

<b>Owner:</b>	Academic Quality
<b>Version number:</b>	3.3
<b>Effective date:</b>	August 2020
<b>Date of last review:</b>	August 2014 (interim review August 2019)
<b>Due for review:</b>	2020/2021

*This document is part of the Academic Regulations, Policies and Procedures which govern the University's academic provision. Each document has a unique document number to indicate which section of the series it belongs to.*

## **9A - PEER REFLECTION ON EDUCATION PRACTICE (PREP): Policy and Procedure**

### **1. SCOPE AND PURPOSE**

- 1.1 This policy and procedure is intended for all BU academic staff. This includes full and part time/fractional staff as well as categories of staff that directly support the student learning experience, e.g. Demonstrators, Post Graduate Research Students (PGRS), Library and Learning Support staff and Learning Technologists.
- 1.2 The main purpose of the Peer Reflection on Education Practice Scheme (PREP) is to provide a systematic yet flexible framework to review and enhance the quality of the learning experience for students. This document outlines the requirements of PREP. It provides a range of options which can be adopted or customised for staff to adopt a reflective approach to ongoing improvements to their educational practice.
- 1.3 PREP reflects a collaborative model of peer support (Gosling and Mason O'Connor 2009) which offers the instructor suggestions about how to improve and develop their teaching quality (Crabtree and Scott 2016).

### **2. KEY RESPONSIBILITIES**

- 2.1 **Academic Standards and Education Committee (ASEC):** to maintain oversight of the PREP.
- 2.2 **Academic Quality:** to maintain and review the policy and procedure.
- 2.3 **Faculties:** to maintain responsibility for the operation of the PREP.
- 2.4 **FLIE:** to offer leadership and evaluation of University-wide initiatives, drawing upon data collated by Faculties.

## **Policy**

### **3. PRINCIPLES FOR OPERATION**

- 3.1 Bournemouth University recognises the value and importance of PREP in developing a culture that is collegiate and fosters discussion and dissemination of good practice relating to the student experience. All Faculties will engage with this process on an annual basis. The principles underpinning PREP are that it is:
  - designed to improve the student experience, giving emphasis to how learning can be promoted;
  - developmental not judgmental, enabling staff to engage in constructive feedback through peer dialogue and reflection;
  - reciprocal, all parties are expected to gain from the process;
  - inclusive of all aspects of teaching and learning in a variety of settings and including course design, assessment, blended learning and online learning;

- inclusive of all categories of staff who support the student learning experience in a teaching capacity;
  - confidential and independent of management processes relating to performance management and review;
  - linked into staff development activities: opportunity for personal and professional development of staff;
  - undertaken on an annual basis as part of the ongoing enhancement of educational practice;
  - an enhancement tool providing opportunities to promote and disseminate good teaching and further enquiry into teaching and learning;
  - To feed into the Teaching Excellence Framework as part of the BU narrative for excellence.
- 3.2 Each Faculty will be responsible for managing their PREP scheme with a named individual responsible for the process. This would normally be the Deputy Dean (Education) or equivalent. A flexible approach will enable Faculties to tailor the scheme according to changing demands and issues raised within their own context. Alternatively, the Centre for Fusion Learning Innovation and Excellence (FLIE) may propose PREP activities in which all Faculties engage.
- 3.3 Monitoring and evaluation of the overall scheme should be done on an annual basis by each Faculty and reported to ASEC. Operational review should be undertaken by Faculty Academic Boards (FAB), also on an annual basis. Accompanying documentation and reporting processes should however be kept to a minimum to ensure that the focus of the scheme remains as collaborative peer supported activity.

## Procedure

### 4. OPERATION OF THE SCHEME

- 4.1 Faculties are free to adopt an approach which meets their own needs and commands widest support within their specific contexts. Faculties may also engage in a BU-wide PREP initiative that is proposed by FLIE. The activity should be reviewed annually at FAB. PREP activities should not be perceived as burdensome but fit in with existing practices e.g., team meetings, Faculty away days, programme reviews.
- 4.2 **Faculties should ensure consistency with the principles but can design their own approach which includes procedures for the following:** the focus of the scheme in terms of themes, how it is organised, maximising participation, identification of a lead individual, ways of involving students in the process, timing of the scheme and a strategy for monitoring and evaluation.
- 4.3 **Focus:** the focus of the PREP scheme can vary from year to year. Faculties should consider their NSS scores, MUSE data, SUBU SIMON data, AMER reports and best practice from external benchmarks such as TEF as part of the decision process.
- 4.4 **Organisation:** the organisation of PREP activities should suit the needs of Faculties and individuals. A range of approaches can be adopted which maximise the potential of colleagues to explore in a critical and self-reflective way aspects of the student experience. This can be done in either pairs or groups. Options can include e.g. self-selected pairs, random allocation of pairs, matching of skills and expertise, group meetings aimed at sharing practice and programme review teams.
- 4.5 **Maximising Participation:** Faculty procedures for implementation should maximise participation and be inclusive of all staff e.g. full time academic staff, part time hourly paid (PThP), PGRS, demonstrators. Staff who support learning, who are based in the central Professional Services, should also be encouraged to participate (e.g. library support staff and learning technologists).

