



Peer Reflection on Educational Practices Policy

1. INTRODUCTION

This document outlines the Peer Reflection on Educational Practices Policy at Keele University. The policy applies to all academic and professional services staff and postgraduate researchers who teach and support learning. Peer Reflection is organised and managed by Schools, with the Head of School and any named nominees responsible for its implementation.

1.1. Purpose

Keele University has a longstanding commitment to enhancing teaching and learning through reflective practice. The University aims to establish and encourage a culture in which reflection and scholarly dialogue on educational practices are celebrated and supported. The Peer Reflection on Educational Practices policy aims to support academics, professional services staff, and postgraduate researchers who teach and support learning to reflect on their educational practices, and align them with School, and University priority areas. As a quality enhancement mechanism, the policy is intended to support teaching staff in developing their understanding of learning and ensure continuous improvement of students' academic experience across the University. The policy contributes to the University's commitment to supporting staff professional development and supports the delivery of our strategic priorities for inclusive education by promoting reflective teaching practices.

1.2. Scope

The policy applies to all Keele University staff (academic and professional services), postgraduate researchers, and other members within the University who are actively involved in teaching and learning delivery. All staff and postgraduate students with teaching responsibilities are expected to participate in the Peer Reflection on Educational Practices process annually as both a teacher (observee) and peer reflector (observer). The only exceptions to this policy are staff and postgraduate researchers who are studying on the first module of the Postgraduate Certificate in Higher Education Practice (EDU-40128: Teaching Reflectively in Higher Education), which involves a series of teaching observations as part of the programme of study.

The policy applies to all aspects of teaching and learning delivery, including, but not limited to, live and recorded delivery, the creation of learning materials, assessment and feedback practices, and the support of student learning directly associated with teaching delivery.

The policy is implemented and managed by Schools for all staff and postgraduate researchers with teaching responsibilities. The Head of School is responsible for ensuring that all relevant staff take part in peer reflection on an annual basis in accordance with the accompanying guidance (see 'Related Policies and Procedures').

2. POLICY

2.1. Supporting collaboration and professional development

Keele University's approach to peer reflection is developmental and collaborative. It provides a space for colleagues within and across Schools to reflect on one another's educational practices, share good inclusive practices, and identify opportunities for development to enhance students' learning experiences.

The peer reflection process is independent of formal appraisal and probation processes. However, individuals may draw on their learning from the process as evidence in recognition claims (e.g. Higher Education Academy fellowships) and SPRE and PPRE discussions focused on teaching development.

2.2. Expectations of staff and postgraduate students who teach and support learning

All staff and postgraduate researchers who are engaged in teaching and learning activities will be expected to participate in the peer reflection process annually as both the teacher (observee) and peer (observer). The process includes reflecting on their own and their colleague's educational practices, as well as completing a peer reflection form to capture good practice and identify developmental needs. The recommended process is detailed in the Peer Reflection on Education Practices Guidelines.

The peer reflection process is based on honest, constructive and professional critical dialogue with the shared goal of supporting staff development and the enhancement of our learning and teaching practices. It must be conducted in a way which is inclusive. No staff members or postgraduate researchers should feel excluded from the process on the basis of career stage, mode or type of employment, or any protected characteristics outlined in the [Equality Act \(2010\)](#).

2.3. Areas for peer reflection

In recognition of the diverse teaching and learning contexts across the University, the Peer Reflection policy encourages colleagues to focus their peer reflections on a wide range of educational practices including but not limited to the following teaching

activities and artefacts: live and recorded delivery, learning materials, assessment and feedback practices, the design of the curriculum and the learning environment and support for learning associated with the delivery. Schools or individuals may choose to focus on certain themes of relevance to local contexts and developmental needs and this will be agreed in advance of the reflection process. The focus should also be informed by School, Faculty and University priorities (e.g. education strategy, [Access and Participation Plan](#)), adhere to the Keele University [Equality, Diversity and Inclusion Strategy](#), and respond to actions related to student feedback and national survey results.

2.4. Management and operation of policy

The annual Peer Reflection scheme is owned and managed by Schools.

Heads of Schools will have overall responsibility to ensure that the policy is implemented, including establishing the method of matching peers or groups, monitoring participation, and reporting on the outcomes to the Faculty Education Committee on an annual basis. Reporting will cover an annual summary of emerging themes, actions, and generic professional development needs identified through the peer reflection scheme.

Allocation of observee and observer pairings will be at the discretion of the Head of School and will be agreed with the individuals involved. It will be possible for pairings to be formed across subject or school boundaries where this is felt to be valuable.

