

# Guidelines: Peer Review of Teaching

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## [TQA Manual - Introduction and Contents](#)

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- 1 The University has approved the principle that all Colleges and other teaching units should implement a system for the peer review of teaching. This scheme should relate to all teaching staff, not just those at the start of their careers, and provide a supportive opportunity for the sharing of good practice.
- 2 The [class observation record documentation](#) that follows has been prepared and recently revised to assist Colleges in developing their systems for peer review. Colleges are recommended to consider this documentation as the basis for the class-observation component of their own peer review scheme, but should not feel bound by it. Nevertheless, internal and external academic audit processes will certainly want to explore how effectively peer review has been adopted by Schools, whether or not systems draw specifically on the suggested template. (To download an RTF version of this document, please select [Class Observation Record](#).)
- 3 The Taught Programmes Faculty Board is keen to see a peer review scheme which is sufficiently developmental to assist both the individual member of staff and the School at large, and wishes to emphasise that class observation is only part of a wider process of staff and educational development. A scheme should aim to encourage staff to continue to reflect on their teaching - style, content, learning outcomes, use of resources, etc - and the reaction of their students, both in class and through subsequent coursework and assessments. It is also hoped that the peer review process of sharing information on good practice in teaching, and on the enhancement of practice, will make a valuable input to a College's strategy for maintaining high quality learning opportunities for its students. Colleges are encouraged to share examples of excellent and innovative practice with colleagues in Education Enhancement, who can make them known to the wider institution.
- 4 Colleges should ensure that their peer review schemes involve all teaching staff being subject to at least one class observation a year, and more where circumstances suggest that a teacher's development will benefit from a greater sharing of experience and advice. Particular attention should be given to the needs of staff new to teaching; in particular, new teaching staff participating in the Postgraduate Certificate of Academic Practice (PCAP) or Learning and Teaching in HE (LTHE) programmes are required to include reflections on their teaching observations in their assessed portfolios. The scheme should also be particularly supportive for colleagues where student feedback and/or class observation suggest enhancement would benefit the students' learning experience. However, all teaching staff should find that the scheme promotes creative thinking in approaches to teaching, learning and assessment.
5. Colleges and partner institutions should establish at the start of each session a clear schedule for the completion of class observations and a list of observers

and those whom they have been allocated to observe. Note that it is not normally good practice for staff to observe each other reciprocally.

- 5 Colleges seeking advice on the development of peer review schemes are invited to contact their College's Education Adviser in Education Enhancement.

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Last updated August 2007

Last reviewed September 2011

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