

## About this document

Teaching Excellence Alliance partners have been asked to nominate 5 colleagues from their institution to join the TEA Peer Review College as Members. This pack contains information to help with this selection and communication to colleagues, including:

- a) The background to and objectives of the Peer Review College, including Member profiles, to help you target invitations/ nominations;
- b) Terms of reference for Members, outlining the types of activities they might be involved in and expectations around levels of contribution;
- c) An initial list of Peer Review College 'offers' and modes (still in development) to illustrate the types of interventions that might be useful. These will be refined as the PRC matures.

All existing Implementation Group Members will automatically be considered Peer Review College Members, in addition to the 5 institutional nominees.

PRC Members can be invited to make bespoke interventions by any TEA partner. To enquire about the PRC offers please email [TEA@unialliance.ac.uk](mailto:TEA@unialliance.ac.uk).

## A. What is the Peer Review College?

1. The TEA Peer Review College draws on cutting-edge pedagogic expertise from across the Alliance to benefit the whole network. It provides national opportunities for Members to remain “in good standing”.
2. The Peer Review College is a shared resource that can be called upon by any TEA partner to work with course design teams at any stage. For example, those entering periodic portfolio reviews, seeking course enhancement, developing new courses and refreshing marketing may find it helpful. While we expect it will develop over time to meet the needs of TEA partners, the initial offers are set out below. TEA partners can submit requests for support from the Peer Review College through Basecamp.
3. There are two levels of membership within the Peer Review College:
  - a) **PRC Members:** With a proven track record in teaching in a range of disciplines, Members will act as advisors and critical friends. They will be nominated by their home institution and are expected to be exceptional. They will provide evidence of national profile, perhaps because they are National Teaching Fellows or Principal Fellows; or have roles within professional or sector bodies such as SRHE or HEDG; or have a track record of pedagogic research. All Implementation Group members are automatically PRC Members. Diversity in disciplinary reach and areas of pedagogical expertise will be sought.
  - b) **PRC Associate Members:** Alumni of any TEA development activity (i.e. sandpit or workshop attendees; students; employers) will automatically become Associates. The composition, terms and activities for associate membership will be agreed in the second phase of development, once the core Membership is established, and once there is material to provide benefit to Associates.
4. PRC Members gain development opportunities throughout the career-cycle through:
  - a. Exposure to a national and interdisciplinary perspective on teaching and learning approaches, best practice, and evaluation;
  - b. Access to a national peer-to-peer network and a space to share ideas for measuring and evidencing student learning gain, engagement and feedback;
  - c. National opportunities to present, facilitate and support teaching and learning enhancement; for example we may be able to offer leadership roles for staff seeking to move into more senior leadership positions.
  - d. Opportunities to generate academic outputs on pedagogical practice through a national platform with support from TEA leaders.
5. All TEA activities seek to embody the spirit of the TEA Strategic Overview and Principles which can be found on the TEA website.

## **B. Peer Review College Terms of Reference for Members**

1. The Peer Review College brings together experienced practitioners immersed in the distinctive teaching practices that underpin the TEA endeavour, to build student success for all, through inclusive and transformational education. The PRC Membership will include:
  - a. Up to five representatives from each TEA partner university, with deep and broad experience of teaching and learning issues, whether in a faculty or as central staff, and evidence of some national expert profile including but not limited to PFHEA or NTF status; active membership of SRHE, HEDG or a similar body.
  - b. At least one TEA Implementation Group member from each TEA partner university.
2. Members will be expected to use their expertise to inform and enhance the work of fellow practitioners in TEA member institutions. In taking on these PRC activities they will deepen their own experience and development. By joining the PRC, Members commit to:
  - a. Contribute to at least one Peer Review College event or project team each academic year (starting 2017-18);
  - b. Provide a summary output, working with colleagues, from their work for each project or activity including but not limited to a publicly accessible case study for the UA website, a case study for sharing with the TEA community, an academic journal article or a TEA webinar;
  - c. Follow and apply the principles of the TEA (Annex A).
3. Peer Review College interventions can be requested by any TEA partner university.
4. The requesting university shall cover the expenses of the commissioned Peer Review College member but no consultancy fee will be payable.

### C. Current Peer Review College Activities

Activities	Lead member	Institution	Date
Designing programmes that stand out (Facilitated Sandpit event)	Liz Cleaver and Graham Holden	UWE/ SHU	June 2018
Using the Sandpit for quality improvement	Sam Grogan/ Janet Lloyd	Salford	TBC
Challenging programme leaders/ programme redesign (based on Sandpit)	Julie McLeod/ Graham Holden	Oxford Brookes/ SHU	TBC
Collaboration on maths capability and confidence in engineering incl. impact on retention/ student engagement	Tim/ Margaret/ Stewart	SHU/ MMU/ USW	Ongoing
Using the Sandpit model systematically to support review processes	Graham Holden/ Jane McNeil	SHU/ NTU	TBC

