**Peer Review and Development Toolkit**

**Peer Review**

**and**

**Development**

**Toolkit**

**2008**

**The purpose of this toolkit**

This toolkit has been developed by the Staffordshire Providers Association in collaboration with Education relations and Skillscom to help providers to get started with peer review and development (PRD) and in particular to help them to:

* Understand the purpose of PRD
* Prepare staff to be involved in PRD activities
* Find a focus for a peer review being conducted on their organisation
* Plan to undertake a peer review at a partner organisation
* Identify development actions and share good practice through PRD

**Background**

Government strategies for quality improvement within the learning and skills sector are now focused on the capacity of providers to self improve. PRD is now seen as one of the key ways in which learning providers can develop their collective responsibilities for assuring and improving the quality and standards of provision for learners, employers and communities. PRD is a key priority in the work of the Learning & Skills Improvement Service (LSIS).

From this perspective, peer referencing has both an **assessment** function that includes benchmarking and the validation of self-assessmentjudgements, and an **improvement** function that includes joint action planning, the sharing and transfer of good practice and collective support for quality improvement and collaborative development. Both review and development elements are necessary to support providers in working together to:

* Make rigorous judgements on quality and standards
* take collective action to improve performance
* collaborate to achieve improvements in the quality of provision.

**Contents of the toolkit**

The toolkit provides a range of resources that can help to prepare, undertake and evaluate PRD activities. The document concentrates on the review aspects of PRD and is aimed at those providers preparing to be involved in PRD for the first time. The tools have been developed to address 5 key aspects of agreeing a PRD framework with your partner organisations. The tools can be used in a variety of ways, the colour coding below shows how the tools relate to these 5 aspects.

**1. The purpose of the review**

**2. The focus of the review**

**3. The review team, including preparing the team**

**4. The peer review process**

**5. The potential for collaborative development**

**Step by tep peer review and development –** A simple list of the key steps. [Go to the page](#stepbystep)

**Tool 1 PRD Baseline -** This tool can be used to identify changes in staff understanding of PRD. It can be used to measure the impact of training for staff prior to their involvement in PRD activities. It can be used as a paper-based questionnaire or as an excel spreadsheet. [Go to the tool](#tool1)

**Tool 2 What Is PRD? -** This tool provides a short CPD activity that can help colleagues new to PRD to develop a shared understanding of what it is and is not. This can be a useful warm-up activity prior to a group discussion. [Go to the tool](#tool2)

**Tool 3 Finding My Focus for PRD -** Identifying a focus for what an organisation being reviewed wants from PRD is an important first step. This tool provides a number of prompts which can help colleagues agree a focus for PRD before engaging with partner organisations. [Go to the tool](#tool3)

**Tool 4 Identifying Peer Reviewers' Skills and Knowledge -** This tool can be used to identify the specific skills required within a PRD team and for these to be mapped against members of the review team. It may not always be possible to meet all the desirable skills and knowledge characteristics within a small team. [Go to the tool](#tool4)

**Tool 5 Identifying Suitable Review Methods -** This tool provides an activity which can be used in preparing staff to undertake PRD activities. The cards provide a selection of provider requests for focus in PRD. The method cards identify a selection of approaches might be used to carry out a review. This activity can be used to help staff identify and discuss appropriate review methods for providers with different needs. [Go to the tool](#tool5)

**Tool 6 PRD Planning Template -** This tool provides a template for planning PRD activities with a partner organisation. This tool is accompanied by a version of the planning template showing how the resources in the toolkit can support preparations for PRD. [Go to the tool](#tool6)

**Tool 6b Reviewing the Self-assessment Process -** This tool provides a format for reviewing a partner organisations self-assessment process and most recent report. [Go to the tool](#tool6b)

**Tool 7 Evidence in PRD -** This tool can help PRD teams to consider the way partner organisations use evidence within their self-assessment arrangements. It can help in validating their areas of strength and areas for improvement. [Go to the tool](#tool7)

**Tool 8 Giving Feedback –** This tool provides a summary of guidance presented by LSIS in relation to giving and receiving feedback as a result of PRD activities. [Go to the tool](#tool8)

