

QA 5.4 Peer Review Policy

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1 Peer Review Policy

1.1 Policy Owner

The Policy owner is the Quality Committee.

1.2 Purpose of the Policy

The purpose of this policy is to outline the principals and processes for the undertaking of the Cenit College Peer review of teaching staff and how those individuals involved in the peer review will be identified. This is to ensure that all teaching staff receive timely feedback on their teaching practices and any applicable corrective action can be taken to overcome any issues.

1.3 Scope of the Policy

The scope of the policy extends to all Cenit College teaching staff.

1.4 Policy Statement

Cenit College is committed to maintaining high standards of teaching, learning, and professional practice. Peer review is an essential part of our quality assurance and continuous improvement processes, providing teaching staff with opportunities to reflect on their practice, share effective strategies, and enhance the learning experience for all students.

The purpose of peer review is developmental rather than judgmental. It is designed to encourage professional dialogue, collaboration, and mutual support among teaching staff. Through structured observation and constructive feedback, peer review promotes reflective practice, identifies areas of strength, and highlights opportunities for professional growth.

All teaching staff are expected to participate in the peer review process in a professional and supportive manner. Reviews will be conducted respectfully, confidentially, and fairly, with feedback focused on teaching methods, learner engagement, lesson planning, assessment practice, and classroom management. The process should foster trust and openness, ensuring that staff feel supported in developing their skills and sharing good practice.

Peer reviews may be arranged collaboratively between tutors at any time and can include reviews of teaching materials, and professional discussions. This flexible approach encourages ongoing professional dialogue and enables staff to share good practice, reflect on their teaching, and identify opportunities for development. Outcomes from peer review activities will support individual professional growth and contribute to the continuous improvement of teaching and learning across the organisation.

As part of the peer review process, all teaching staff will also participate in a formal annual lesson observation in addition to peer reviews. Lesson observations will be conducted by a designated reviewer and will focus on teaching effectiveness, learner engagement, and alignment with curriculum objectives. Feedback from the observation will be documented and used to support professional development, ensuring continuous improvement in teaching practices. Please refer to the Cenit College annual lesson observation policy QA5.3.

1.5 Roles and Responsibilities

Cenit College recognises that to successfully deliver any programme of study the teaching of its staff must be effective. The effectiveness of teaching is monitored through:

- Peer reviews
- Lesson observations
- Learner feedback forms (see policy QA5.3 Lesson observation policy)
- Learner representative's feedback at programme review meetings
- External Authentication reports
- Staff performance appraisals

Head of Quality: Responsibilities include;

- Ensuring this policy has been administered correctly
- Update the policy for changes/improvements to the process as relevant

Peer Reviewer: Responsibilities include:

The peer reviewer is responsible for conducting the review process in a professional, supportive, and constructive manner using the appropriate Cenit College peer Review Documentation - [TUTOR PEER REVIEW FORM FOR LIVE LESSON REVIEWS](#)

Their role is to observe teaching practice objectively, provide clear and developmental feedback, and encourage reflective professional dialogue.

Peer Reviewer: Key responsibilities of the peer reviewer include;

- arranging the peer review with the tutor at a mutually agreed time
- reviewing relevant lesson plans, teaching materials, or assessment resources where appropriate
- observing teaching practice fairly and objectively, focusing on strengths and areas for development
- providing constructive verbal and/or written feedback in a respectful and supportive way
- maintaining confidentiality and professionalism throughout the review process
- encouraging the sharing of effective teaching strategies and good practice
- supporting the tutor in identifying professional development opportunities
- completing any required peer review documentation accurately and promptly.

The peer reviewer should ensure that feedback is developmental rather than judgmental, promoting collaboration, trust, and continuous improvement in teaching and learning.

Head of Training: Responsibilities include;

- Reviewing the peer review report and compiling an annual report for the quality committee and academic committee
- Sending a report to the Head of Quality regarding changes/improvements needed in the process.
- Driving professional development in teaching practice within Cenit College.

Training Delivery Manager: Responsibilities include;

- Assigning a peer reviewer to members of the teaching staff (alternatively staff can arrange their own peer reviewer)
- Reporting to the programme review panel on changes needed in teaching practise for that programme.

Teaching staff: Responsibilities include;

- Engage with the self-reflective element of the peer review and complete the Teaching Review Self-Evaluation form.
- Act upon the constructive feedback given.