#### D. PRC Product Offers

Activity		Focus	Details	Intended audience	Session details
Facilitated event	a	What makes us distinctive? <i>Articulating the distinctive characteristics of your student experience</i>	<p>This session is designed to:</p> <ul style="list-style-type: none"> <li>• Help participants explore what characterises the student learning experience</li> <li>• Enable them to be clear about the values which are shared within the group</li> <li>• Enable them to be clear about the qualities they are already proud of in their courses and the features which are to be included and enhanced in the future.</li> </ul> <p>It is likely that groups will identify values that align with those core to the Teaching Excellence Alliance and so will find themselves part of a larger whole.</p>	<p>Session suitable for:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning conference session</li> <li>• Departmental/Subject Away Days</li> <li>• Programme teams starting a design/re-design process</li> <li>• Multi-disciplinary groups or single discipline teams</li> </ul>	<p><i>Length:</i> approx. 1½ hours</p> <p><i>Provided by:</i> a team of two or more PRC Members, including at least one TEA Sandpit graduate.</p>
	b	Programme Design: <i>Looking at the bigger picture</i>	<p>Based on the successful TEA sandpit this session is designed to:</p> <ul style="list-style-type: none"> <li>• Enable participants to step back from the nitty gritty detail of programme delivery and consider the bigger picture</li> <li>• Support staff to think about the overall shape of a programme and the key features which would be distinctive highlights in the students' experience Enable radical and free thinking, explicitly allowing ideas which would normally</li> </ul>	<p>Session suitable for</p> <ul style="list-style-type: none"> <li>• Teaching and Learning conference session</li> <li>• Departmental/subject away day</li> <li>• Programme teams entering a design/re-design process</li> </ul>	<p><i>Length:</i> a long half-day</p> <p><i>Provided by:</i> a team of two or more PRC Members, including at least one TEA</p>

			be excluded Enable a team to build in innovative and radical approaches from the start.	<ul style="list-style-type: none"> <li>Multi-disciplinary groups or single discipline teams</li> </ul>	Sandpit graduate.
	c	Designing programmes that stand out (Offer a + b)	<p>This session combines <b>a</b> and <b>b</b> and is an excellent way to kick-start the process of designing or re-designing a programme.</p> <p>Drawing on the essence of the TEA Sandpit, the session is designed to:</p> <ul style="list-style-type: none"> <li>Concentrate thinking and activity, achieving success through intensity and the need to meet short deadlines</li> <li>Support team productivity</li> <li>Stimulate ideas through working across disciplines and institutions</li> <li>Help staff to think differently about the challenges they face in their programme and professional practice.</li> </ul>	<p>Session suitable for:</p> <ul style="list-style-type: none"> <li>Programme teams entering a design / re-design process</li> <li>Multi-disciplinary groups or single discipline teams</li> </ul>	<p><i>Length:</i> a full day</p> <p><i>Provided by:</i> a team of two or more PRC Members, including at least one TEA Sandpit graduate.</p>
	d	Communicating your distinctiveness	<p>Based on the Distinctiveness session from the TEA Sandpit, this session is designed to:</p> <ul style="list-style-type: none"> <li>Draw out the distinctiveness, highlights and key features which make your programme special.</li> <li>Help participants to identify whether their programme description is as engaging as it can</li> </ul> <p>Help participants to better communicate what makes their programme most attractive and</p>	<p>Session suitable for:</p> <ul style="list-style-type: none"> <li>Departmental / subject group away day or meeting</li> <li>Part of developing a new or re-designing an existing programme</li> </ul>	<p><i>Length:</i> half-day</p> <p><i>Provided by:</i> a team of two or more PRC Members, including at least one TEA</p>

			excellent to potential students, parents and other stakeholders.		Sandpit graduate.
	e	From Concept to Implementation: Programmes that have impact	<p>This session is designed to:</p> <ul style="list-style-type: none"> <li>Concentrate thinking and activity, with a focus of making innovative course designs 'live'</li> <li>Support team work through the practicalities of implementation.</li> </ul> <p>Help staff to think cohesively about the challenges they face in delivering their programme and the implications for professional practice</p>	<p>Session suitable for:</p> <ul style="list-style-type: none"> <li>Programme teams entering a design / re-design process</li> <li>Multi-disciplinary groups or single discipline teams</li> </ul>	<p><i>Length: half-day</i></p> <p><i>Provided by: a team of two or more PRC members, including at least one TEA Sandpit graduate.</i></p>
	f	Evaluating and evidencing impact	<p>This session is designed to:</p> <ul style="list-style-type: none"> <li>Support programme teams / subject areas and project teams to design approaches to evaluation</li> <li>Provide guidance and support on different / innovative approaches to evaluating and evidencing value and impact</li> </ul> <p>This session has a supportive, flexible format and the PRC team will agree objectives and confidentiality with the commissioning managers in advance.</p>	<p>Session suitable for:</p> <ul style="list-style-type: none"> <li>Departmental / subject group away day or meeting</li> <li>Preparation for subject TEF</li> <li>As part of developing or re-designing an existing programme</li> </ul>	<p><i>Length: half-day</i></p> <p><i>Provided by: a team of two or more PRC members, including at least one TEA Sandpit graduate.</i></p>
Joint Programme development	g	TEA Consultancy,	<p>This activity is designed to:</p> <ul style="list-style-type: none"> <li>Partner up programme teams across institutions or disciplines</li> </ul>	<p>Session suitable for:</p> <ul style="list-style-type: none"> <li>Programme teams developing a new or</li> </ul>	<p><i>Length: half-day</i></p>

	Advice and Mentoring	<ul style="list-style-type: none"> <li>• Support shared learning &amp; idea generation</li> <li>• Use external partners (if required) including employers and students to challenge participants to think differently</li> <li>• Support participants to work through challenging processes by sharing experiences across partners</li> <li>• Provide direction, stimulus and mentoring from PRC facilitators</li> </ul> <p>This session has a supportive, flexible format and the PRC team will agree objectives and confidentiality with the commissioning managers in advance.</p>	re-designing an existing programme	<i>Provided by:</i> a team of two or more PRC Members.
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