**Tool 9 Peer Review Template Report -** This tool provides a simple template which can be used to provide written feedback to a partner organisation following PRD activity. [Go to the tool](#tool9)

**Tool 10 Identifying Priorities What Next? -** This tool provides an approach for prioritising the ways you can work with your partner organisations to improve the quality provision and quality improvement arrangements. [Go to the tool](#tool10)

**Tool 11 Self Evaluation of PRD -** This tool provides a simple structure for evaluating the experience of staff involved in PRD teams. It can be used to improve the quality of the PRD process. [Go to the tool](#tool11)

More sample documents for adaptation and use:

* **Ground rules –** protocols which the group have agreed and used, to be adapted for your own group. [Go to the page](#groundrules)
* **Action plan –** a template for an action plan in order to keep your activities on track. [Go to the page](#actionplan)
* **Indicative schedule –** a sample calendar of activities so that you can plot your self-assessment and peer review processes next to one another. [Go to the page](#indicativeschedule)

 **Step by step Peer Review and Development**

|  |  |
| --- | --- |
| **Step** | **Notes** |
| 1. Hold a planning meeting to agree PRD activity with partner organisations |  |
| 2. Base the review on the focus provided by the organisation being reviewed |  |
| 3. Identify and prepare the review team |  |
| 4. Undertake the review |  |
| 5. Provide feedback to the organisation being reviewed |  |
| 6. Work together to support quality improvement |  |
| 7. Evaluate our experiences of PRD |  |

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**Tool 1 PRD Baseline Understanding**

To assess practitioners understanding of peer review and development before and after workshops.

Using the ‘understanding statements’ below asses yourself before a workshop (A). After the workshop, assess your understanding (B), and review your understanding assessment following a period of implementing what you learned in the workshop (C). For each question, score yourself out of ten: 0 = lowest and 10 = highest. You can then calculate the scores from A to B and C to B to monitor the progression of understanding. The C to B movement best indicates the change after training.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pre-trained understanding – assess before workshop  |  | A |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Post-trained understanding – assess after workshop  |  |  |  | B |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Revised understanding –after a period of implementing learning from training |  |  |  |  |  | C |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Change between A and B |  |  |  |  |  |  |  | A to B |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Change between B and C |  |  |  |  |  |  |  |  |  | B to C |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 1 | Understanding of the purpose of PRD |  |  |  |  |  |  |  |  |  |  |
| 2 | Understanding of the need for focus in PRD |  |  |  |  |  |  |  |  |  |  |
| 3 | Understanding of the role of a PRD review team |  |  |  |  |  |  |  |  |  |  |
| 4 | Understanding of the process of PRD |  |  |  |  |  |  |  |  |  |  |
| 5 | Understanding of the potential for collaborative development activity |  |  |  |  |  |  |  |  |  |  |
| 6 | Understanding of the skills required by reviewers |  |  |  |  |  |  |  |  |  |  |
| 7 | Understanding of our local arrangements for PRD |  |  |  |  |  |  |  |  |  |  |
| 8 | Understanding of which providers I’ll be working closely with |  |  |  |  |  |  |  |  |  |  |
| 9 | Understanding the needs of my organisation from PRD |  |  |  |  |  |  |  |  |  |  |
| 10 | Understanding of how I can help others through PRD |  |  |  |  |  |  |  |  |  |  |
| 11 | Understanding of the toolkit for PRD |  |  |  |  |  |  |  |  |  |  |
| 12 | Understanding of how PRD relates to self-assessment |  |  |  |  |  |  |  |  |  |  |
| 13 | Understanding of what I need to do to complete PRD |  |  |  |  |  |  |  |  |  |  |
| 14 | Understanding of what needs to be recorded through PRD |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |  |  |  |  |  |
| 17 |  |  |  |  |  |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | Totals and total movements |  |  |  |  |  |  |  |  |  |  |

Assessment interpretation: Scores are subjective – some people score themselves relatively high and some low, so comparisons between people are not absolutely reliable – this assessment is a guide. The important score is the B– to C movement, which is the improvement from the post-trained understanding to the post application of learning understanding. Discussion can be useful.

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**Tool 2 Thinking activity: What is PRD?**

|  |  |
| --- | --- |
| **Peer Review and Development is about…** | **Agree** |
| **Unsure** | **Disagree** |
| **Checking the self-assessment is accurate** | **Exploring the effectiveness of improvement actions and targets** |
| **Telling other providers what’s wrong with their provision** | **Making sure reviewers only see our best stuff** |
| **Evaluating the effectiveness of the quality improvement process** | **Identifying the opportunity for collaborative development activities** |
| **Giving some time to support other providers** | **A quick read through their self-assessment report and providing a few written comments** |
| **Reviewing the self-assessment and development plan** | **Making sure things look OK for the LSC** |
| **Evaluating the effectiveness of the self-assessment process** | **A couple of hours at another providers centre** |
| **Offer and receive considered professional advice through discussion, based upon clear evidence** | **Evaluating the effectiveness of quality assurance procedures** |

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**Tool 3 Activity on finding my focus for Peer Review and Development**

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**Tool 4 Identifying Peer Reviewer’s Skills and Knowledge**

|  |  |
| --- | --- |
| **Organisation to be reviewed** |  |
| **Review team** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Required within the review team?** **E= Essential** **D= Desirable** | **Reviewer 1** | **Reviewer 2** | **Reviewer 3** | **Reviewer 4** |
| **Generic Skills** |  |  |  |  |  |
| Analysis |  |  |  |  |  |
| Questioning |  |  |  |  |  |
| Listening |  |  |  |  |  |
| Summarising |  |  |  |  |  |
| Providing feedback |  |  |  |  |  |
| Report writing |  |  |  |  |  |
| Other – identify |  |  |  |  |  |
| Other – identify |  |  |  |  |  |
| Other – identify |  |  |  |  |  |
| **Specialist knowledge** |  |  |  |  |  |
| Recruitment and selection |  |  |  |  |  |
| Induction |  |  |  |  |  |
| Initial assessment |  |  |  |  |  |
| Planning learning |  |  |  |  |  |
| Implementing teaching and learning |  |  |  |  |  |
| Learner review |  |  |  |  |  |
| Assessment |  |  |  |  |  |

**Tool 5 Identifying suitable review methods**

|  |  |  |
| --- | --- | --- |
| **Review focus 1****Improve initial assessment process for child care learners** |  | **Review focus 2****Improve success rates for learners in construction** |
| **Review focus 3****Improve teaching and learning in E2E** |  | **Review focus 4****Move grade 3 practice in hairdressing to grade 2 practice** |
| **Review focus 5****Increase recruitment rates of female learners in construction** |  | **Review focus 6****Improve co-ordination of on and off the job training** |
| **Review focus 7****Improve learner review process across all sectors** |  | **Review focus 8****Improve quality improvement arrangements** |

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**Tool 6 PRD Planning Template**

Some ideas on using this toolkit to support your preparations for PRD activity

Consider using Tool 6 to plan how you will undertake PRD activities with a partner organisation.

Consider using Tool 3 to agree a focus for your review with colleagues.

The slide bank contained in Tool 2 can be used as an activity to help staff explore and develop their understanding of PRD.

Consider using Tool 4 to identifying peer reviewers’ skills and knowledge.

Consider using Tool 6b to review your partner organisation’s self-assessment arrangements.

Tool 7 may help you to evaluate how your partner organisation uses evidence to support their quality improvement activities.

Tool 9 may help in providing a template for written feedback to a partner organisation. Tool 8 provides some hints on giving verbal feedback within PRD activities.

Tool 10 can help to prioritise the ways in which partner organisations can work together to support improvements

Consider using Tool 11 to evaluate the PRD process. Tool 1 can be used to assess the impact of CPD activities aimed at preparing staff to take part in the PRD process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **In undertaking PRD we will…** | **Who will do this…** | **By when…** | **Where will this take place…** | **What arrangements will the organisation being reviewed need to make…** |
| Hold a planning meeting to agree with our partner organisations |  |  |  |  |
| Base the review on the focus provided by the organisation being reviewed |  |  |  |  |
| Agree a review team |  |  |  |  |
| Take account of the review team’s skills |  |  |  |  |
| Review the self-assessment process and most recent report |  |  |  |  |
| Look at the evidence in addition to the self-assessment report, including |  |  |  |  |
| Provide feedback to the organisation being reviewed |  |  |  |  |
| Identify how we can work together to support quality improvement |  |  |  |  |
| Evaluate our experiences of PRD |  |  |  |  |
| *[To insert additional rows in this table select the row and use Table> Insert> Rows> Above]* |  |  |  |  |

**Tool 6 PRD Planning Template**

|  |  |  |
| --- | --- | --- |
|   | Key contacts | Tel/Email |
| Organisation being reviewed |  |  |
| Reviewing organisations |  |  |

| **In undertaking PRD we will…** | **Who will do this…** | **By when…** | **Where will this take place…** | **What arrangements will the organisation being reviewed need to make…** |
| --- | --- | --- | --- | --- |
| Hold a planning meeting to agree with our partner organisations |  |  |  |  |
| Base the review on the focus provided by the organisation being reviewed |  |  |  |  |
| Agree a review team |  |  |  |  |
| Take account of the review team’s skills |  |  |  |  |
| Review the self-assessment process and most recent report |  |  |  |  |
| Look at the evidence in addition to the self-assessment report, including |  |  |  |  |
| Provide feedback to the organisation being reviewed |  |  |  |  |
| Identify how we can work together to support quality improvement |  |  |  |  |
| Evaluate our experiences of PRD |  |  |  |  |
| *[To insert additional rows in this table select the row and use Table> Insert> Rows> Above]* |  |  |  |  |

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**Tool 6b Reviewing the Self-assessment**

**The self-assessment process**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Yes**  | **Partly** | **No** | **What evidence have I looked at?** | **Could they improve their process in this area? How could we work together to improve this area?** |
| Do they involve everyone in their self-assessment process? For example, did they draw on the views of learners, staff, subcontractors, partners, employers? |  |  |  |  |  |
| Is self-assessment part of their overall quality assurance procedures?*For example did it draw on sound evidence from learner questionnaires, outcomes of teaching observation schemes?* |  |  |  |  |  |
| Did their self-assessment include all government funded programmes and all areas of learning? |  |  |  |  |  |
| Did it focus on the quality of the learners’ experience? |  |  |  |  |  |
| Could they support their judgements with accurate quantitative data? |  |  |  |  |  |
| Were staff given an opportunity to comment on and amend the report in draft form? |  |  |  |  |  |
| Has their self-assessment process led to clear plans for improvement? |  |  |  |  |  |
| Has their self-assessment process led to significant improvement? |  |  |  |  |  |
| Did they evaluate their self-assessment process? |  |  |  |  |  |

**The self-assessment report**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Yes**  | **Partly** | **No** | **What evidence have I looked at?** | **Could they improve their process in this area? How could we work together to improve this area?** |
| Is their report clear, concise and well structured? |  |  |  |  |  |
| Does their report make clear judgements that can be compared with inspection grades? Do these include:* A grade for leadership and management?
* Contributory areas of quality improvement and quality of opportunity?
* All areas of learning?
* Separate programmes where appropriate?
 |  |  |  |  |  |
| Is each grade descriptor backed by bullet point strengths and weaknesses or evaluative comments about what is satisfactory? |  |  |  |  |  |
| Does the report include text to explain and expand on strengths and weaknesses and make it clear their affect on learners? |  |  |  |  |  |
| Does the report cover the main themes of the common inspection framework: achievement and standards, quality of provision, and leadership and management? |  |  |  |  |  |
| Does the report make clear what evidence has been used to make judgements? |  |  |  |  |  |
| Does the report include a brief description of the organisation and its context? |  |  |  |  |  |

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**Tool 7 Using Evidence in PRD**

**Task**

Read through the judgements in one section of the self-assessment report, and then discuss the following questions with your colleague.

**Questions**

What evidence have they used to support their judgements?

Are all judgements underpinned by data? If not, what data could be used?

How are they using data to monitor the progress of improvement actions identified last year?

What use are they making of data to look at trends?

Are they benching marking in any way?

Evidence can include: internal observation of teaching and learning grades, retention, achievement, success, progression and analysis different groups of learners. Internal checks on the quality of documents used to plan and record learning, feedback from employers, learners and staff.

