### Guidelines for the Peer Review of Learning and Teaching (PRLT)

##### **Introduction:**

Participants on all PCUTL Modules are required to undertake Peer Review of their teaching / learning support practice. The required focus of these reviews is outlined in the Module Descriptor for each module. Some reviews will be using fellow participants (referred to as ‘reciprocal peer-participant PRLT’) and others will be with your PCUTL mentor (referred to as ‘mentor PRLT’). Mentor PRLTs (Modules 1+3) must be assessed as ‘satisfactorily achieved’ by the mentor in order for you to pass Modules 1+3.

A record of these reviews, your preparation for them, response to them and related resources, must to be included in the portfolio as evidence to support your claim for achievement of the respective Module ILOs.

**Ethos and purpose of PRLT within PCUTL:**

In alignment with the Cardiff University Policy Framework for the Peer Review of Learning and Teaching (PRLT), PCUTL advocates an approach that ‘promotes scholarly, peer-assisted, reflective practice’ for the mutual benefit of both parties engaged in the process. PRLT is not about cloning teachers, but, through facilitated reflective practice, can help participants explore their existing teaching/learning support behaviour in the context of generic and discipline-specific pedagogic literature. PRLT is an opportunity to help participants consider how, in reality, their teaching is underpinned by the PCUTL Programme Values. The central tenets of the process are therefore: reflection, development, and mutuality of benefit.

**Is PRLT the same as teaching observation?**

It may be, but it may not be! Cardiff’s approach to PRLT values the whole teaching / learning support role. We recommend the following foci although do discuss these with the PCUTL team if they don’t suit you and the ideas you are wanting to look at with your PCUTL mentor / peer:

Module 1: mentor observation of the ‘live’ sessions to which the lesson plan you are developing for your Module 1 submission refers;

Module 2: peer participant PRLT focussing on equality and diversity in practice. Could be an observation of a ‘live’ session or a table-top critique of resources / handouts / learning activities etc.;

Module 3: Mentor + peer participant PRLT could be reviewing / supporting each other’s critical reflection with focus on module design, assessment design, feedback on assessment etc.

**What does PRLT achieve within PCUTL?**

* Mentors help participants think about their teaching / learning support in the context of the local School / Directorate and the subject / discipline-specific pedagogic literature. Mentors also sign off 2 ‘observations’ as satisfactorily achieved over the course of Modules 1+3.
* Participants have the opportunity to observe and engage in dialogue with peer-participants teaching in different Schools/Disciplinary contexts;
* Participants are able to evidence their developing engagement with the UKPSF and in particular the PCUTL Professional Values.

**How does the process work in practice?**

Participants and mentors are referred to the PRLT WebPages (<http://learning.cf.ac.uk/themes/supporting-enhancement/peerreview> )for access to comprehensive support and starter-documents, but the following summarises the key components of all PRLT cycles:

1. **Planning: (= Output 1)**

#### Thinking about why you teach the way you do:

* + This is an important self-reflection for both reviewees and reviewers.

#### Finding out about my Mentor/Peer Participant:

* + Before any formal ‘observation’ occurs, meet with your mentor/peer participant and share your thoughts from the step above. It is almost impossible to fairly comment on someone’s teaching/learning support activity when you are assuming that they think, learn and teach in the same way as you.

#### Planning the ‘observation’:

* + This step is often combined with the discussion above and is an opportunity for the reviewee to describe the planned session / intentions of the teaching activity to the observer/reflection facilitator.
  + In a peer-participant observation the reviewee should have planned a focus for the observation. The observation is for and owned by the reviewee and as such they will ask the reviewer (with discussion) to focus the observation/reflective dialogue about a specific aspect of their practice e.g. student interaction with the subject/learning activities during a session, mapping teacher: student activity, success (or otherwise) of a specific innovation. Ideas for collecting relevant data to support reflection in these areas may be found at: <http://learning.cf.ac.uk/themes/supporting-enhancement/peerreview>

#### ‘Observation’: (= Output 2)

#### The reflective dialogue / feedback meeting: (= Outputs 3+4)

* This meeting should be timed to give both parties the opportunity to reflect on what was observed / discussed.
* It is useful for both parties to complete a Summary Reflection form (**Output 2**) and share what has been learnt, thoughts that have arisen, how practice may be shared etc. (**Outputs 3+4**).

The PRLT records and reflections (**Outputs 1-4**) should be included in the portfolio evidence, and should demonstrate how the process has contributed to your developing understanding of your teaching / learning support practice i.e. write about what you learnt from the process – did you learn more as reviewee / reviewer? Are there aspects of the written / verbal feedback you gave / received that made you think about your own giving of feedback to students? Etc

**Specific requirements of Mentor PRLT cycles:**

The Mentor supported PRLTs are:

1. the **SOLE** evidence for participant’s achievement of Module 1 ILO4; and
2. contribute to their evidence for Module 3 ILO4.

