**Guidance for Peer Review of Educators**

**Guidance for Peer Assessment of Teaching**

**With grateful thanks to the Bedford Trainers Group, modified February 2019**

As part of Health Education England’s process for the re-approval of educators, educators need to provide evidence of peer review on an episode of their teaching within the usual approval period of 4-5 years. This is usually in the form of a video review of a teaching episode such as a tutorial, case debrief or case-based discussion. The peers involved in this review should be an educator from a different practice. Generally, there should be 2 peers performing this review and completing the feedback together. The review would usually take place as part of a trainer group meeting. This guidance was designed to facilitate this reflective process with the intention of being a formative assessment for trainers. The relevant areas below should be considered as part of this process.

## Assessment framework

* Usually the first 10 to 15 minutes of the teaching session should be reviewed
* Check with the trainer the context of the episode of teaching and the trainee’s stage of training
* Discuss how the trainer identified the relevant learning needs for this episode
* Consider how the educator established rapport with the learner and if the educator appears interested and enthusiastic
* Assess if/how the aims and objectives for the session were set
* Assess if there was a learner centred approach, if the learner’s agenda was addressed and whether the educator responded flexibly to the learner’s needs
* Style of teaching: Didactic, Socratic or Heuristic?
* Assess the use of open questions to assess the level of the learner’s knowledge and understanding
* And the use of closed questions to probe, prompt, and check understanding
* Where relevant, was the teaching style modified to complement the trainee’s learning style?
* Was active participation by the trainee encouraged to promote reflective practice?
* Was positive as well as developmental feedback given?
* Does the trainer appear knowledgeable and up-to-date?
* Were key learning points summarised?
* Were future learning needs identified with suggestions on how to address them?
* Was agreement reached on how and when these will be addressed?

**Health Education England - Peer review of teaching episode**

**Name:** **Date:**

**Peer Group Members:**

**Brief outline of content:**

**Strengths identified:**

**Suggestions for improvements:**

**Personal Reflections:**