- 4.6 **Timing:** the timing of any PREP engagement is at the discretion of individual Faculties. There may be key junctures in the academic year however which lend themselves to PREP e.g. in preparation for running a new unit, during the delivery of an online programme, after a FAB or framework review meeting.
- 4.7 **Monitoring and review:** each Faculty should decide on how to evaluate their own scheme or contribute to the evaluation of a scheme proposed by FLIE. The review should be reported annually to FAB and the ASEC in the autumn (see Appendix 1). Emphasis should be given to the identification of good practice which has emerged from the scheme. It should also include numbers of staff engaged in PREP, themes identified for review, and any development needs which have emerged from the implementation of the scheme. No records need to be kept during the PREP activity itself, unless individuals or teams feel it will be beneficial to them to do so.
- 4.8 Staff may use the outcomes of their PREP activities to aid their career progression and development. This would need to be evidenced based (e.g. feedback from peers, innovations in education practice, contributions to framework enhancements).
- 4.9 **Professional Services Support:** Staff Development, Academic Quality and FLIE may provide opportunities for training in the skills underpinning the scheme (e.g. reflection, questioning skills, constructive feedback). Staff development needs emerging from PREP will also be supported both at a Faculty and University level.

## General

### 5. REFERENCES AND FURTHER INFORMATION

- 5.1 Selected academic references: Please talk to FLIE staff for further information.
- 5.1.1 Bell, A and Mladenovic R. (2008) "The benefits of peer observation of teaching for tutor development". *Higher Education* 55, 6.
- 5.1.2 Byrne, J., Brown, H. and Challen, D., 2010. Peer development as an alternative to peer observation: A tool to enhance professional development. *International Journal for Academic Development*, 15(3), pp.215-228.
- 5.1.3 Crabtree, J.L., Scott, P.J. and Kuo, F., 2016. Peer Observation and Evaluation Tool (POET): a formative peer review supporting scholarly teaching.
- 5.1.4 Engin, M., 2016. Enhancing the status of peer observation through the scholarship of teaching and learning. *International Journal for Academic Development*, 21(4), pp.377-382.
- 5.1.5 Gosling, D., 2002. Models of peer observation of teaching. *Generic Centre: Learning and Teaching Support Network*. 8(10), p.08.
- 5.1.6 Gosling, D., and Mason O'Connor, K. (2009) *Beyond the Peer Observation of Teaching*. London: Staff and Educational Development Association.
- 5.1.7 Hammersley-Fletcher, L. and Orsmond, P., 2004. Evaluating our peers: is peer observation a meaningful process? *Studies in Higher Education*, 29(4), pp.489-503.
- 5.1.8 Murphy, C. and Stover, E., 2016. A Peer Observation of Teaching Process for Faculty who Teach Online. *Journal of Applied Educational and Policy Research*, 2(1).
- 5.1.9 Siddiqui, Z.S., Jonas-Dwyer, D. and Carr, S.E., 2007. Twelve tips for peer observation of teaching. *Medical teacher*, 29(4), pp.297-300.

5.1.10 Weller, S. (2009) "What Does 'Peer' Mean in Teaching Observation for the Professional Development of Higher Education Lecturers?" *International Journal of Teaching and Learning in Higher Education*, 21,1, 25-35.

5.2 This policy was reviewed according to the University's [Equality Analysis Procedure](#) in June 2014.

## **6. APPENDICES**

6.1 Appendix 1 - Template for Faculty feedback to FAB and ASEC

**APPENDIX 1 - Template for Faculty feedback to FAB, ASEC and FLIE**

<b>Faculty</b>
<b>Year of review</b>
<b>Summary of how scheme has been implemented</b> <i>e.g. free choice for individual staff or Faculty wide focus</i>
<b>Numbers of staff who have participated</b>
<b>Themes identified for review</b> <i>e.g. assessment feedback</i>
<b>Summary of changes to practice/innovations</b> <i>e.g. introduction of audio feedback</i>
<b>Further staff development needs</b> <i>e.g. writing multiple choice questions</i>
<b>Any comments</b>