Peer Review of Teaching at Roehampton

Peer Review takes place annually for all academic colleagues. The Roehampton scheme is built on best practice from across the sector. There can be a number of different purposes of peer review of teaching; however, the Roehampton scheme is formative, as part of staff development and a sharing of good practice:

At Roehampton we suggest two possible foci for peer review:

* peer observation of teaching (A)
* peer review of a specified area of work (B)

## A

You will work with a colleague and pair will usually be put together by the Head of Department or deputy. The process is as follows:

Identify with this colleague one or more aspects of your face-to-face teaching, which you would like feedback on.

Plan times to visit each other’s teaching sessions. The decision should be that of the observed colleague.

Before the teaching session, meet to ensure that the aim and focus of the observation are clear to all.

When observing, make notes on what you will feed back to your colleague. Consider also what you can take away from the observation to enrich your own practice.

As soon as possible after the observation, meet to discuss the session. This meeting should take the form of a dialogue, in which you explore how you can also enhance your practice as a result of the observation.

The colleague who has been observed should write 3 action points in terms of what s/he will change/modify/continue as a result of the feedback and share with the triad.

## B – to be undertaken in addition to A.

Some colleagues may wish to extend their peer review beyond that of teaching. Colleagues work in a triad, as for A.

Identify an area that you would like to develop, for example, assessments; feedback to students; e-learning resources; inclusive teaching; research-informed education.

Work with each other to support this development by:

* visiting each other’s teaching sessions, and/or
* studying course design: face to face session plans; modules; programmes of study; the design of online learning activities, and/or
* reviewing a wider area of practice for development.

Decide on the approaches to enhancement you wish to try out or develop.

Put the new approaches into practice and then get together to review them.

The colleague who has been peer reviewed should write 3 action points in terms of what s/he will change/modify/continue as a result of the activity and share with the triad.

# Peer Dialogue follow up

You may want to:

* Share what you have done at LTQG or programme team meetings
* Present what you have done at a Learning and Teaching event
* Write a case study for the LTEU webpage

Your department may already have a peer review scheme in place, that has been shown to be effective and which includes peer review of actual teaching. You do not need to modify this, if this is the case.

Your Head of Department may suggest a different focus for or form of peer review. This should be agreed with the Deputy Provost L&T and the Head of Educational Development.

Form for Peer Review of Teaching at Roehampton

Please complete this form when you have taken part in the peer review. The form should be completed by the colleagues being reviewed and the peer reviewers.

Name of colleagues being reviewed:

Name of Peer Reviewers:

Activity being reviewed:

Date of review:

Any outcomes you would like to raise: