

PEER-REVIEW OF PRACTICE POLICY

1. Context

- 1.1. The University recognises that Peer-Review of Practice (PRoP) is an important process to support the continued professional development of academic colleagues within the institution.
- 1.2. The process is recognised to be crucial in improving overall student experience and is important for quality assurance purposes and course development.
- 1.3. This policy frames PRoP as an agentic process led by the individual, whereby academics are empowered to identify the areas of their practice on which they wish to receive feedback, develop their skills, and share insights through discussion with their peers.

2. Scope

- 2.1. This policy encompasses in-class observation as well as academic practice across the full range of teaching activities. Given the nature of teaching and learning, there will still be a strong focus on classroom-based modalities.
- 2.2. The peer-review process may cover:
 - 2.2.1. Delivery across seminars, lectures, workshops, laboratory sessions and other teaching activities. Examples of areas of delivery to focus on include, but are not restricted to, pace, level of interactivity, links to employability, inclusivity and accessibility, AI embedded teaching and learning.
 - 2.2.2. Assessment structure, type, authenticity, design, methodology, resistance to academic misconduct and any other area the academic would like to explore.
 - 2.2.3. The use of Brightspace and other learning tools, including consideration of layout structures, engagement with students, holistic integration with face-to-face delivery, and any innovative uses employed.

3. Principles

- 3.1. The University is committed to fostering a culture of support and development through reflection and discussion of good teaching practices.
- 3.2. Small groups of three or four colleagues will work together. The intention, as far as practicable, is to draw group members from across the subject area or course team, mixing those who do not normally deliver modules together and creating a range of new and experienced colleagues in each group.
- 3.3. Colleagues in each group will arrange amongst themselves how they wish to apportion their support but should ensure cross-pollination of peer-review amongst themselves. It is expected that for at least one meeting a year, the complete group will come together and share their experiences.
- 3.4. A supportive and collaborative approach to self-reflection will be undertaken. The process is not an assessment of another colleague's performance. The individual receiving feedback will guide colleagues to areas of their practice where they feel they would benefit most from support.
- 3.5. Discussions remain confidential within the groups where they occur; however, the

anonymised summary with general comments or instances of good practice should be disseminated.

- 3.6. The process will enable the identification and dissemination of good practice. The Strategic Lead for Teaching and Learning in the School will be responsible for ensuring that this is shared within the School, with the Dean and STLT as it will facilitate wider exchange across the University.

4. Schedule

- 4.1. In September, the Strategic Leads of Teaching and Learning will ensure that Heads of Department or Subject Area Leads allocate their colleagues into groups of 3 or 4, encompassing a range of experience, delivery, and programmes. Each group will have a nominal leader “the facilitator”, whose role is to coordinate that group. Reviews and discussions should be planned early in the year, as colleagues may not have teaching or delivery scheduled in Semester 2.
- 4.2. During Semester 1, members will arrange to attend a session(s) of one or more other member(s) of their group, and/or arrange to have a meeting regarding another area of their teaching practice. Timing will be dependent on colleagues’ timetables.
- 4.3. Before the end of the academic year, the facilitator will arrange a group discussion where:
- 4.3.1. Each member presents (verbal) a summary of the session(s) they attended, highlighting good practice.
 - 4.3.2. Each member will then present an area of their own delivery that they would like to improve, and invite discussion, comments, and feedback from their peers about this aspect of their teaching. This discussion will result in an individual high-level action plan which the member can use for their PDPR.
 - 4.3.3. The group will collaboratively discuss points raised by each participant, identify and agree if there any issues or good practice which they would like to share across the School (see section 5.2).
- 4.4. As part of a School, Department or subject area-level workshop towards the end of the year, all colleagues will have the opportunity to discuss the outcomes of PRoP and comment on their experience of the process, highlighting any good practice that colleagues wish to share. The feedback will be used to guide future iterations and to collect case studies for future TEF submissions.

5. The Role of the Facilitator

- 5.1. The role is purely organisational and will be reflected in the workload model under citizenship/administrative hours. It will consist of:
- 5.1.1. One of the group members, to be agreed with the Strategic Lead for Teaching and Learning.
 - 5.1.2. Arranging and scheduling discussion sessions.
 - 5.1.3. Ensuring that sessions are completed efficiently within the scheduled hour.
 - 5.1.4. Helping participants to summarise their individual outcomes.
 - 5.1.5. Collating outcomes into a shared document for the benefit of all members of the group, incorporating feedback from colleagues, and reflection on the overall process at the end of the year.
- 5.2. The facilitator will share summary outcomes with their Strategic Lead of Teaching and

Learning, Heads of Department and Dean to facilitate Departmental or School level support.

- 5.3. The Strategic Lead for Teaching and Learning will also share the summary with the Strategic Teaching and Learning team and PVC T&L to inform planning for developmental support and the sharing of good practice more widely in the University.

POLICY SIGN-OFF AND OWNERSHIP DETAILS	
Document name:	Peer-Review of Practice Policy
Version Number:	V1.1
Equality Impact Assessment:	May 2026
Approved by:	UTLC
Date Approved:	May 2026
Next Review due by:	May 2029
Author:	Director, Academy of Teaching Learning and Skills
Owner (if different from above):	Pro Vice-Chancellor T&L
Document Location:	https://www.hud.ac.uk/media/policydocuments/Peer-Review-of-Practice-Policy.pdf
Compliance Checks:	Annual audit by STLT
Related Policies/Procedures:	

REVISION HISTORY			
Version	Date	Revision description/Summary of changes	Author
V1.0	20/05/26	Initial version	Pro Vice-Chancellor T&L
V1.1	Sept 2026	Changes post UTLC May 2026 to include Heads of Department and Deans in the communication	Director, Academy of Teaching Learning and Skills

Appendix I: Facilitator Summary of PRoP Outcomes Template

School/Department:

Academic Year:

Facilitator Name:

Group Members:

Date of Group Discussion:

1. Overview of the process

Provide a brief summary of how the group engaged with the PRoP process during the year, including the range of activities reviewed, for example taught sessions, assessment design, use of Brightspace, or other aspects of academic practice.

2. Key themes emerging from discussions

Summarise the main themes identified across the group's discussions. These may include strengths in teaching and learning practice, common areas colleagues wished to develop, shared challenges or recurring issues, and themes relating to student engagement, assessment, feedback, or learning resources.

3. Examples of good practice identified

List any examples of effective or innovative practice that emerged and could be shared more widely within the Department, School, or University.

-
-
-

4. Common areas for development

Summarise any common areas where colleagues identified a wish for further development or support.

-
-
-

5. Actions or support that may be helpful

Note any actions, resource needs, or forms of support that may assist colleagues or teams. This might include staff development, sharing of effective practice, curriculum or assessment support, digital learning support, or opportunities for further collaboration.

6. Reflections on the process

Provide a short reflection on how effective the PRoP process was for the group, including any suggestions for improving the process in future years.

7. Summary for wider sharing

Your Strategic Lead for Teaching and Learning will set up an anonymised MS form to receive all reports. Please upload an anonymised version of this summary to the MS form. Your Strategic Lead for Teaching and Learning will share with Heads of Department and the Dean to facilitate planning and development activities.