Faculty of Biology, Medicine and Health
Peer Review of Teaching

Our approach to Peer Review of Teaching

Peer Review of Teaching (PRT) is a valued and supportive element of our Faculty's approach to sustaining and enhancing teaching excellence. It provides colleagues with a structured yet flexible opportunity to engage in meaningful professional dialogue, reflect on their teaching practice, and learn from one another in a constructive and collegial environment.

The Faculty actively encourages engagement with peer review of teaching and learning for the following reasons:

- To support the ongoing enhancement of teaching, learning, and the student experience, and to nurture a culture in which effective, inclusive, and innovative teaching is recognised, shared, and celebrated alongside other academic activities.
- To offer a consistent and supportive framework that enables teaching staff to reflect on their practice and identify areas for development, informed by Faculty Teaching, Learning and Student Experience (TLSE) priorities (e.g. insights from TEF, NSS, and differential attainment data).
- To create opportunities for the sharing and dissemination of good practice, enabling colleagues to learn from each other's approaches and experiences within the Faculty and beyond.
- To help identify collective staff development needs, shaping responsive and relevant training and support for colleagues at different stages of their academic careers.
- To support individual professional development by encouraging reflective practice and signposting colleagues to further guidance, support, and development opportunities.
- To meet University expectations that all staff involved in teaching and learning engage in peer review at least once every five years, with a clear emphasis on development and enhancement[1].

Our guiding principles

PRT is underpinned by a shared set of guiding principles that reflect our commitment to supportive, high-quality teaching and professional learning. PRT is intended to be:

- **Developmental and supportive**, with a focus on professional growth rather than judgement.
- **Constructive and honest**, with feedback that is evidence-based, balanced, and sensitively delivered.
- **Holistic**, taking account of teaching practice, learning materials, and course or unit design.
- **Consistent and fair**, applied equitably across the Faculty.
- **Reflective**, encouraging self-evaluation and open professional dialogue.

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[1]University of Manchester, Peer Review of Teaching
https://documents.manchester.ac.uk/display.aspx?DocID=16373

- **Confidential**, with outcomes shared appropriately and respectfully.
- **Proportionate and flexible**, with the frequency and scope adapted to context, role, and individual need.

PRT is a positive, developmental, and collaborative process that supports professional growth, builds confidence in teaching practice, and strengthens our shared commitment to high-quality education.

Who Should Undergo Peer Review

PRT is available to, and expected of[2]:

- All staff with a teaching component in their contract
- Early career academics
- Staff on probation (as part of the Academic Development Programme)

This ensures sustained teaching quality and enhancement of practice in teaching, assessment and student support across all career stages.[3]

Suitable Peer Reviewers

Peer reviewers should meet the following criteria:

- Have **passed probation**
- Have **more than four years' teaching experience**, enabling informed judgement of effective teaching practice
- Demonstrate the ability to provide feedback **honestly, constructively, and sensitively**
- Have sufficient breadth of experience to engage with **content outside their own discipline when required**
- Possess awareness of **different teaching styles** and institutional support mechanisms
- Undertake **PRT training** provided through the Academic Development Programme
- Literature suggests that can peer review can be between colleagues more, less or similarly experienced – it is likely to be more productive if it is conducted between colleagues with different levels of experience.

Scope of the Review

PRT takes a holistic view of a colleague's teaching activity and normally includes:

- **Observation of a teaching environment**, for example:
    - Clinical Teaching
    - Laboratory or practical sessions
    - Lectures
    - Online asynchronous teaching

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[2] University of Manchester, Peer Review of Teaching
https://documents.manchester.ac.uk/display.aspx?DocID=16373

[3] University of Manchester, Statement of Teaching Expectations
https://documents.manchester.ac.uk/display.aspx?DocID=63975

    - Online synchronous teaching
    - Simulation
    - Student support sessions
    - Tutorials or seminars
    - Workshops
- **Review of teaching and learning materials**, including assessment briefs and online resources
- **Review of course unit design**, including learning outcomes, alignment, and assessment strategy

Frequency of Peer Review

Standard Frequency

- Under normal circumstances, PRT is conducted **once every five years** for all staff.