1.6 Procedure

1. **Prior to the peer review:**

Selection of staff for peer review:

- Staff may request a peer review at any stage. This may be to support their professional development.
- Existing staff engage in peer reviews as frequently as they wish
- All new teaching staff are observed within the first 6 to 8 weeks of their employment with Cenit College under the lesson observation procedure (QA5.3 lesson observation policy).

2. Prior to the peer review taking place the tutor should:

- Arrange and carry out a pre-peer review discussion This discussion will help inform the following:
 - The session to be observed
 - The learning outcomes and the content of the session being reviewed
 - The focus of the peer review – the tutor can request feedback on specific areas of teaching
 - How the peer review will be explained to the learners
 - An agreement on the date and time of the review.
 - All this information will be communicated to the tutor in writing.

3. The peer reviewer will request access from the Head of Training to any relevant web or system links or documents identified in the pre-peer review discussion.

4. **During the review:**

- The appropriate peer review form should be completed by the peer reviewer during the review of teaching practise.
- The reviewer should arrive early for the peer review and be introduced to the class. Clear communication must be made to the learners that they are not the subject of the review – and the tutor review is a standard procedure to ensure effective teaching practices.
- The reviewer should have a copy any lesson planning documents which should include the lesson outcomes and topics being delivered. During the peer review the reviewer will take notes and complete the Cenit College peer review form.

5. **Post review** the following steps should be taken:

- Within 48 hours of the review taking place, the reviewer will share the review feedback and the tutor will meet to discuss observations made during the peer review. Such observations will include:

- Evidence found to support the observation of teaching practise
- Improvements to the teaching practise
- Examples of good teaching practices
- This peer review report contains the following information:
 - i. Name of tutor reviewed
 - ii. Name of peer reviewer
 - iii. Date of review
 - iv. Focus of the peer review
 - v. Examples of good teaching practise
 - vi. Issues noted and actions agreed
 - vii. Any unresolved issues

This report will be jointly signed by the peer reviewer and the tutor.

- Where good practices are highlighted, these should be shared with the wider Cenit College teaching staff. These effective teaching practises are held on our HR administration system with notifications of updates/additions being securely forwarded from this system to all staff via email.
- The tutor should reflect upon the peer review report and discuss areas of professional development with their manager. These will form part of the overall professional development plan for that tutor.

1.7 Underperforming tutors

Cenit College will support tutors to improve the effectiveness of their teaching practice. Should a Peer Reviewer have concerns regarding a review they have conducted this should be reported to the Training Manager. Details of underperforming tutors is addressed in the lesson Observation Policy QA5.3.

1.8 Monitoring

This policy will be monitored by the Head of Training and Head of Quality. Staff feedback will provide input to this monitoring process.

The Head of Quality will perform any document updates for this policy through information obtained from the annual QA audit. Further monitoring will occur through feedback from the Academic committee, the Quality Committee, feedback from learners on the effectiveness of teaching and from those involved in the peer review process.

Effectiveness of teaching staff is monitored through

- Peer review feedback
- Learner Feedback forms
- Learner representative's feedback at programme review meetings
- External Authentication reports
- Staff performance appraisals

Version	Date	Description	Originator	Approved by
Version 1	20/01/2022	Policy Approval	QM	Academic Committee

Version 1.1	30/05/2024	3.5 Add the line for UK bootcamps. 3.6 Procedure – changed existing staff to an annual peer review from once every two years. And where a staff member has moved from a classroom to an etutor role, they are reviewed within the first six month rather than within the first year.	QM	Quality Committee
Version 1.2	26/03/25	Section 1.4 Policy statement includes details of formal annual observation	HoQ	Quality Committee
Version 2	08/01/26	Annual observations moved to separate stand-alone policy	HoQ	Quality Committee
Version 3	18/03/26	Policy moved to QA5 and numbered QA5.4 Major changes to policy statement to align with new lesson observation policy QA5.3 1.5 update role titles to match new org structure/ add MS forms link/ peer reviewer responsibilities more clearly outlined 1.6 Procedure updated to reflect current practice of peer reviews 1.7 online/blended peer review updated 1.8 underperforming tutors this section now sits in lesson observations 1.9 Monitoring now sits with HOT and HOQ	HoQ	Academic Committee