

SCTEI – Peer review of teaching

1. The purpose of peer review is primarily to help the person being observed develop their teaching through receiving feedback from a critical friend. This feedback should normally include both affirmation of strengths and suggestions for improvement. The teacher may ask for feedback on particular aspects of their teaching, and may use this as an opportunity to gain feedback on an area of practice where they feel uncertain, rather than needing to be observed in areas where they are already strong.
2. Core, associate and assistant teachers shall be observed at least every other academic year in which they are teaching. Observation may be more frequent.
3. New core, associate and assistant teachers shall normally be observed in their first module.
4. At least one teacher in each centre should be observed by a member of staff from another centre each year. Each core staff member should be observed by a member of staff from another centre at least once in three years.
5. The observer is appointed by the teacher's centre (except in the case of a member of staff from another centre, where that centre is responsible for providing a member of staff to carry out the review).
6. Observers will give notice of their attendance, and will not turn up unexpectedly. Where possible, the observation shall be carried out at a time agreed mutually.
7. Observers should normally observe between 45 minutes and two hours' worth of teaching.
8. The observer will stay in role and not intrude on the session. The observer:
 - a. will not join in discussion or group work.
 - b. will not give feedback during teaching.
 - c. will not discuss with the learners about the quality of the teaching.
 - d. will be as inconspicuous as possible and not interrupt the tutor.
9. Following the observation, the teacher and observer may discuss aspects of the teaching. Written feedback is always given to the teacher (as soon as possible, and always within 3 working days), with a copy to the module or programme leader.
10. Following receipt of the written feedback, the teacher is entitled to discuss it with the observer, and the module leader or the programme leader.
11. Each centre shall report at least annually to the Common Awards Management Committee on the peer review process. This should not identify individual teachers, but should (a) highlight any good practice and (b) provide assurance that teaching is of an appropriate quality. If there have been significant problems with teaching observed it will normally be possible to report this and the remedial steps that have been taken without naming the teacher, but if necessary a separate report may be provided to the Committee under the reserved business section.
12. Likewise details of individual peer reviews are not available to any internal committee within the centre or TEI with student representation.