The Mentor supported PRLT assessment comprises three parts:

* Part 1: Qualitative, narrative, record of discussion arising from observation / PRLT (**Output 3**);
* Part 2: Discussion of how the ‘observed’ student-facing practice is explicitly underpinned by the Professional Values of PCUTL and UKHE more broadly (**Output 4**). The mentee’s engagement with discipline-specific and context relevant pedagogy will be a particularly important feature of these discussions.
* Part 3: Sign off PRLT as ‘satisfactorily achieved’ (**on Output 3**)

### Output 1: PRLT – preparatory reflection

*(sample: Other resources for reviewee and reviewer may be found at*

[*http://learning.cf.ac.uk/themes/supporting-enhancement/peerreview*](http://learning.cf.ac.uk/themes/supporting-enhancement/peerreview)*)*

**Name:**

**Module Title: Level/Year of Study:**

**Focus of PRLT:**

**Number of Students present:**

**(as appropriate)**

**What are the aims of the session?**

What I intend to do, how it relates to the rest of the course. Are there opportunities in this session / learning activity to explore any of CU’s key strategic themes / explicitly consider employability issues etc?

What are the learning outcomes for this session? How am I going to help the students achieve them? Are the learning opportunities I’m creating inclusive?

**Rationale:**

Why I am doing it this way. On what educational theory/ideas from the programme, advice from colleagues, feedback from students, feedback from previous observations, am I basing my practice?

### Output 2: Dialogue summary / feedback on PRLT activity

### (to be completed by reviewer)

**Name:**

**Module Title: Level/Year of study:**

**Focus of PRLT:**

**Date:**

*(Reviewers are invited to complete this form as suits the needs of the reviewee, the reviewer and the session/activity being reviewed but should* ***address******explicitly*** *the evidence that your mentee’s student-facing practice is underpinned by a real commitment to the Professional Values of the UKHE sector – see Output 4 and has included* ***discussion of discipline-specific pedagogy*** *as appropriate)*

**Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Capacity of reviewer: Colleague / Mentor / Other (please specify)**

### Output 3: Reviewer /Reviewee Post PRLT Reflection

**Reviewer’s comments and suggestions** (Summary, and thoughts that have arisen from discussion of ‘observation’ and Output 2)

**Reviewee’s response:**

**What have I learned about my teaching /learning support practice?**

**What I may do differently, think about next time? Is there anyone / a resource I can work with on this?**

**What would be a useful focus for my next PRLT?**

(Think perhaps both about using PRLT to develop ideas raised above further, and also as a resource to support your evidencing of the PCUTL ILOs and elements of the UKPSF)

**Signed (Participant) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor sign off:**

1. **Module 1:**

* **I confirm that we have framed our discussion in the context of discipline-specific pedagogy and the PVs outlined in Output 4.**
* **I also confirm that the participant has satisfactorily achieved Module 1 ILO4 (***Use PRLT to explore the impact of their teaching and/or support for learning on students’ learning, and plan modifications accordingly.****)***

**Signed (Mentor) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Module 3:**

**I confirm that we have framed our discussion in the context of discipline-specific pedagogy and the PVs outlined in Output 4.**

**Signed (Mentor) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Output 4**: Evidence that the ‘observed’ student-facing practice is explicitly underpinned by the Professional Values of PCUTL and UKHE. Please tick and / or annotate as appropriate.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Evidence that PV is embedded in practice | Evidence of some awareness of relevance of PV to practice | Needs to be explored further. Specific questions to focus on could be…. |
| 1. An understanding of how students learn. |  |  |  |
| 1. A commitment to reflection and evaluation and consequent improvement of professional practice. |  |  |  |
| 1. A respect for individual learners and for their development and empowerment, no matter what their circumstances. |  |  |  |
| 4. A commitment to scholarship in teaching, both generally and within their own discipline. |  |  |  |
| 1. A commitment to the development of learning communities, including students, teachers and those engaged in learning support. |  |  |  |
| 1. A commitment to encouraging participation in higher education with respect to the issues of equality and diversity. In this regard, professional practice should be informed by equal opportunities legislation, policy and best practice. |  |  |  |
| 1. Use evidence-informed approaches and the outcomes from research, scholarship and CPD. |  |  |  |
| 1. Acknowledge the wider context in which HE operates recognising the implications for professional practice. |  |  |  |