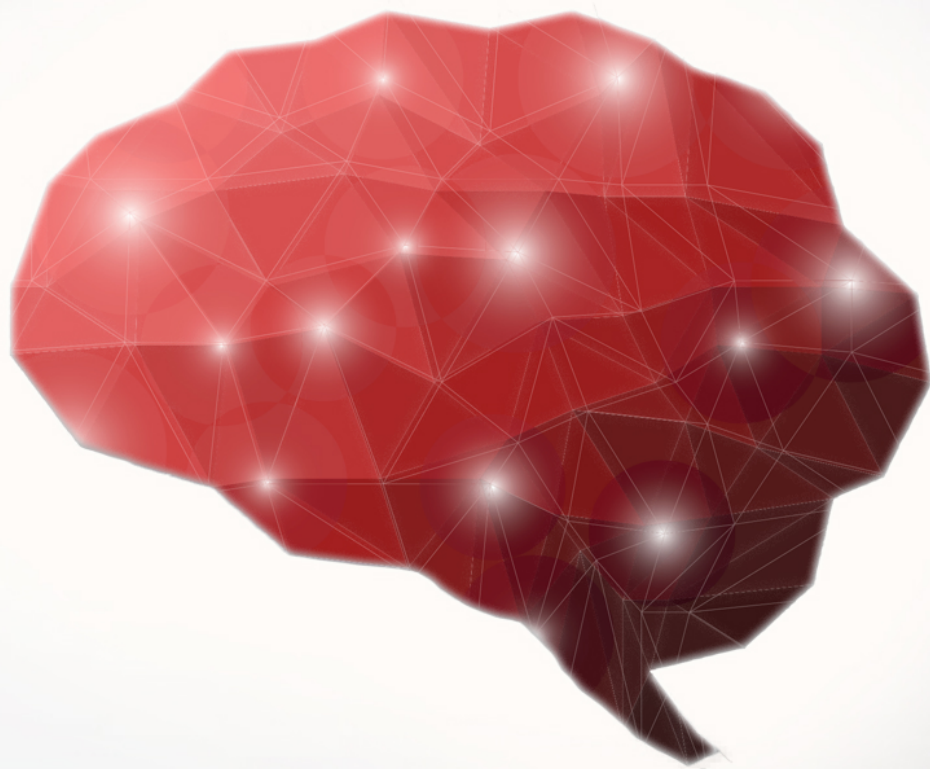




# My Development Peer Practice Exchange Booklet

DISCOVER-REFLECT-DEVELOP-PRACTICE



## Who is PPE for?

Peer practice exchange (PPE) is for **all academic staff**, including Associate Lecturers (ALs).

## When do I do it?

Peer practice exchange (PPE) should be done throughout academic teaching.

## Who can I contact if I have questions?

Please email [slti@solent.ac.uk](mailto:slti@solent.ac.uk) if you have any questions.

# Overview

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Peer practice exchange (PPE) can be a simple, collegial way of reflecting on yours and your colleagues' good practice. It is also a progressive and developmental part of teaching practice and, when done well, will have a positive impact on the student experience.

This booklet aims to provide an overview of the PPE scheme and how it operates, outlining the benefits of participation as part of your continuing professional development (CPD). Solent Learning and Teaching Institute (SLTI) wants to encourage your reflective practice through the scheme. It is a supportive process which informs future development to improve the student experience. It is entirely flexible and can be used in a way that suits you.

Teaching and supporting learning is at the heart of what we do as professionals at Solent University. Whatever stage you are at in your career, there is always something new to learn, as well as sharing practice with others as part of your CPD.

# Peer practice exchange scheme

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The focus of the exchange can be any part of your teaching and supporting learning practice that you would find useful to share and get feedback on. You will find a list of examples towards the centre of this booklet.

**Solent's PPE scheme has been published as a case study by the Higher Education Academy (HEA). It is being showcased as an example of good practice in the HE sector.**

The key principles of PPE are that the exchange should be developmental, constructive, supportive, inclusive, collaborative, dialogic, and reflective.

The aims are:

- To provide individual feedback on teaching and learning
- To facilitate and encourage more practice sharing across the University
- To establish stronger networks and professional working relationships
- To develop and enrich teaching practice and learning experiences at Solent.

