

HIGHER EDUCATION PEER REVIEW

Please ensure you:

1. Consult the [HE Peer Review guidance](https://portal.leeds-art.ac.uk/content/he-peer-review-process).
2. Complete the boxes below **as appropriate** to the observation/dialogue.
3. This form is owned (created and submitted) by the person being reviewed, only Part Two is to be completed by the reviewer. *We recommend using OneDrive to enable you to edit and collaborate with your reviewer on a single document simultaneously (see HE Peer Review guidance 3.4).*
4. Email your completed form to academicdevelopment@leeds-art.ac.uk within two weeks of completing your review, and no later than **2 May 2025**.
5. Share a copy with your line manager.

REVIEW DETAILS

*To be completed by the person being reviewed (reviewee) in advance of the review.*

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| Reviewee |  |
| Reviewer |  |
| Date of Review |  |
| Type of Peer Review *(delete as appropriate)* | Peer Dialogue / Teaching Observation |
| Nature of session observed/focus for peer dialogue  |  |
| Level of study |  |
| Size of student group  |  |

# PART ONE – PROFESSIONAL STANDARDS FRAMEWORK (PSF 2023) & INSTITUTIONAL PRIORITY THEMES

*To be completed by the person being reviewed in advance of the review*

The Leeds Arts University HE Peer Review Process is designed to articulate with the Professional Standards Framework 2023 (PSF 2023). In this way, participating in peer review contributes to your evidence for maintaining your PSF professional recognition in good standing. For those working toward professional recognition this peer review can contribute to your evidence base.

*Choose* ***AT LEAST ONE*** *of* [*PSF 2023 Area(s) of Activity*](https://advance-he.ac.uk/knowledge-hub/professional-standards-framework-teaching-and-supporting-learning-higher-education-0) *as a context for this review, and provide a brief summary of the session to be reviewed or of the focus of your peer dialogue meeting. This is to help inform your reviewer.* ***You only need to complete the box(es) relevant for your review.***

| Area | Description | Reviewee Summary Comments |
| --- | --- | --- |
| A1 | Design and plan learning activities and/or programmes. |  |
| A2 | Teach and/or support learning through appropriate approaches and environments. |  |
| A3 | Assess and give feedback for learning. |  |
| A4 | Support and guide learners. |  |

Reflection against the PSF 2023 professional values during the review also provides an opportunity to foreground key University strategic themes that impact on the student experience, for example the experience of under-represented groups (socio-economic, ethnic minority); inclusivity (e.g., in relation to disability, neurodiversity, gender); sustainability; employability & the impact of staff research.

In addition, you are asked to engage with **AT LEAST ONE** of the following four Institutional Priority Themes:

* Employability and employability skills
* Inclusion
* Academic and professional writing skills
* Digital curriculum

This is an opportunity for you to share innovation and effective practice in these areas. You are encouraged to revisit resources and presentations from our recent [Learning, Teaching and Enhancement conferences](https://estudio.leeds-art.ac.uk/course/index.php?categoryid=150) to support your discussion and reflection. Please look out for a call for contributions for the 2024 conference.

*As the person being reviewed (reviewee), you should summarise how you feel your session/focus for review engages with AT LEAST ONE of these themes in the table below.* ***You only need to complete the box(es) relevant for your review.***

| Institutional Priority Theme | Reviewee Summary Comments |
| --- | --- |
| **Employability and employability skills***The development of employability skills amongst the student body and development of relationships with employers that will enhance students graduate employment prospects.* |  |
| **Inclusion***Ensuring an inclusive student experience, including their transition onto and through their course.* |  |
| **Academic and professional writing skills** *The development and application of critical thinking skills in order to enhance the academic and professional writing skills of students.* |  |
| **Digital curriculum***The development of digital skills related to the students’ discipline(s) and the wider digital skills relevant to graduate employability in the creative industries.* |  |

# PART TWO - REVIEWER COMMENTS

*To be completed by the Reviewer after the review.*

| Reviewer Comments*This section is for the main reviewer feedback in relation to either the session observed or the peer dialogue.* *For each aspect of the review that you would like to comment on, please:** *Summarise key aspects of the reviewee’s educational practice/approach as evident through the review.*
* *Comment constructively on the effectiveness of the reviewee’s approach (E.g., with reference to NSS questions 1-4, how the reviewee: explains things; makes the subject engaging;* *makes a contribution to a students’ experience of their course being intellectually stimulating; challenges students to achieve their best work.)*

*In offering comments and feedback, please refer to the relevant aspects of the core knowledge and professional values (dimensions) of the PSF 2023 (reproduced at the end of this section), for example by using the tags K1, V1 etc. Only highlight those which may be relevant to this review.* |
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| Reviewer Comments on Institutional Priority Themes*Please offer comments around how the review engaged with the institutional priority themes.* |
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| Reviewer Summary: Successful Areas / Effective Practices / Examples of Good Practice*A summary of what went well. The key strengths of the session/practice explored through dialogue. Any examples of effective practice for sharing more widely.* |
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| Reviewer Summary: Areas for Development and Enhancement*A summary of suggestions for ongoing enhancements or alternative approaches to consider.*  |
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| Identifier | Dimensions of UKPSF |
| K1 | How learners learn, generally and within subjects.  |
| K2 | Approaches to teaching and/or supporting learning, appropriate for subjects and level of study. |
| K3 | Critical evaluation as a basis for effective practice.  |
| K4 | Appropriate use of digital and/or other technologies and resources for learning.  |
| K5 | Requirements for quality assurance and enhancement, and their implications for practice.  |
| V1 | Respect individual learners and diverse groups of learners. |
| V2 | Promote engagement in learning and equity of opportunity for all to reach their potential.  |
| V3 | Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice. |
| V4 | Respond to the wider context in which higher education operates, recognising implications for professional practice. |
| V5 | Collaborate with others to enhance practice.  |

# PART THREE - REVIEWEE EVALUATION / ACTION PLAN

*To be completed by the Reviewee*

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| --- | --- |
| Area for consideration | Reviewee Evaluation/Action Plan Comments |
| Based on your review, reflect on the success of your educational approach, as highlighted in the observed session or dialogue.  |  |
| Based on this review, reflect on your engagement with the institutional priority themes.  |  |
| Following this review, what are your plans for the ongoing enhancement of your session/area of practice reviewed? |  |
| From the review, are there aspects of your effective practice that you would like to share more widely? If so, how will you share your effective practice? |  |
| Have any further development or training needs arisen from this review? (Please detail and bring to the attention of your line manager.) |  |
| How helpful was the HE Peer Review Process this year? Please share any feedback or comments on the process. |  |