2.5. Confidentiality

The Peer Reflection on Educational Practices process is confidential. Discussions should be kept between the teacher (observee) and observer, with the exception of participation dates, any agreed areas of good practice, and staff development needs to be shared more widely within Schools and at Faculty Education Committees to support wider enhancement of teaching and learning. For professional development purposes, individuals may wish to use peer reflection outcomes as evidence in recognition claims (e.g. Higher Education Academy fellowships) and SPRE discussions focused on teaching development.

3. ROLES AND RESPONSIBILITIES

3.1. All staff with teaching responsibilities

All individuals who teach or support the learning of students at Keele are responsible for the following areas, irrespective of whether they are part-time, full-time, sessional staff, or postgraduate researchers:

- Participate in the School's peer reflection process annually as both a teacher (observee) and observer.

- Contribute to the development of peer reflection as a process of scholarly dialogue to enhance student learning and experiences in their School.
- Treat colleagues with dignity and respect when engaging in peer reflection activities and discussions, promoting an inclusive environment where all individuals are respected and valued for their approaches, perspectives, and contributions to teaching and learning at Keele.
- Maintain the confidentiality of discussions between teachers and peer reflectors, making sure to agree on any more widely shared information, e.g. good practice examples and personal learning gains.
- Individuals may also wish to share their learning and good practices via internal and external channels, such as the Keele Education Conference.

Staff are additionally required to:

- Use the standard pro forma to report the completion of the peer reflection process to the Head of School (or named nominee), along with any agreed areas of good practice to support wider enhancement of teaching and learning.
- Ensure students are fully informed of the peer reflection process and that, where appropriate, permission is sought from the student(s).

3.2. Heads of School and named nominees

- Ensure implementation of the peer reflection scheme each academic year, including identifying any shared foci for peer reflection, methods of pairing or grouping peers, and approaches to collating and sharing themes and good practices that emerge from peer reflection activities. Schemes should be aligned with the School, Faculty and wider University's education strategies and priorities.
- Ensure all teaching staff are clear about the purpose and importance of the scheme for professional development and enhancement of the student experience and ensure that all can access relevant documents and related resources that they will be expected to use.
- Heads of Schools may nominate a named individual to implement the scheme, with responsibility for monitoring participation and reporting an annual summary of the outcomes, actions and generic professional development needs identified through the peer reflection scheme for consideration at School and Faculty levels.
- Ensure students are informed of the use of peer reflection within the School through appropriate channels, for example Student Staff Voice Committees (SSVCs).
- Maintain summary records of all staff with teaching responsibilities in a given academic year, including those exempt from involvement in the School or Department's peer reflection scheme (by attendance on EDU-40128: Teaching Reflectively in Higher Education), to record that a peer reflection

event or activity has taken place and to use these data to calculate participation rates.

- Monitor participation rates and ensure all staff can take part in the process to ensure that no individuals or groups are excluded on the basis of contract, teaching load, experience, or other factors.
- Produce a short summary report to the Faculty Education Committee annually, outlining outcomes of the School's operation of the process.

3.3. Faculty Education Committees

- Receive and discuss the annual summary of the implementation of the scheme at school level, and encourage the sharing of learning, good practice and generic development needs at the Faculty Education Committee and other relevant channels.

3.4. KIITE

- Support peer reflection as a learning and development enterprise for individuals, Schools, and Faculties by providing written guidance and staff development training on the practice and philosophy of peer reflection.
- Support a university culture where self- and collaborative reflection on teaching are valued by providing opportunities for staff to share their outcomes and learning from the peer reflection process through educational networks, including the Keele Education Conference.

4. RELATED POLICIES AND PROCEDURES

This policy should be read in conjunction with, but not limited to, documents such as:

- [Keele Learning Principles](#)
- [Marking and Moderation Policy](#)
- [Equality, Diversity and Inclusion Strategy](#)
- [People Strategy](#)
- [Access and Participation Plan](#)
- [Dignity and Respect Policy and Procedure](#)
- [Advance HE Professional Standards Framework](#)

5. REVIEW, APPROVAL & PUBLICATION

This policy will be reviewed by the Keele Institute for Innovation and Teaching Excellence every three years in consultation with Faculty Education Committees, University Education Committee, Keele Students' Union, and Keele Postgraduate Association.

The policy will be approved by the Senate Committee.

6. ANNEXES

Other documents supporting this policy include:

- Peer Reflection on Educational Practices Guidance
- Peer Reflection on Educational Practices Form (for observees and observers)
- Peer Reflection on Educational Practices Monitoring Form (for Heads of School or named nominees)
- Peer Reflection on Educational Practices Annual Report Form (for Heads of School or named nominees)

7. DOCUMENT CONTROL INFORMATION

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