



Peer Review of Teaching and Learning in Apprenticeship Provision Policy

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1 Introduction

- 1.1 Ofsted's [Further Education and Skills Inspection Handbook](#) describes the main activities associated with an inspection visit, which includes:
- Direct observation of teaching, training and assessment
 - Meetings, interviews and discussions with learners, teachers, trainers and other staff
 - Scrutiny of apprentice's work
 - Evaluation of learning materials and resources
 - Analysing the provider's approach to planning and monitoring learning
 - Assessing learners' progress
 - Examining what learners know, understand, and can do and make as a result of their learning
- 1.2 Visiting lessons, workshop or sessions where teaching, learning and assessment are taking place (including online lessons) is an important element of the inspection process. Brunel is aware that for some staff, depending on their previous experience, the requirement for inspection and monitored review and evaluation may be different to what has been experienced previously.
- 1.3 This Policy is designed to support the University and those Academic Departments delivering Apprenticeship programmes in monitoring and enhancing the quality of teaching through peer review of teaching and learning; and maintaining evidence and data which supports annual monitoring activity and external review.
- 1.4 "Teaching" in the context of this Policy is defined as any activity delivered by the University which contributes to the achievement of an Apprenticeship. This also includes the use of workbooks and pre-recorded material.
- 1.5 This policy sets out the requirements and process for internal peer review of teaching and learning in Apprenticeship provision with the aim of ensuring that:
- High quality teaching is provided by the University
 - Learning is taking place to the expected standard
 - Staff feel confident and supported, and continue to develop and enhance their teaching practice
- 1.6 The focus of this policy is on the enhancement of provision for apprentices and on support for staff delivering the teaching.

1.7 This Policy applies to staff who teach on an Apprenticeship programme for which the University is the Apprenticeship Training Provider. Specific coverage of the Policy will be determined by the associated academic Department.

2 Monitoring of Teaching Quality in Apprenticeship Provision: Mechanisms, Processes and Evidence

2.1 Teaching quality is routinely monitored through the following mechanisms:

Method	Processes	Evidence	Use
Peer Review of Teaching and Learning	As defined in this Policy	Feedback from learners Peer feedback	<ul style="list-style-type: none"> • PDR process • SAR and QIP/annual monitoring process • In-year improvements
Gathering of student feedback	Local, University level and external surveys; SECs, Focus groups.	Survey results, minutes of meetings	<ul style="list-style-type: none"> • SAR and QIP/annual monitoring process • In-year improvements
Analysis of student outcomes	Annual Monitoring – analysis of data	Annual Monitoring Data sets, Board of Studies Minutes, Boards and Panels of Examiners Minutes	SAR and QIP annual monitoring process

2.2 This Policy concerns the mechanism of peer review of teaching and learning with the aim of enhancing the quality of student learning through review and feedback.

3 Review of teaching and learning – Requirements

3.1 Each Academic Department responsible for the delivery of Apprenticeship programme will operate a review of teaching and learning teaching process that meets the following requirements.

3.2 Review of teaching and learning will be conducted using the Apprenticeship Peer Review Form Template (available [here](#)), which may be amended to meet specific programme/Department requirements.

3.3 Completed review forms must be maintained by Academic Departments and

available on request to support internal review and external inspection.

- 3.4 Developmental actions for staff as a result of a review of teaching and learning should be recorded in personal development plans and reviewed through the annual personal development review process.
- 3.5 Themes from teaching and learning reviews must be considered as part of the annual Self-Assessment Review (SAR) and ongoing Quality Improvement Plan (QIP) process.

4 Peer Review of Teaching and Learning – Process

- 4.1 Peer review of teaching and learning is typically conducted through peer observation of a teaching and learning session. Where appropriate, a review of teaching and learning may be conducted in the context of assessment and other activities to support successful apprenticeship outcomes.
- 4.2 The following process outlines how peer review of teaching and learning through peer observation should be managed.

