

## Peer review template for reviewers

Name of reviewee:

Name of reviewer:

Subject/unit:

Date(s) of review:

Aspect of teaching or subject chosen for this review:

Evidence reviewed (please tick and add details if relevant):

- Subject/unit outline .....
- Face to face class(es) .....
- Online materials/activities .....

- Subject notes or other materials .....
- Assessment task descriptions .....
- Examples of student assessment work.....

Criteria with indicative review prompts	Reviewer comments
<p><b>1. Clear Goals</b></p> <ul style="list-style-type: none"> <li>o Goals for students' learning are clear</li> <li>o Goals are related to the needs of students and the role of the reviewed aspect(s) in the subject (and, if relevant, the overall course)</li> <li>o There is a clear rationale for the design of the subject/learning environment, including the chosen blend of learning opportunities</li> </ul>	
<p><b>2. Current and Relevant Preparation</b></p> <ul style="list-style-type: none"> <li>o Subject content is current, relevant and informed by research and/or current practice</li> <li>o Teaching and learning practices are informed by scholarship and awareness of relevant innovations</li> <li>o Preparation takes students' previous knowledge and experience into account</li> <li>o Learning resources and online sites are well structured and updated in a timely way.</li> </ul>	
<p><b>3. Appropriate and effectively used teaching and learning and</b></p>	

Criteria with indicative review prompts	Reviewer comments
<p><b>assessment methods.</b></p> <ul style="list-style-type: none"> <li>○ Learning and teaching methods and assessment are aligned with learning goals and objectives</li> <li>○ Students are encouraged to see the connections between the parts of the subject and the whole and to see how the whole subject relates to the broader field of study</li> <li>○ Students have opportunities to develop relevant 'generic' graduate attributes</li> <li>○ Students are encouraged to engage actively in learning</li> <li>○ Students have opportunities to interact, collaborate with and learn from others</li> <li>○ Intellectual challenge and support are balanced</li> <li>○ Student inquiry, creativity, problem solving and experimentation (relevant to the discipline) are encouraged</li> <li>○ There is an appropriate level of intellectual challenge</li> <li>○ Students have opportunities for choice and independent learning</li> <li>○ Students have opportunities to relate what they are learning to broader contexts.</li> <li>○ Innovative or innovatively adapted methods are used appropriately to offer new opportunities for learning</li> <li>○ Methods offer flexibility to respond to students' experiences, understandings and needs and to changing situations</li> </ul>	
<p><b>4. Effective Communication</b></p> <ul style="list-style-type: none"> <li>○ Face-to-face and/or online explanations are clear</li> <li>○ Student interest and engagement are encouraged</li> <li>○ Communication is responsive to students' understandings, ideas and progress in learning</li> <li>○ Students' communications and questions are responded to effectively and in a timely way</li> </ul>	

<b>Criteria with indicative review prompts</b>	<b>Reviewer comments</b>
<ul style="list-style-type: none"> <li>○ Teaching encourages students to interact with others and discuss, compare, develop and challenge ideas</li> <li>○ Assessment expectations, criteria and standards are clearly communicated to students</li> <li>○ Feedback on students' learning is clear, effective and timely</li> <li>○ There is clear guidance for students on the structure of online and blended resources and the choices that are available</li> <li>○ There is effective co-ordination and communication with other staff teaching in the subject</li> </ul>	
<p><b>5. Important Outcomes</b></p> <p><b>Student outcomes:</b></p> <ul style="list-style-type: none"> <li>○ Students have actively engaged in the subject/learning activities</li> <li>○ Students have achieved intended learning goals</li> <li>○ There is evidence of other important or unexpected learning achievements</li> </ul> <p><b>Other outcomes:</b></p> <ul style="list-style-type: none"> <li>○ Learning innovations are effective in achieving their goals</li> <li>○ Innovations/methods have been adapted and used by colleagues/others</li> <li>○ Presentations of scholarly practice have been given to peers</li> <li>○ Scholarly publications have been produced and recognised by peers</li> </ul>	
<p><b>6. Reflection, review and improvement</b></p> <ul style="list-style-type: none"> <li>○ The teacher has learned from students and adapted teaching in response, during teaching and afterwards</li> <li>○ Reflection has been informed by a variety of sources such as student feedback, student learning , peers and relevant literature.</li> </ul>	

Criteria with indicative review prompts	Reviewer comments
○ Reflection and feedback have been acted on in order to improve	

**Overall review comments:**