

**Peer Review and Enhancement of  
Learning Teaching and Assessment  
Framework  
University of Suffolk**

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## **Scope of Framework**

The University Peer Review and Enhancement of Learning and Teaching framework provides developmental opportunities for all staff delivering learning teaching and assessment on degree programmes and on apprenticeships at the University of Suffolk. This framework is applicable to staff working both within Schools and Professional Services.

## **The Peer Review and Enhancement (PRE) of Learning, Teaching, and Assessment Framework**

PRE forms part of our commitment to the delivery of high-quality learning, teaching and assessment. It is a vehicle of Centre for Excellence in Learning and Teaching (CELT) for driving improvements and fulfilling our commitments as detailed in the Learning, Teaching, & Assessment Strategy.

PRE brings balance to, and compliments, CELT's wider approach to professional development, connecting directly with 'in-practice' delivery and the student learning experience. The framework provides the essential structures for sharing best practice, peer-coaching, curriculum development, and professional and peer learning. The flexible design accommodates different contexts whilst not becoming burdensome, encouraging excellence and innovation in professional practice throughout the university through a range of peer review activities. There is a scarcity of research into the effectiveness of professional learning approaches specifically in UK-based Higher Education Institutions, and it is difficult to isolate and attribute the impact of s4( )-11(t)-5(s )-2103



Deep dives	Manager/Quality Assurance/CELT	Throughout year	<p>Formal observations to validate local judgements and provide further feedback about performance in an area of the university.</p> <p>Formative and summative assessment and feedback health checks.</p> <p>Discussion with staff and students for insight into the quality of the student experience and progress.</p> <p>Deep dive activity will be organised in conjunction with continuous monitoring activity.</p>	<p>Deep dive will be announced with notice given at least 5 working days before.</p> <p>Any scheduled learning activity can be observed during this period.</p>
Learning Walks	Manager/Quality Assurance/CELT	Any time	<p>Short visits may be themed (e.g. induction, learner progress, English and maths deTJETQ and induction)</p>	

Head of Quality Enhancement and TEF

Director of Learning and Teaching

External stakeholders approved by the Director of Learning and Teaching

Director of Apprenticeships

Heads of Apprenticeship or Head of Subject (where there is no Head of Apprenticeship)

\*The Heads of Apprenticeships/Subjects will be allocated 50% of observations outside of their own respective discipline.

Note, members of the University Board of Directors are not expected to undertake learning walks, but instead delegate responsibility to those listed above who are considered leaders and managers in learning, teaching and assessment practices or the quality assurance of them.

4. All reviews will be documented using a standardised proforma. The document will record areas of good practice and areas for development. Where there is need for significant improvement, an action plan will be developed and reviewed through additional PRE activity and if required, through annual performance management processes. The Head of Quality Enhancement and TEF and Apprenticeships Quality Manager should also be notified following the observation feedback meeting.
5. The observee must receive verbal and written feedback within 5 working days of the observation activity taking place.
6. Observation records must be sent to the Head of Quality Enhancement and TEF and Apprenticeships Quality Manager within 10 working days of the activity taking place.
7. All new observers will undertake a dual observation with either the Head of Quality Enhancement and TEF and Apprenticeships Quality Manager for their first observation as part of observer training. Observers who have received observation training previously will undertake at least one dual observation with another member of the observation team each year as part of ongoing standardisation activity.
8. Guidance for conducting and participating in PRE for Apprenticeships is published at: [Peer Review - Development and Enhancement - Learning and Teaching at University of Suffolk \(uos.ac.uk\)](https://www.uos.ac.uk/peer-review-development-and-enhancement-learning-and-teaching)

### **PRE of non-apprenticeship delivery**

The peer review and enhancement of learning teaching and assessment for non-apprenticeship programmes includes on annual observation of in class activity e.g., lecture or seminar (on campus or online) and one additional area of practice.