More Frequent Review

More frequent PRT may be required in the following circumstances:

- **Staff on probation**: normally in the **first and third year**, taking into account prior teaching experience. The mentor will usually act as one of the reviewers.
- **Promotion**: colleagues applying for promotion may request an additional PRT to support their application with recent evidence.
- Staff who belong to a **regulated profession** may wish to use PRT as supporting evidence for professional revalidation, reflective practice, and ongoing continuing professional development.
- **Enhanced support following PRT:** Where a previous Peer Review of Teaching (PRT) has identified significant areas for further development, an additional review may be scheduled prior to the next cycle. This is intended to support ongoing improvement, offer an opportunity to reflect on progress against agreed actions, and highlight relevant development opportunities or training that may be helpful in the interim.
- **School-directed review**, including:
    - Delivery of a new course unit
    - Unit evaluation or survey results that identify substantial areas for improvement requiring additional support and review

Preparation for Review

The reviewee will be informed in advance of the semester in which the PRT will take place. They will be asked to:

- Provide access to relevant teaching materials and online resources
- Share details of teaching sessions to be observed (time, location, format)
- Identify any contextual factors relevant to the review (e.g. new unit, large cohort)

The Review Process

The PRT process typically includes:

1. **Pre-review discussion** – to agree focus, context, and expectations
2. **Observation of teaching session**
3. **Review of materials and course design**
4. **Post-review feedback meeting** – constructive discussion of strengths and areas for development

Outcome of the Review

Following the review, reviewers will collaboratively produce a summary that includes:

- Key **strengths and effective practices**
- **Areas for development**, with practical suggestions
- Any **recommended actions or support**

The outcome is intended to:

- Support reflective practice and professional development
- Inform career progression and promotion where appropriate
- Contribute to a broader, longitudinal picture of teaching quality

Documentation and Record-Keeping

- Blank PRT document is shared with reviewee
- Reviewee to share this documentation with reviewer
- Forms can be completed and edited directly
- On completion of review, reviewee to send their form to Head of Division/their nominee/probation supervisor and line manager if on probation
- Reviewee to complete an online declaration confirming the review is complete and noting any further developmental needs, so that teaching materials and workshops can be tailored to support colleagues' ongoing development.

Faculty Overview (Indicative)

School	Total Academic Staff	Annual Reviews (5-year cycle)
Health Sciences	400	80
Medical Sciences	158	32
Biological Sciences	179	36

Detailed Summary of the Peer Review of Teaching (PRT) Process

The process follows a four-stage cycle (see Appendix 2 for further detail):

Stage 1: Nomination of reviewees, coordinated by the School Operations Team/Nominee and Heads of Division/Nominee. Nomination spreadsheets are prepared for each Division, and during July/August Heads of Division/Nominee and Directors of Education/Nominees are contacted with a summary of previous years' PRT outcomes and invited to submit nominations. A consolidated list of reviewees and

reviewers is then submitted to the Operations Team. In early September, prior to the start of semester, PRT forms are issued to both reviewees and reviewers to allow adequate time for preparation and discussion.

Stage 2: Arranging the observation. Reviewers are required to complete PRT training and submit an online declaration confirming completion. Reviewees share relevant session plans, links, and teaching materials in advance of the observation. Reviewers and reviewees meet before the teaching session to discuss context, learning outcomes, and any specific areas for feedback, and to agree a suitable date for a post-observation discussion.

