

Higher Education Provision – Peer Review Resource

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Section 1 – Peer Review Timeline/Action Plan

Action	Who	When	Actioned
Teaching and Learning team discuss initial approach to Peer Review design and implementation then present to HE Management team	Head of Learning/ Improvement/Standards HE Management team	September/October	
Pairs differentiated and chosen to maximise personal growth and impact with regard to; subject knowledge/specialism, experience and teaching analysis from Developmental Practice Sessions	HE Management team	November	
Documentation for each of the three stages finalised/content of peer review training confirmed	Head of Learning/ Improvement/Standards HE Management team	December/January	
Training for Hourly Paid Lecturers (HPLs)* on the peer review process	Head of Learning/ Improvement/Standards HE Management team	February	
HPLs* undertake stages 1 & 2 of the peer review	Monitored by HE Management team	February/March	
HPLs* meeting - feedback and review of stages 1 & 2	Head of Learning/ Improvement/Standards HE Management team	March	
HPLs* undertake stage 3	Monitored by HE Management team	March/April	
Evaluation of scholarly learning	All	April	
Impact and report	Head of Learning/ Improvement/Standards HE Management team	June	
Dissemination event	All	July	

Planning stage Implementation stage Evaluation feedback and reporting stage

* and/or full-time/fractional staff if appropriate

Section 2 – Peer Review documentation

Peer Review: Lecturer's Evaluation – Form 1

Lecturer: _____

Colleague: _____

Qualification _____	Room _____
Date _____	
Number of students _____	Time _____
Style of class (Lecture, Seminar, Tutorial)	

Description of students (prior experience/work skills/ language/other needs):

Teaching aim/s: (a broad statement about what you, the lecturer, intend to achieve)

What are the objectives for the session (for the students)?

Anticipated challenges (related to equipment, student prior knowledge, diversity, your skills etc)

Teaching skills I would like to get feedback on:

Student learning activities I would like feedback on:

	Identified strengths	Areas for future focus
Clarity and achievability of ILOs:		
Planning & organisation:		
Teaching methods/approach:		
Delivery and pace/time management:		
Content: (currency, relevance, accuracy, use of example, level to match students)		
Student engagement:		
Use of teaching resources:		
Development of students' skills:		

Feedback and assessment:		
Quality of the session in relation to the agreed focus of the observation:		
Recommendations:		

Peer Review: Reflection & Discussion – Form 3

This form should be completed by the lecturer following discussion of the observer's feedback form (Form 2) with the observer. A copy should be sent to the observer.

1. What did you feel were the most important points to emerge from your discussion with the observer?

2. What changes, if any, will you make as a result of the discussion and reflection upon it:
 - a) to the particular session?

 - b) to your teaching more generally?

3. How helpful were the observer's written and oral comments? How could they be more helpful in the future?

4. Any other comments about the observation.