PPE also links to your continued professional development (CPD), whether you are already a Fellow of the HEA or working towards HEA Fellowship. You will find links to the UK Professional Standards Framework (UKPSF) in several places within this booklet to help you reflect on this.





## The scheme is

|           |               |              |
|-----------|---------------|--------------|
| Flexible  | Developmental | Constructive |
| Inclusive | Collaborative | Supportive   |
| Dialogic  | Reflective    |              |

## It is not

|             |                        |
|-------------|------------------------|
| Judgemental | Performance Management |
|-------------|------------------------|



# Benefits

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Enhance your teaching skills

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Increase your  
confidence in teaching

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Identify strengths and  
weaknesses in your practice

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Work collaboratively to  
share ideas

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Understand the practice  
of a colleague

---

Get feedback on new innovations

Discover qualities of which  
you were unaware

---

Address known problems

---

Strengthen your weaknesses

---

Share your strengths

---

Find out how someone else  
perceives your practice

---

Gain reassurance about your  
teaching and support of  
learning



# Taking part

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There are three different ways you can take part, depending on your personal preference, situation and what you want to get out of it. You are not limited to one role; you might decide to be a tourist in the first instance and an all-rounder in the next.

# Three ways to participate

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## **Tourist:**

You want to be inspired by the teaching and learning practice of others; you like the idea of sitting in on other people's sessions; you are interested in giving constructive feedback to your peers.

## **All-rounder:**

You like the idea of sharing a session with a peer and returning the favour; you are looking for the opportunity to sit in on a session and have the same person sit in on one of your sessions; you are as happy giving constructive feedback as you are receiving it.

## **Showcaser:**

You are happy to share your practice with a less experienced colleague; perhaps you have developed a new or innovative technique or practice that you want to show; you would like feedback on a particular session or method.

You can choose your own partner, your course and school colleagues may have suggestions or SLTI can match you with a PPE scheme partner, either from your own school or from another discipline altogether.



## The process

### Decide

Decide on the focus of your exchange and what your peer practice role will be

### Identify

Identify your partner, if you are unsure who to ask, contact one of the Learning and Teaching Fellows or ask SLTI to match you with a PPE Scheme partner

### Meet

Meet to discuss what you would like from the session

### Exchange

Peer practice exchange takes place

### Review, Reflect, Action

Review the session feedback

### Log

Log your name, date of exchange and unit, and email it to your School Executive Officer with "PPE" as the subject line.

# Keeping a record

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You can keep records of your PPE activity in a number of ways.

SLTI would like to keep a record of your activity but only needs minimal information to do so, namely yours and your peer's name, type of activity, link to UKPSF and date.

We ask you to keep a record of your exchange activity so it can be used to support your CPD. In **appendix 1** you will find an activity log to use for this purpose.

For your own CPD records and for reflection/action at a later date, you may wish to exchange more detailed notes with your observer. See **appendix 2** for an example of a peer2peer observation form.



The examples on the following pages show how your PPE activity may align with the UKPSF and how you can use it to support your CPD or application for Fellowship of the HEA.

If you selected **‘Managing challenging learners’** from the list overleaf you could demonstrate that working in this area of practice shows professional values V1 and V2.

**Respect individual learners  
and diverse learning  
communities**

**Promote participation  
in higher education and  
equality of opportunity for  
learners**

Facilitating group work, designing learning activities, and so on, will enhance core knowledge K2 and K3.

**Appropriate methods for  
teaching, learning and  
assessing in the subject  
area and at the level of the  
academic programme**

**How students learn, both  
generally and within their  
subject/disciplinary area(s)**



The focus of an exchange can be based on any element of pedagogic practice. The following list is far from exhaustive but provides some suggestions.

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Lectures

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Seminars

---

Individual/small group tutorials

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Workshops/labs/studio

---

Supervisory meetings

---

VLE (virtual learning environment)

---

Solent OnLine Learning

---

Feedback (written, verbal)

---

Designing inclusive learning activities

---

Enhancing employability in the curriculum

---

Integrating research into teaching

---

Managing challenging learners

---

Facilitating group work

---

Supporting independent learning

In fact, the focus could be on any part of your teaching and supporting learning practice that you would find useful to share and get feedback on!





# What is the UK Professional Standards Framework?

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The UK Professional Standards Framework (UKPSF) is managed and led by the HEA. It is a nationally recognised framework for benchmarking success within HE teaching and learning support. By applying its principles to your personal development planning, you can evidence how you remain in good standing and build proof of good practice.

UKPSF provides a comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE. The framework identifies the diverse range of teaching and support roles and environments. These are reflected and expressed in the Dimensions of Professional Practice.

The UKPSF clearly outlines the Dimensions of Professional Practice within HE teaching and learning support as:

- Areas of activity undertaken by teachers and support staff
- Core knowledge needed to carry out those activities at the appropriate level
- Professional values that individuals performing these activities should exemplify.

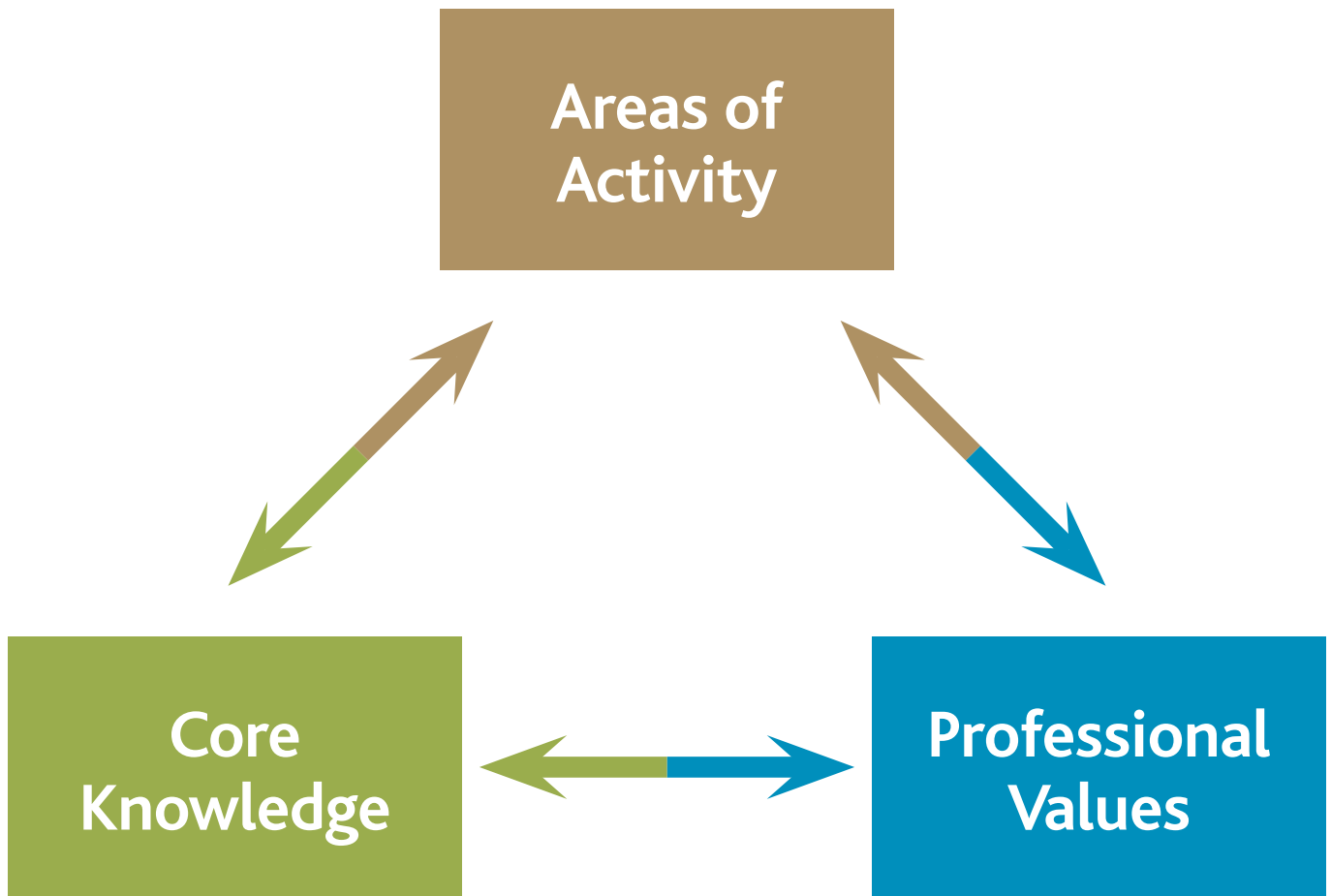


EDIT/CREATE

MARKET RESEARCH

# UKPSF – Dimensions

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## Areas of Activity

**A1**

Design and plan learning activities and/or programmes of study.

**A2**

Teach and/or support learning.

**A3**

Assess and give feedback to learners.

**A4**

Develop effective learning environments and approaches to student support and guidance.

**A5**

Engage in continuing professional development in subjects/ disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.



## Core Knowledge

**K1**

The subject material.

**K2**

Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme.

**K3**

How students learn, both generally and within their subject/disciplinary area(s).

**K4**

The use and value of appropriate learning technologies.

**K5**

Methods for evaluating the effectiveness of teaching.

**K6**

The implications of quality assurance and quality enhancement for academic and professional practice, with a particular focus on teaching.

## Professional Values

**V1**

Respect individual learners and diverse learning communities.

**V2**

Promote participation in higher education and equality of opportunity for learners.

**V3**

Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.

**V4**

Acknowledge the wider context in which higher education operates, recognising the implications for professional practice.

## Example of record

You can choose how much – or how little – information you wish to record. The following is an example based on good practice (you can find other examples on Solent Online Learning):

- Your name
- Your peer's name
- Date
- Type of activity (workshop, lecture)
- What worked well?
- What areas could be improved?
- Comments

You can use the following pages to jot down notes – feel free to use the table in conjunction with the comments pages, if you wish.

Appendix 1: Peer Practice Exchange Log

| Date | You/Your peer | Activity | UKPSF outcome | Logged |
|------|---------------|----------|---------------|--------|
|      |               |          |               |        |
|      |               |          |               |        |
|      |               |          |               |        |
|      |               |          |               |        |
|      |               |          |               |        |

## Appendix 2 Peer2Peer form EXAMPLE

|                                                                                                                            |          |          |         |
|----------------------------------------------------------------------------------------------------------------------------|----------|----------|---------|
| Date                                                                                                                       | 26/02/16 | Activity | Seminar |
| What worked well?<br>Students engaged with material, good rapport, good interactive session.                               |          |          |         |
| Are there any areas that could be improved?<br>Keep an eye on the quieter students, they may not get a chance to speak up. |          |          |         |
| Feedback given/received?<br>Feedback on delivery and presentation given.                                                   |          |          |         |
| Any action taken?<br>Comments taken on board and will bear in mind for future sessions.                                    |          |          |         |
| Comments<br>A great session, good to observe a different approach which clearly works well.                                |          |          |         |



| Date                                        | Activity |
|---------------------------------------------|----------|
| What worked well?                           |          |
| Are there any areas that could be improved? |          |
| Feedback given/received?                    |          |
| Any action taken?                           |          |
| Comments                                    |          |

| Date                                        | Activity |
|---------------------------------------------|----------|
| What worked well?                           |          |
| Are there any areas that could be improved? |          |
| Feedback given/received?                    |          |
| Any action taken?                           |          |
| Comments                                    |          |

| Date                                        | Activity |
|---------------------------------------------|----------|
| What worked well?                           |          |
| Are there any areas that could be improved? |          |
| Feedback given/received?                    |          |
| Any action taken?                           |          |
| Comments                                    |          |

| Date                                        | Activity |
|---------------------------------------------|----------|
| What worked well?                           |          |
| Are there any areas that could be improved? |          |
| Feedback given/received?                    |          |
| Any action taken?                           |          |
| Comments                                    |          |

| Date                                        | Activity |
|---------------------------------------------|----------|
| What worked well?                           |          |
| Are there any areas that could be improved? |          |
| Feedback given/received?                    |          |
| Any action taken?                           |          |
| Comments                                    |          |

## Further information

### Email

[slti@solent.ac.uk](mailto:slti@solent.ac.uk)

### Call

Christel Pontin – 023 8201 6986  
Nicola Donnelly – 023 8201 6290

### Visit

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