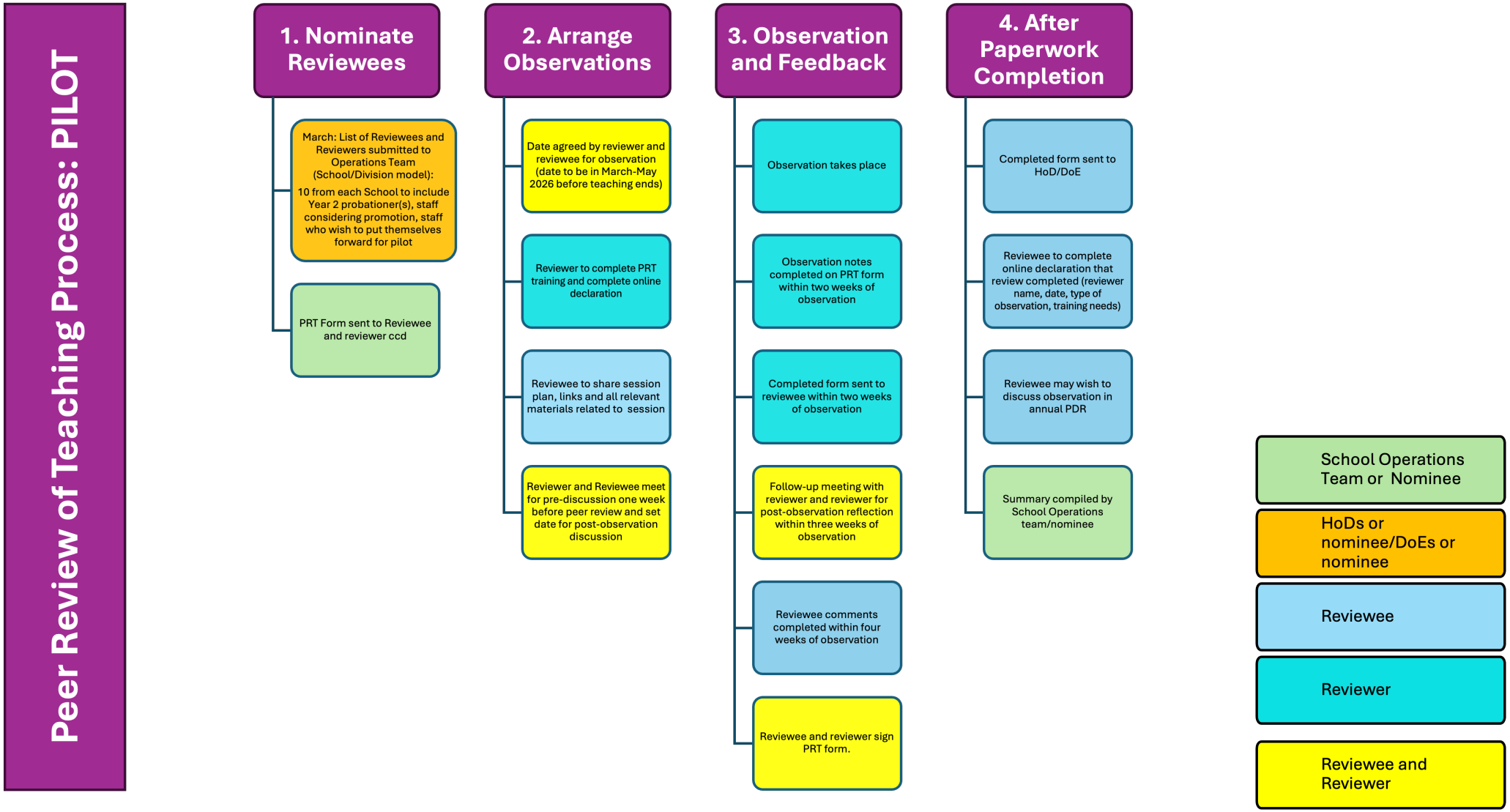
Stage 3: Observation and feedback stage. The teaching observation takes place as agreed, with reviewers completing observation notes on the PRT form within two weeks. The completed form is shared with the reviewee, followed by a post-observation meeting within three weeks to discuss feedback, reflect on teaching practice, and identify areas for enhancement. Reviewees are given the opportunity to add their own reflective comments within four weeks of the observation, after which both reviewer and reviewee formally sign the PRT documentation.

Stage Four: Completion and reporting. Once signed, the completed PRT form is submitted to the relevant Head of Division. Reviewees also complete an online declaration confirming that the review has taken place. The online declaration includes reflective prompts inviting reviewees to comment on which aspects of the feedback they found most helpful and why, any changes they may be considering to their teaching practice as a result of the review, and whether any further support, resources or continuing professional development (CPD) would be beneficial. These prompts are intended to support continuous enhancement of the PRT process and to help tailor development opportunities and CPD resources to the individual reviewee. Reviewees may also choose to explore these reflections further as part of their annual Performance and Development Review (PDR). An end-of-year summary of PRT activity is collated and shared with Heads of Division to support oversight, assurance, and continuous improvement in teaching practice.

Summary

Peer Review of Teaching plays an important role in supporting and enhancing teaching excellence across the Faculty. Through reflective dialogue, mutual support, and shared standards, PRT helps colleagues grow in their practice while contributing to our collective educational mission.

Appendix 1: Organisation of the review



Peer Review of Teaching Process

1. Nominate Reviewees

- Prepare PRT nomination spreadsheets for each Division
- July/August: Email HoDs/DoEs/their nominees, summary of previous years PRT outcomes and request for nominations
- July/August: List of Reviewees and Reviewers submitted to Operations Team (School/Division model)
- Early September, before semester begins: PRT Form sent to Reviewee and reviewer ccd

2. Arrange Observations

- Date agreed by reviewer and reviewee for observation
- Reviewer to complete PRT training and complete online declaration of training completion
- Reviewee to share session plan, links and all relevant materials related to session
- Reviewer and Reviewee meet for pre-discussion one week before peer review and set date for post-observation discussion

3. Observation and Feedback

- Observation takes place
- Observation notes completed on PRT form within two weeks of observation
- Completed form sent to reviewee within two weeks of observation
- Follow-up meeting with reviewer and reviewer for post-observation reflection within three weeks of observation
- Reviewee comments completed within four weeks of observation
- Reviewee and reviewer sign PRT form.

