



Peer Review & Enhancement briefing

*Promoting enhancement through reflective critical friendship*

Executive Summary

This briefing explains what you need to do for Peer Review & Enhancement. Further guidance is in the PRE Handbook. 1

What you need to do

• **Decide on your PRE focus** and your **rationale** for PRE- what do you think you need to review? Whataspects of your practice do you need to develop? - This will have been discussed at your PDR or should inform your next PDR discussion about development planning. You are likely to refer to evidence such as module and course evaluations, Periodic Review, NSS results, and your ongoing reflection and development plan.

• **Choose your partner(s)** - Faculties and subject groups may have particular approaches to how exactlythis operates.

• **Create your individual PRE Plan** - everyone should have an individual PRE plan of their own whichthey will develop with their partner(s). It is suggested you use the **PRE Personal Planning worksheet** to help you develop your plan.

o **Plan your review** - Your review will include, but is not limited to, a Peer Observationdimension. You are expected to observe your partner's practice and they are expected to observe your practice. **Guidance on doing Peer Observation and the Peer Observation form** **should be used** for this aspect of review (see later in this document).

Decide if it would it be helpful to review other aspects of your practice too.

o **Plan your enhancement activities** - You will reflect on the review of your practice and yourpeer's practice. Predict and plan how you will use this to enhance your practice(s).

• A high level summary of your PRE activities should be documented in the **Record of PRE form** and shared with the Department/Centre PRE representative. Arrangements for monitoring engagement with PRE are managed in your College. The Record of Peer Review & Enhancement form collates high level evidence which informs College monitoring.

• You are encouraged to consider other ways of recording your experience including through Pebble Pad, a blog, data sets and research products, etc.

1 The handbook and all related forms are available from: [**https://blogs.shu.ac.uk/talent/peer-review-and-enhancement/**](https://blogs.shu.ac.uk/talent/peer-review-and-enhancement/)

About PRE - a quick guide to what and why

**What is expected and how is this monitored?**

1. All staff who teach or support student learning at Sheffield Hallam University are expected to do Peer Review & Enhancement (PRE) each year relating to **any** aspect of learning, teaching and assessment.
2. PRE is owned by you to support your ongoing development as an academic practitioner. That means the detail of what you do, and the detailed outcomes of that, are for you and your peer to know.
3. You are expected to engage in PRE in a way that is appropriate for your student-facing role and the nature of your engagement with students.
4. The University monitors engagement with PRE because it places great value on this approach to academic CPD. Monitoring involves you agreeing and disclosing only high level statements about what you plan to do, how this will improve your practice, and how this has enhanced your practice. You will,
	1. confirm engagement in your PDR;
	2. a high level description and through the Record of PRE form.
5. A brief summary of your PRE activities should be documented on the Record of PRE form and shared with the Department/Centre PRE representative. Arrangements for monitoring engagement with PRE are managed in your College.
6. The University expects your planned PRE to be informed by University, College and Departmental priorities. These can be found in formal statements like LTA strategy documents or may emerge through more local discussion. For example, it could support specific development needs for curriculum validation activity. But *you* decide what exactly you will focus on.

**The importance of *peers*, *reviewing* and *enhancing* practice - a joined up approach**

1. PRE should connect your **review** of practice, through reflection, to your **enhancement** of practice. Your PRE should incorporate both dimensions.
2. Your peer supports you as a critical friend. You learn from and support them in return. The PRE handbook provides guidance on how to do this.
3. PRE helps you to review the methods you use to teach and support learning in the environments you choose. This ensures you develop the aspects of your practice that you think will make the most difference to you and your students.

**Review**

1. As part of your **review**, you are expected to include peer observation each year to help you review the ways you engage students as learners.
2. Peer observation, normally involving pairings, establishes a rich opportunity for you to critically reflect on your practice together. It also provides your observer with opportunities to learn from you.
3. In addition to peer observation you and your peer may decide to review other aspects of your practice too, for example, ensuring clarity and consistency of documentation, Blackboard sites, how you conduct module evaluations, etc.

**Enhancement**

1. PRE should make a difference. This requires you and your peer to think about **enhancement**. You need to think about what aspects of your current practice you would like to develop or what new dimensions you would like to bring to your practice.
2. Peer enhancement can involve you:
	1. collaborating on an innovation e.g. a new method you will both use and share with others;
	2. supporting each other with a common area e.g. you both want to improve aspects of the way you give students feedback; or
	3. supporting each other in different ways e.g. one of you is experienced but looking for objective insight and the other is less experienced and wants to learn about something your peer is good at.
3. The *outcomes* of PRE should also be reported and discussed at your PDR each year when your aims for future PRE activity will also be recorded to ensure you have appropriate support and access to further development opportunities. This helps managers check PRE is working, the priorities that staff are addressing, areas of expertise and interest, and what priorities are emerging.

Peer Observation

Peer observation of teaching is **part** of your annual PRE. All teaching staff with student-facing roles are expected to engage in peer observation.

How to carry out Peer Observation of Teaching

There are several steps to a successful peer observation of teaching. Each of you will:

1. Select the activity to be observed
2. Select who observes your practice
3. Have a pre-observation discussion with your peer(s)
4. Observe your peer's practice and record notes using the Peer Observation of Teaching Proforma to plan and record the observation
5. Be observed by your peer(s)
6. Meet after each observation to talk through and clarify the observation notes. Observers should type up and provide their peer with a copy of the notes using the pro forma.

*Peer Observation of Teaching and giving feedback on observations is a skilful activity. Please ensure you read through the guidance on how to do this effectively. This is in the Peer Review & Enhancement Handbook and available as a separate document.*

PRE Handbook

A handbook to support PRE is available from [**https://blogs.shu.ac.uk/talent/peer-review-and-enhancement/**](https://blogs.shu.ac.uk/talent/peer-review-and-enhancement/)

It includes sections on:

* Things to consider when planning your PRE activities
* Thinking about sharing what you learn and develop
* Guidance on getting the most from Peer Observation activities including 'what to observe' and 'how to give feedback'
* The 'Record of PRE' form
* 'Peer Observation of Teaching' form to support the planning and recording of peer observation activities.

Useful Contact Details

The PRE Handbook, useful contact details, further information, up-to-date downloadable forms and guidance are maintained on the Staff Intranet at:
[**https://blogs.shu.ac.uk/talent/peer-review-and-enhancement/**](https://blogs.shu.ac.uk/talent/peer-review-and-enhancement/)

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