**APPENDIX B – Suggested templates**

**Form 1 – PSRE Pre Meeting Record (for use only by parties to the review)**

**Record of Pre Meeting**

<table>
<thead>
<tr>
<th>Name of Reviewee Partner</th>
<th>Department/School</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Name of reviewing Partner</th>
<th>Department/School</th>
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<table>
<thead>
<tr>
<th>Date of Pre Meeting</th>
<th>Session/activity to be reviewed</th>
<th>Module (optional)</th>
<th>Level</th>
</tr>
</thead>
<tbody>
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<td></td>
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**Nature of Review**

Identify **what** is to be reviewed (class room, online, assessment activity, documents) and **why**, with an indication of what you would like the reviewer to concentrate on

**Areas you would like feedback on**

This might include, for example, your style of communication with students or your management of a specified situation (see guidance notes [https://www.city.ac.uk/__data/assets/pdf_file/0011/68987/peer_review_guidance.pdf](https://www.city.ac.uk/__data/assets/pdf_file/0011/68987/peer_review_guidance.pdf) for further prompts)
The above outline has been agreed as the focus of the review.

Agreed date and time of review: ............................................................................................

Reviewing Partner: Signature: ............................................ Date: ..............................

Reviewee Partner: Signature: ............................................. Date: ..............................
The prompts outlined below are broad in order to suit a range of activities including face-to-face contact, designing, planning and management of learning and assessment activities. They are, however, indicative only: other elements may have been defined for review, as relevant to teaching excellence in the review context.

**Introduction**
Were the objectives of the session/materials made clear to students? Were the anticipated learning outcomes identified? Was the structure of the session/materials clear? (For face-to-face delivery) did the class begin on time? Reflections on own practice?

**Planning and Organisation**
Was the session/were the materials related expressly by the tutor to previous sessions and set in the overall context of the Unit/Module? Was the structure of the session/materials set out at the beginning? Did the session/the materials appear to be well-planned and organised?
Reflections on own practice?
Methods/Approach
Were the methods/approach taken suitable to achieve the learning objectives set? What alternative approaches could have been taken? Reflections on own practice?

Delivery and Pace
Did the pace and delivery seem appropriate for the student audience? Were any aspects, in your view, dealt with too briefly/with too much elaboration? Did the session/materials seem rushed/too drawn out? Reflections on own practice?

Content
Where you feel qualified to make comment, did the content seem accurate, up-to-date? Were examples given? Was the session/materials pitched at the appropriate level for the student audience? Did the content match their needs? Reflections on own practice?
Student Participation
Were students invited to participate? How was participation managed (re materials, to be managed)? Did it appear to be carefully planned? Did participation enable the tutor to check the students’ understanding of the content/approach? Reflections on own practice?

Use of Learning Resources
Were powerpoints/videos/other visual aids used? Were they produced to a professional standard and free from error? Were they clear and in a suitable font size? Did the students receive hand-outs? Were they well-produced? Did the resources contribute to the session or detract from it? Reflections on own practice?

Use of Accommodation (face-to-face sessions only)
Was the accommodation suitable for the session? Were the seating arrangements appropriate? Did there appear to be any Health and Safety issues? Reflections on own practice?
Overall style and ambience
(For face-to-face/online delivery) Did the tutor appear confident in delivery? Did s/he convey enthusiasm? Was s/he clear and audible? Did the tutor have good presentation skills?
(Face-to-face delivery) Did the session seem to "go well"? Was there good rapport with the students? Were students attentive/bored? Did they seem to engage with the session? Was there good eye contact with students? Did the tutor seem sensitive to the "mood" of the students? Reflections on own practice?

Summary
Summarise the main points which you wish to feed back to the reviewee. Identify key strengths and any areas that need attention.

Summarise points which occur to you during the review, in relation to improving your own education practice

Adapted from Gosling, D. (undated) Notes for ESCalate Regional Networking Seminars

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Form 3 – Reflective Record of Peer-Supported Review of Education

TO BE COMPLETED SEPARATELY ONLINE BY EACH PARTNER TO THE REVIEW AND SUBMITTED TO LEaD here: https://forms.city.ac.uk/forms/54931

You may wish to save a copy of your reflective record below, for your future reference and use: