The University’s framework for Peer Support of Teaching requires the activity to be formally reported and good practice to be widely disseminated. To assist this process, a short, optional Proforma for Good Practice and Learning Points has been provided.

This more comprehensive Peer Support of Teaching Full Proforma is designed to be used by participants in other peer support schemes, eg that in operation at the Malaysia Campus for probationary staff. It is not envisaged that this proforma will be used in the University Peer Support of Teaching scheme (the short, optional Proforma for Good Practice and Learning Points is recommended), unless both pairs mutually agree that it would be beneficial to structure, guide and provide feedback on the peer support activity. Participants can use all/part of, or adapt, this proforma to suit their purpose.

The final section - Good Practice and Learning Points - is designed to be detached from the rest of the proforma in order to communicate to the School any examples of good practice and/or learning points which have been identified by peer pairs.

The Peer Support of Teaching Full Proforma comprises 3 Sections:

1. Section One: Summary and Reflection
2. Section Two: Peer Feedback
3. Section Three: Good Practice and Learning Points for the School and/or University

Sections One and Two should remain confidential between the two participants in the peer support activity.

Section Three is designed to be detached from preceding sections in order to communicate to the School examples of good practice and learning points.

Peer Support of Teaching can include any teaching activity (eg learning materials; assessments; problem-based learning; new techniques; feedback to students; online learning; laboratory work); it does not have to be observation of face-to-face teaching practice in a classroom setting.

Therefore, wherever possible, the terms “observer” and “observee” are avoided; where these terms have been adopted, they have been used because there has been a need to differentiate explicitly between the two individual roles within peer support activity. In such contexts, “observer” and “observee” are used generically and in preference to other comparable terms such as “reviewer” and “reviewee”; they are not intended to imply that peer support activity should focus on “observation of teaching”.
Peer Support of Teaching: Section 1
Summary and Reflection

This section is designed to be completed by the person who is seeking feedback from a peer colleague on their selected teaching activity.

There are two parts to this section: Part A: Summary, for completion in advance of the peer support activity (hereafter referred to as “the session”); Part B: Reflection, for completion after the session.

Part A: Summary
Please complete in advance of the peer support activity and discuss with the person who will be providing feedback to you.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Activity:</strong></td>
<td></td>
</tr>
<tr>
<td>Please use this section to provide an overview of activity which you have selected.</td>
<td></td>
</tr>
</tbody>
</table>

| **Particular Areas for Comment:** |   |
| Please use this section to highlight any areas on which feedback would be particularly welcome or a discussion with your peer partner would be helpful. |

Part B: Reflection
Please complete following discussion with, and feedback from, your peer partner.

| **Learning Points** |   |
| Please use this section to summarise the points you learned from your feedback and discussion. |

| **Action** |   |
| Please use this section to identify any actions you plan to take in response. |
Peer Support of Teaching: Section 2
Peer Feedback

This section is designed to be completed by the person who is providing feedback to a colleague on a teaching activity.

Please complete this as part of your consideration of the selected teaching activity and use as a basis for discussion with, and feedback to, your peer colleague.

<table>
<thead>
<tr>
<th>Name of person providing feedback:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of colleague to whom feedback is being given:</th>
<th>Type of Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Commentary:**
*Please use this section to provide a general commentary on your peer partner’s teaching activity, including your views on those areas which your peer partner had highlighted in advance to you as aspects on which your feedback would be particularly welcome.*

**Summary of Strengths:**
*Please use this section to summarise the positive aspects of the teaching activity which you would wish to highlight in your feedback.*

**Suggestions for Future Action:**
*Please use this section to highlight any actions which you would wish to discuss with your peer partner.*

**OPTIONAL SECTION**

My Own Learning:
*If you wish to, please use this section to summarise your own learning from considering your colleague’s teaching activity and any action you might wish to take.*
Peer Support of Teaching: Section 3
Good Practice and Learning Points

This section can be used to communicate to the School any examples of good practice and/or learning points which have been identified from peer support activity (communication of this information and confirmation that the peer support activity has taken place are the only formal reporting requirements of Peer Support of Teaching). Good practice and learning points may be applicable to the wider School and/or the University as a whole.

This section is designed to be detached from the other sections of the Proforma; these other sections should remain confidential between the two participants.

Teaching Activity
Please use this section to describe briefly the teaching activity which was reviewed/observed; this will be useful in contextualising the Good Practice and Learning Points being highlighted.

Good Practice
Please use this section to highlight any examples of good practice which could be adopted more widely by the School and/University (eg approaches to using feedback).

Learning Points
Please use this section to highlight any learning points which should be considered by the School and/or University (eg technology; support for learning and teaching development; infrastructure).

Return of Extract from Proforma
Please return ONLY this section of the proforma to: …………………………….. (School to specify)