MetFilm School
Peer Review Policy

Responsible Person	Deputy Dean
Approving Body	Learning, Teaching and Assessment Committee
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Queries	quality@metfilmschool.ac.uk

Contents

1. Principles

1.1 Met Film School recognises the value of high-quality teaching and is committed to providing support and training to improve teaching practice. A key mechanism used to ensure high quality teaching and learning at MetFilm School is the Peer Review Policy.

1.2 The Peer Review Policy is designed to:

o Promote a culture in which good teaching is valued and to enhance teaching quality at the point of delivery by encouraging reflection on practice;
o Provide a supportive and constructive framework for teaching staff to reflect upon and improve the quality of their teaching;
o Enhance the quality of teaching by providing an effective framework for the identification and dissemination of good teaching practice;
o Enhance the quality of teaching by the identification of staff development needs.

1.3 The Peer Review Policy will meet internal and external teaching regulatory expectations such as the new QAA quality code for Higher Education. The School also needs to ensure that all members of staff undergoing Peer Review of Teaching are treated in a fair and consistent manner. Peer Review helps build an academic community that is reflective, and all staff are expected to engage in the process of "critical friendship" in a manner that is supportive of each other's development.

1.4 Teaching as a term is used broadly here to encompass teaching design and delivery, online and other materials/equipment that support learning (including kit), and assessment.

2. The Process

2.1 The process comprises a formal teaching and learning observation schedule conducted annually; the schedule is held by the Deputy Dean.

2.2 All tutors are subject to regular review conducted by a peer, resulting in critical review of the observed teaching and learning against the Advance HE Professional Standards Framework and the QAA Quality Code.

2.3 The peer review policy is constructive and developmental both in spirt and in application. It serves to identify best practice at MetFilm School and those on the Education Team who may be able to provide training and guidance to peers. It also allows the School to identify training and development needs among the tutor team.

2.4 Peer Review can be conducted across disciplines as it is primarily focused on the delivery of teaching and learning, rather than content. Where possible, pairs will include staff at different stages of their careers and with different backgrounds, helping expose colleagues to a wide range of teaching experiences. New sessional tutors and/or new Regular or Visiting members of staff are to be reviewed/observed within the first term of their engagement by a member of the Education Team. All other tutors should be reviewed once per academic year.

3. Procedure

3.1 The Peer Review Policy is managed by the Deputy Dean. Reviews are arranged by the Deputy with support from Programme Leaders and conducted by members of the education team and other MetFilm tutors following the process below:

a) Deputy Dean creates peer review schedule with programme teams and organises peer review training;
b) Preliminary discussion between tutor and observer to identify appropriate lesson, discuss lesson plan and objectives, and cover any other relevant material before the lesson takes place. Staff are encouraged to identify an area of focus for their review;
c) Tutor provides reviewer with lesson plans and any other teaching and learning materials, and the Deputy Dean ensures the reviewer has access to the module on Canvas;
d) Review of the lesson, in which the reviewer is introduced to the class and spends at least 1 hour observing the lesson;
e) Reviewer provides written feedback to the tutor using the pro-forma within one week of the observation tutor responds to written feedback, reflecting on the comments made and highlighting any areas of development they would like to pursue and sends form to Deputy Dean. This feedback and response would ideally be part of a conversation (a meeting) between the two tutors that is developmental in spirit, with a written record being kept on the form;
f) Deputy Dean reviews forms and creates termly Peer Review Summary to identify strengths and development areas for tutor team and propose any further training and actions e.g., more information required, CPD training etc.

3.2 The Deputy Dean is responsible for:

o Ensuring that all staff are observed annually according to agreed protocols and receive appropriate guidance/training,
o Ensuring that all documents are filed accordingly,
o Ensuring that required data and reports are prepared for review,

o   Ensuring that all new sessional tutors and/or new Regular or Visiting members of staff are observed within the first term of their engagement.

3.3 If a tutor is not satisfied with the review experience or any aspect of the feedback received, they may raise this with the Deputy Dean.

4. Management and Review

4.1 The peer review record of activity is reviewed annually by the Learning, Teaching and Assessment Committee. All review activity is fully documented and used to inform:

o   **Programme Leaders:** to assist PL's in the review, monitoring and assessment of the quality of teaching and learning with modules on their programmes
o   **Annual Programme Reviews:** used to review, monitor and assess the quality of teaching and learning across an entire programme
o   **Self-evaluation:** institution wide review of our performance
o   **Staff development:** used to assist in identifying development needs for teaching staff, covering both teaching and learning alongside their use of technical equipment/kit.