**POLICY FOR PEER REVIEW AND ENHANCEMENT**

**Policy statement:**

1. All academic and learning support staff[1](#_bookmark0) will undertake Peer Review and Enhancement (PRE) each year in order to:
	1. Continue to develop the quality of their teaching and their support for student learning practice [2](#_bookmark1);
	2. Remain in good standing as professionals in higher education.
2. Where staff are involved in teaching students, PRE must include observation. This means being observed by a peer / peers in order to critically reflect on and develop professional practice in relation to the engagement of students in learning environments3.
3. Where staff are not involved in teaching students, PRE must involve observed student support interactions, and / or reflections on the student-facing aspects of their professional practice with a colleague.
4. Outcomes of PRE will form part of the annual staff Performance and Development Review (PDR) process with both strengths and development needs identified
5. Departments will identify annual themes from Peer Review and Enhancement activities in order to identify and share best practice and provide / request needed development activities.

**Rationale:**

The Policy for Peer Review and Enhancement when implemented will ensure a consistent approach to:

* enhancing professional practice of teaching and the support of student learning through a personalised process of peer review and supported development;
* promoting and enhancing the scholarship of learning and teaching through reflective practice;
* providing academic and learning support staff with a reliable method to remain in good standing as academics;
* the inclusion of all student-facing staff whose role directly impacts on student learning e.g. academic, learning support, technical, and administrative staff, including those in part-time roles;
* addressing the needs of individuals within the evolving contexts of subject and inter- professional groups, the institution, and professional and regulatory bodies.

It will be simple and efficient to operate, linking with existing processes to create a coherent professional development and review cycle.

**Implementation:**

All Departments must track completion of PRE in their staff group by use of the [template](https://forms.gle/syag7sNwwsrgGrYX9) provided. The recording template can be deployed at Department or Subject Group level - additional versions may be set up for different staff groups if preferred. There is no requirement to complete any other documentation although peer observation forms included in the Peer Observation guidance can be used for reference. Subject Group Leaders or equivalent Professional Services managers will be responsible for monitoring PRE completion for their staff groups using the data from the form to monitor engagement and completion and to report summary information annually to Faculty Shaping Futures Committees, which in turn will be reported at the University Shaping Futures Board as part of annual quality review processes.

**Governance and Monitoring:**

This policy updates the Peer Supported Review Policy approved by Academic Board in June 2014 (AB Minute 14/42 refers) and will be implemented from the start of academic year 2019/20. This policy is governed and monitored by the University Teaching Quality Committee which reports to the Shaping Futures Board.

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| **Version:** | v1.1 |
| **Original Version Approved by and date:** | Peer Supported Review Policy approved by Academic Board in June 2014 |
| **Policy owner** | University Teaching Quality Committee |
| **Date for Review:** | April 2020 |
| **Amendments since Approval:** | **Detail of Revision:** | **Date of Revision:** | **Revision Approved by:** |
| Points 4 & 5 updated to reflect the Student Experience and Teaching Quality project priority activityAims and principles incorporated into RationaleImplementation section revised to provide a consistent university approach to PRE | June 2019v1.1 | Shaping Futures Board |
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1 Professional services and technical staff engaged in student-facing support for learning and teaching.

2 The scope of teaching and learning support, and the scope of academic practice in this policy therefore, is defined by the five Areas of Activity set out in the UK Professional Standards Framework: (AoA1) The design and planning of learning activities and/or programmes of study; (AoA2) Teaching and/or supporting learning; (AoA3) Assessing and giving feedback to learners; (AoA4) Developing effective learning environments and approaches to student support and learning; (AoA5) Engagement in CPD relating to the scholarship of teaching and learning.

3 Guidance on effective peer observation can be found in the Peer Observation of Teaching guidance -note that while different forms of PRE activity are referred to, where staff are engaged in teaching then PRE must involve observation of teaching.