none"> - match with the academic level of programme and unit - standards required in content and presentation of coursework - standards of conduct in classrooms, workshops, work placement and other learning environments - commitment of staff and learners to standards jointly set - consistency of standards with those set by the college <ul style="list-style-type: none"> • Staff interviews (including aims and objectives of lessons) • Learner interviews (range of modes of delivery) • Observation of learning and teaching (range of contexts and premises) • Observation of learner-staff and learner-learner interactions • Learner work – notes, formative and summative assessment, log books, projects, artefacts • Records of progress and development • Learner feedback and evaluations • Records of staff development and career reviews • College/departmental policies and strategies to support learning • Schemes of work, learning and teaching plans • Teaching, learning and assessment materials • Records of planning learner workload. • Records of cross-college curricular links and activities

Peer Evaluation Teaching Observation Record

Lecturer:	Observer:
Course/Programme:	Unit:
Date:	Topic:
Time:	

A5.1 The learning process	Comments
Learners were motivated and engaged	
Learners made effective use of the resources	
Learners reflected on their learning	
Learners demonstrated an appropriate level of independence in their learning	
Learners made progress towards greater understanding and/or the development of skills during the lesson	
Learners made progress towards formal outcomes during the lesson	

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A5.2 The teaching process	Comments
The lecturer applied professional knowledge and good practice in learning and teaching during the lesson	
The lecturer effectively focussed on the needs of the individual and group of learners during the lesson	
The lecturer made effective use of resources (including ICT)	
The lecturer set the lesson in the appropriate context for the students (e.g. building on prior knowledge and experience and setting it within the appropriate vocational area)	
The lecturer promoted achievement within the lesson	

A5.3 Context and planning for learning and teaching	Comments
Lecturer-learner relationship was effective in promoting learning	
The lesson was well planned	
The teaching environment was safe accessible and laid out to meet the requirements of the lesson	
The standards set by the lecturer were appropriate for the learners and the level of the programme	

Observer's feedback:

Main areas of strengths:

Areas to work on:

Areas of good practice to be disseminated and entered onto the Good Practice Share Area:

Lecturer's Comment

Evaluation of a lesson

A **lesson evaluation sheet** is issued to each lecturer's class on a once per block basis. As part of the **peer evaluation process**, departments are encouraged to combine the two processes, as the objectives are very similar.

- To evaluate an individual lesson to improve the learning and teaching process
- To take relevant action on identified areas for improvement
- To identify areas where there is good practice and disseminate this throughout the college

At the start of the lesson being evaluated, lecturers should issue the lesson evaluation sheets for completion by the students at the end of the lesson. The observer should then give his/her feedback and analyse the responses of the students' feedback in conjunction with the lecturer.

Lesson Evaluation

Lecturers are currently looking at ways of improving teaching and learning. Please could you take a few moments to complete this short questionnaire?

Course

Unit

Date

Please complete the first part by circling the appropriate response.

It would be very helpful if you would give a reason for any unsatisfactory responses, as this would help us make improvements.

					Comments
The content of the lesson was:	Very Good	Good	Fair	Unsatisfactory	
The atmosphere in the room was:	Very Good	Good	Fair	Unsatisfactory	
The way the lesson was delivered was:	Very Good	Good	Fair	Unsatisfactory	
The way the lecturer asked us questions was:	Very Good	Good	Fair	Unsatisfactory	
The opportunity for us to ask questions was:	Very Good	Good	Fair	Unsatisfactory	
The amount we learned in this lesson was:	Very Good	Good	Fair	Unsatisfactory	

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Please complete the following statements:

The part of the lesson I enjoyed the most was:

The part of the lesson I enjoyed least was:

It would have been easier to learn if:

Please add any other relevant comment:

Thank you for your time and thought.