

# Peer Review of Teaching Policy

September 2015

Also available in large print (16pt)  
and electronic format.

Ask Student Services for details.

[www.perth.uhi.ac.uk](http://www.perth.uhi.ac.uk)

## Version Control History

<b>Version Number</b>	<b>Date of Change</b>	<b>Summary of Revisions Made</b>
3	September 2015	Scheduled revision, only change is Learning and Teaching Leader with Responsibility for Learner Development is changed to Head of Academic Practice (who now has responsibility for coordination) and Footers updated.
3.1	July 2016	Footer updated to reflect new template model. Addition of Role Title: Sector Manager.

# Peer Review Policy

## 1 Purpose

Perth College UHI is committed to supporting all staff to develop their professional skills and share good practice. Building on a successful pilot programme and existing processes and systems, a process of Peer Review of Teaching has been developed. The system has been designed taking account of sector wide developments and staff feedback.

This policy details how the Peer Review Policy will be organised and demonstrates our commitment to professional development.

## 2 Scope

This policy applies to all academic staff employed by Perth College UHI teaching using any mode of delivery.

This policy does not apply to probation, teaching qualifications, capability or disciplinary issues which will be dealt with under different policies and procedures.

## 3 Key Principles

- 3.1 All eligible staff within the scope of this policy (see above) are expected to participate in peer review at least once within a 3-year cycle, and will be supported by line managers to make suitable arrangements.
- 3.2 Where possible and appropriate, staff from different curriculum areas will be encouraged to review each other to share and focus on generic teaching practice. The Head of Academic Practice will coordinate the Peer Review Process and provide advice and guidance. Learning and Teaching Leaders will also participate in review, and assist in facilitating the organisation of Reviewees and Reviewers where they are out-with their own curriculum area.
- 3.3 If a Reviewer or Reviewee requires any additional support measures in place during the Peer Review process, this can be discussed with the line manager Additional Support Coordinator, or Learning and Teaching Leader as appropriate.
- 3.4 Discussion feedback reflection will be confidential to Reviewer/Reviewee using the Peer Review Framework (Appendix 1) and will be retained by the Reviewee. A version incorporating the same principles and approach is available for online delivery and will be used as appropriate.
- 3.5 If the Reviewer or Reviewee has any serious concerns about key aspects of a peer observation, this can be discussed initially with the Head of Academic Practice.

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**Title:** Peer Review of Teaching Policy  
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**Owner:** Vice Principal, Academic  
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**Review Timing/Date:** 3 Years/2017/18

- 3.6 Following on from the peer discussion, either the Reviewer or Reviewee may wish to request CPD to build on experiences and opportunities.
- 3.7 Up to 3 key learning points from the professional dialogue between the Reviewer and Reviewee may be used in team meetings and Professional Review to share best practice and inform innovation across the college.
- 3.8 Training and guidance on participating in the Peer Review Process will be provided before arrangements are made by both parties.

## 4 Responsibilities

### 4.1 Vice Principal, Academic

As the senior member of staff with responsibility for Learning and Teaching the Vice Principal, Academic holds overall responsibility for the Peer Review Policy and process. Formal review will take place every 3 years, however ongoing feedback and evaluation will be sought to ensure effective implementation.

### 4.2 Head of Academic Practice

The Head of Academic Practice will coordinate the Peer Review Process and provide advice and guidance.

### 4.3 Learning and Teaching Leaders

Learning and Teaching Leaders will participate in review, and assist in facilitating the organisation of Reviewees and Reviewers where they are out-with their own curriculum area.

### 4.4 Heads of Curriculum

Heads of Curriculum (or their delegate) will be responsible for enabling the Peer Review Process to be taken forward by facilitating adequate resources and supporting arrangements.

### 4.5 Sector Managers/Subject Leaders

Sector Managers/Subject Leaders will work with individuals and teams in their Curriculum Area to support participation in the review process for eligible staff within a 3-year cycle. Subject Leaders will be responsible for ensuring Peer Review is a standing item on the agenda of Course Team Meetings. Subject Leaders also have responsibility for progressing developmental requests or requirements as part of the Professional Review process.

### 4.6 Head of Quality

Quality approval check of the policy is the responsibility of the Head of Quality who will arrange for the policy to be posted on the web.

## 5 **Linked Policies/Related Documents**

Perth College UHI Learning, Teaching and Assessment Strategy  
Perth College UHI Continuous Professional Development Policy  
Perth College UHI Quality Manual  
Perth College UHI Professional Review Process

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# Appendix 1

## Peer Review – Partner Feedback and Discussion

Name: \_\_\_\_\_

Partner: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

I would like feedback, in particular, on:

Is this based on Student Feedback – Yes  No

Key planned points for review and discussion:

You may wish to consider and discuss Take 5 + QELTA.

- Active learning.
- Assessment for learning.
- Peer support.
- Making it personal.
- Use of ICT to promote learning.
- Quality and Equality in Learning and Teaching Approaches (QELTA).

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## Reflection and Discussion

What seemed to work well in relation to key points for discussion?

What might have worked better and how could that be tackled?

Agree up to 3 Key Learning Points for reflection and sharing in Course Team Meeting:

1

2

3

Have any opportunities for professional development arisen as a result of this experience which either of you wish to take forward? Please note these and contact the appropriate person such as CPD, your line manager, Learning Technology or your Learning and Teaching Leader.