

## Top tips for a beneficial peer review of teaching

1. **Recognise the benefits.** Determine to make the most of the opportunity this confidential exchange provides both colleagues for a professional dialogue about teaching practice.
2. **Be organised.** Make early contact with your peer review partner.
3. **Identify a focus.** When preparing to be reviewed, carefully consider which aspects of the session you would particularly like to discuss.
4. **Be prepared.** As the reviewer, take the opportunity to consider the context of the session you will be reviewing (e.g. have a look at the module site, review the assignment brief or assessment diet, or look at some feedback samples)
5. **Plan to meet.** Before the session, agree where and when you will meet afterwards for discussion. This should take place as soon as possible so everything is fresh in your minds.
6. **Choose your spot.** If it is a session observation, think about where you want your reviewer to sit so they can observe your activities as well as the responses of the students.
7. **Communicate to the class.** As the reviewee, consider how you will introduce the reviewer to the class. It is beneficial for students to understand that peer review is a key part of our professional development and an important aspect of quality enhancement within the University.
8. **Discuss, don't judge.** As the reviewer, try not to make judgemental comments, notice what happens rather than your interpretation of it. Try to ask searching questions to prompt discussion eg *"You chose to do X at one point, why was that? Can you explain what you were hoping to achieve by Y?" "How does Z link to other aspects of the module?" "In what way do you hope your online materials support student learning?"*
9. **Be open minded.** As a reviewee try not to be defensive but see this discussion as a chance for you both to advance your understanding and skills.
10. **Disseminate good practice.** As well as completing the official feedback form (PRF3) consider how you can share what you have learned informally within your school e.g. at a lunchtime seminar or group discussion with colleagues.