4. After Paperwork Completion

- Completed form sent to HoD/DoE
- Reviewee to complete online declaration that review completed
- Reviewee may wish to discuss observation in annual PDR
- End of year summary sent to HoD/DoE

School Operations Team or Nominee

HoDs or nominee/DoEs or nominee

Reviewee

Reviewer

Reviewee and Reviewer

Appendix 2: Peer Review Teaching Form

Section A — Reviewee and Reviewer Information

Reviewee Name:	
Reviewee Role / Discipline:	
Peer Reviewer Name:	
Reviewer Role / Expertise:	
Date of Review / Observation:	
Format Observed:	
Programme and Level of Students:	
Session Title / Topic:	

Format Observed (select): Lecture / Seminar / Clinical Teaching / Workshop / Simulation / Online Synchronous / Online Asynchronous / Other

Section B — Pre-Dialogue / Pre-Observation Discussion (To be completed by reviewee prior to session, please share with your reviewer at least one week before the peer review for discussion)

Session Plan	*This should include a breakdown of activities within the session and their approximate timings. If you have a pre-existing session plan, please link this document here. Please provide a link if relevant to any online materials provided to the students that link to this session.*
Session Context	*This should summarise the students' familiarity of the topic. Is it completely new to them? Does it build on the previous week? Outline how this session fits in the overall programme.*
Expected Student Outcome	*This should summarise the expected student learning. Is the ILO complete? Will this topic continue in the following week? Is it directly linked to an upcoming assessment?*
DASS Considerations	

How does this session align with curriculum aims and professional standards (if appropriate)?	*Briefly say which curriculum aims the session links to and how the activities help students achieve them. If relevant, mention any professional standards or frameworks the session supports and how it helps students meet these (e.g., safety, communication, professionalism etc)*
Are there any aspects of your teaching that you are specifically seeking feedback or advice on?	

Section C — Peer Review Commentary

Focus Area	**Strengths / Evidence of Good Practice**	**Ideas for Enhancement**
Content currency and relevance *ILOs, session outline, and purpose of session was clearly communicated to the students at the start of session.*		
Educational challenge *Learning activities are structured to engage and support students at all levels of attainment, with all students given opportunities and encouragement to participate actively in the session.*		
Breadth and depth of content *Session covers appropriate scope and depth, with content pitched at the right level to support student learning.*		
Balance of delivery methods *Appropriate active learning strategies were used to engage the whole group.*		
Skills development *Opportunities for formative feedback provided throughout the session. The feedback is specific, timely, relevant and actionable.*		
Student behaviour *Appropriate classroom management employed.*		
Learning materials for session *Learning materials clearly provided with considerations made for accessibility.*		
Learning environment and student engagement *Session started and ended on time, was well paced, covered an appropriate volume and level of material, and was delivered clearly, with the lecturer audible, slides legible, and the teaching space used effectively.*		
Use of technology and contemporary pedagogy *Technology and up-to-date pedagogical approaches are used appropriately to support learning outcomes and student engagement.*		
Assessment *Is there evidence that the session actively assesses or checks learners' understanding of the intended learning outcomes? Consider whether the facilitator engages learners through questioning, activities, discussions, or other methods that allow learners*		

to demonstrate their understanding and progress towards the ILOs.		
Professionalism and values *Evidence of respectful, inclusive, and ethical practice by the staff member (including how expectations for professional behaviour are communicated to students if appropriate for the programme and managed in the session).*		
If relevant: *GTAs were effectively prepared and supported during the session.*		
If relevant: *Supporting asynchronous materials signposted or referenced appropriately during the session.*		
If relevant – lab sessions: *Health and safety requirements for the lab clearly explained to all students and all students were facilitated to have sufficient access to equipment.*		

Section D — Summary from Reviewer

Key strengths / areas of outstanding practice observed	
Constructive ideas for development	
Suggested actions or next steps (including recommendation to ADP for Advance HE fellowship/NTF/CATE/teaching feature, specific literature, pedagogic tools or frameworks recommended)	

Section E — Post-Dialogue Reflection (Reviewee completes)

Which aspects of this feedback have you found most helpful and why?	
Is there anything you would change about your teaching based on this experience?	
Is there any further support, resources or CPD that you would find helpful?	

Section F — Sign-off

Reviewee Name	Signature	Date
Reviewer Name	Signature	Date