

APPENDIX A

Guidance on Areas for Peer-Supported Review of Education (PSRE)

The guidance outlined is broad so that it can suit a range of activities including, face-to-face contact, designing, planning and management of learning and assessment activities etc. It is, however, indicative only: other elements may be defined for review, as relevant to teaching excellence in the review context. Staff are reminded that what follows are merely possible prompts for reflection and collaborative discussion on the education practice of each party to the review.

Face-to-Face Class Activity

- Lecturer arrived on time, students arriving late/unprepared dealt with appropriately
- Objectives and context and structure of session clearly stated
- Students involved in learning activities as early as possible in session
- Issues raised by students dealt with appropriately and student questions received appropriate responses
- Links between present session and other parts of the programme made clear
- Level of class appropriate (e.g. clearly post-graduate if masters or professional programme)
- Lecturer audible, appropriate balance between control and flexibility, session led at an appropriate pace
- Good rapport established with the students, lecturer addressed students by name
- Sensitivity to the different cultural backgrounds of the students and any special needs
- Lecturer communicated enthusiasm to students, making appropriate attempts to motivate them
- Effective management of the group dynamic, appropriate level of student participation/performance
- Key points summarised at end of session, students told what preparation is needed for any relevant later session(s)
- Session finished on time

Design, planning and management of learning and assessment activities

- Session organisation (opening, closing, signposting, structuring)
- Preparation (content, handouts, planning of activities, etc)
- Learning outcomes for session (explicit, achievable, achieved)
- Time management (also allocation of time to various activities)
- Appropriate teaching methods/approaches
- Use of resources/teaching materials (extent, types, effectiveness, etc)
- Alignment of learning activities in which students are engaged, with learning outcomes; activities appropriate to the level (eg UG or PG)
- Instructional material is well designed and packaged
- Appropriate instructions are available for each task
- Critical thinking is facilitated through activities such as journal writing, interactive reading, discussion, constructive feedback
- Learner feedback is integrated into the teaching process

Providing useful and timely feedback to students on their performance

- Alignment with learning outcomes and teaching methods
- Account taken of student workload (and assessment activities spread out appropriately)
- Use of a variety of assessment instruments
- Actively discouraging plagiarism
- Inclusivity (e.g. dealing with disability/racial awareness)
- Content of oral/written feedback given to students (tutor feedback is substantial not just ticks in boxes; constructive and transferable)
- Timing of feedback to students (work returned to students as quickly as possible)
- Support for students prior to assessment
- Nature of assessment tasks, Marking criteria, Grading scheme
- Availability of self-assessment

Developing responsive learning environments in which teams and students can work effectively and with flexibility

- Ground rules exist for framing engagement of learners
- Student responses (participation, attention, note-taking, etc)
- Guidance to students on learning activities
- Communicating with international students
- Effective support provided to students
- Dealing with specific issues raised by students
- Investigating support networks available to students
- Review and enhancement of group work
- Adequate time and support provided for student to tackle tasks
- Adequate guidance / understanding of management of the learning process
- Communication is easy with provision for reasonably prompt response
- Communication and collaboration amongst all students is fostered, monitored and positively encouraged
- Adequate attention paid to diversity and different learning styles

Managing online, flexible and distance learning

- Navigation is easy
- Connections between flexible components and the overall programme are made clear
- Keeping on-line discussions targeted and stimulating debate when student contribution lapses
- Organisational skills (agenda for discussion/activities, objectives, timetable, procedural rules, managing interactions)
- Encouraging reflection and creativity in students
- Strategies are in place to compensate for the lack of 'tone' in on-line exchanges (tone of voice, facial expressions, humour, etc)
- Material is made available on how to communicate successfully via distance learning
- The programme is fully functional (e.g. all links work, images appear as planned, classes appear on line as scheduled)
- Assessment design is appropriate to this mode of delivery (e.g. relies on discussions, interpretation, comparison tasks to encourage deep learning)
- Working relationship established between distance learners and the tutor