Pre-observation

- 4.3 In each academic year, all individuals covered by this Policy will have, at minimum, one teaching and learning review scheduled and managed within their Academic Department.
- 4.4 New staff who are appointed to teach on an Apprenticeship programme will undergo a teaching and learning review at least once during their probationary period, and this review could contribute to those requested as part of their required academic development.
- 4.5 Reviewers will be identified by the Academic Department's Head of Department or nominee at the beginning of each academic year.
- 4.6 The review of teaching and learning may be undertaken by any of the following:
 - Line managers.
 - Heads of Department.
 - Directors of Teaching and Learning.
 - Peers (but only where they have extensive experience of teaching, and also experience of peer observation and providing feedback).
 - Staff from the Academic Professional Development Unit.
 - Other staff with specific responsibility for the quality of teaching.
- 4.7 When appointing reviewers, the Head of Department or nominee should be mindful that this is a supportive and developmental process and therefore should give due consideration to the pairing of reviewer/reviewee.

- 4.8 Review dates will be agreed between the reviewer and the reviewee.
- 4.9 Prior to the review, the reviewer and the reviewee should meet to discuss the aims for the session/activity to be observed, the expected learning gain for students and how it connects with the Apprenticeship training plan. The reviewee should explain the context of the session/activity in relation to what has been taught previously and what will follow on. They should also use this meeting to highlight what they would like to gain from the review, in particular any specific aspects of their practice they would like feedback on.

Review

- 4.10 Reviews may be undertaken for in-person and online teaching sessions. Reviews may also take place in the Apprentice's workplace if appropriate.
- 4.11 The reviewer should stay for the entirety of a session/activity in order to observe the full teaching and learning cycle.
- 4.12 Following the observation, the reviewer will meet with learners to evaluate their engagement and understanding of the session, and their learning gain.
- 4.13 Review may take the form of the scrutiny of learning or assessment materials.
- 4.14 The reviewer will record their evaluation using the Apprenticeship Peer Review Form.

Post Review Outcomes

- 4.15 After the review and as soon as possible, the reviewer and reviewee should meet to discuss the session/activity. Following this meeting, the reviewer should finalise the review form.
- 4.16 When finalising the review form, the reviewer must be mindful that they have observed teaching and learning in isolation and that some identified developmental feedback may be required for others involved in teaching delivery on the block. For example, learners may have found an aspect of the session challenging because of factors outside of what was reviewed. In this instance there may be developmental feedback for additional material/activity to be included in an earlier session or elsewhere within the associated programme.
- 4.17 The finalised review form should provide developmental feedback in the context of the reviewee's teaching practice and the associated block as a whole, with particular reference to the relevant Apprenticeship Standard (knowledge, skills and behaviours, and occupational competencies) being delivered, and broader expectations regarding Apprenticeship delivery.
- 4.18 The finalised review form will include a summary of the strengths and

development needs for the reviewee (and possibly other contributors to the block), and should explicitly identify when the next review should take place, either next academic year or in the same academic year (in-year).

- 4.19 Once the review form has been finalised, it should be sent to the reviewee who then completes the self-reflection element of the form identifying how they plan to further enhance their areas of strength or address areas for development.
- 4.20 Following both parties' agreement that the review form is complete, a copy of it must be sent to the relevant Head of Department or Divisional Lead, and line manager for consideration as part of the annual PDR process.
- 4.21 Where an in-year review is to be scheduled, appropriate support should be put in place by the line manager, programme lead, or other appropriate member of staff, to help the reviewee develop their teaching practice.
- 4.22 Following an in-year review, and where the reviewer considers that the reviewee has been unable to make sufficient progress in relation to the developmental actions recommended from the initial review, this should be referred to the reviewee's line manager. The line manager will be responsible for ensuring that an appropriate strategy is put in place to support the reviewee and address their developmental needs in a timely manner.

5 Ongoing Monitoring

- 5.1 The scheduling and delivery of reviews will be the responsibility of the Academic Department.
- 5.2 The Apprenticeship Hub will monitor engagement with this Policy on an annual basis and report to the Apprenticeship Quality Board.
- 5.3 Themes from reviews must be considered as part of programme level annual Self-Assessment Review (SAR) and Quality Improvement Plan (QIP) processes, and, where appropriate, should be considered in any termly updates to QIP.
- 5.4 Themes from reviews across all provision must be considered as part of the University level annual Self-Assessment Review (SAR) and Quality Improvement Plan (QIP) processes, and, where appropriate, should be considered in any termly updates to QIP.

6 Training in Observation

- 6.1 Training for staff who will conduct reviews of teaching and learning in apprenticeship provision will be organized on an annual basis.