**Benefit**

Evidence will help to improve your objectivity when providing feedback to a partner organisation. Your partner's organisation may be missing opportunities to action plan and target set using evidence and data. Your partner's organisation may be finding it difficult to demonstrate progress in quality improvement if they make little use of evidence and data.

**Evaluation**

If your judgements in PRD are not based on evidence it can result in simply sharing personal opinions.

**Working together**

Consider the use of comparative data and benchmarking between organisations involved in PRD. This can help to identify areas where there is mutual benefit in working together.

**List your key learning points:**

**Tool 8 Giving Constructive Feedback (LSIS document)**

This document can be found at <http://www.excellencegateway.org.uk/page.aspx?o=161219>

In brief:

**Giving Constructive Feedback**

* Be clear
* Start with the positive
* Select priorities
* Be specific (give examples)
* Refer to things that can be changed
* Own the feedback
* Leave the receiver with choices
* Reflect on what is happening during your feedback

**Receiving Feedback**

* Listen (without defensiveness)
* Seek clarification (to ensure understanding)
* Respond (improvement plan)
* Record (reflect)

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**Tool 9 Peer Review Template**

**PEER REVIEW TEMPLATE REPORT**

|  |
| --- |
| 1. **Organisation being reviewed** *(name of provider, address, name of main contact and staff involved in review)*
 |
| 1. **Details of review team – who is undertaking the review?** *(identify what agreed at the planning stage and any specific objectives)*
 |
| 1. **Date of review**
 |
| 1. **Agreed focus of the review** *(Identify what agreed at the planning stage)*
 |
| 1. **Review activities** *(identify key activities carried out during the review)*
 |
| 1. **Key findings**
 |
| 1. **Summary of feedback points** *(these should include the areas which the provider requested feedback on in the planning stage)*
 |
| 1. **Recipients of feedback and date given** *(identify names and roles of staff receiving feedback)*
 |
| 1. **Action points agreed following review** *(this should include how the provider carrying out the review can support the provider)*
 |
| 1. **Submission date** *(this should identify the date the written report is submitted to the provider)*
 |

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**Tool 10 Identifying Priorities for Joint Action Planning on Sharing Good Practice and Improving Provision**

**High**

Impact on the learner

**Low**

Impact on the learner

**Short**

*Timescale*

**Long**

*Timescale*

Use this matrix to prioritise, with your partner organisations, the specific ways you can work together to improve quality.

**Tool 11 Self Evaluation of Peer Review and Development**

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | Date |  |
| Organisation |  | PRD Partner Organisations |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A lot | Some | A little | None | Specific highlights and/or suggestions for improving the process next time |
| **Enjoyment –** Did I enjoy the PRD process? |  |  |  |  |  |
| **New knowledge and ideas –** Did I learn what I needed to, and did I get some new ideas? |  |  |  |  |  |
| **Applying the learning –** Will I use the information and ideas? |  |  |  |  |  |
| **Effect on results –** Do I think that the ideas and information will improve the quality of our provision and self-assessment arrangements? |  |  |  |  |  |
| Other comments |

**Ground Rules (sample document)**

**Staffordshire Provider Association**

**Peer Review and Development Ground Rules**

The following ground rules for working together within a PRD partnership were agreed at the SPA workshop on DATE. Providers are asked to sign-up to these ground rules during the planning stage of PRD activity.

**Working with a partner provider on peer review and development activities we will:**

* Maintain confidentiality
* Work with openness and honesty
* Be realistic about what can be achieved in the scope of PRD
* Show respect and integrity to commercial sensitivities
* Show commitment to the PRD process and any arrangements made
* Meet agreed deadline and inform partners of any unavoidable delays
* Focus on the needs identified by our partner organisation
* Act impartially
* Seek mutual benefits and empathy through the process
* Be flexible in our approach
* Focus the resources we have to make the PRD process productive for both the partners and the provider association
* Enjoy the process

|  |  |  |
| --- | --- | --- |
| Provider | Signed | Date |
|  |  |  |

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**Action Plan** Specific-Measurable-Agreed-Realistic-Timebound

Name

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| PRD Process stage | Specific Task (what is the task or objective?) | Measures (how will we know when its done?) | Agreed (is it?) | Realistic (is it?) | Timing (start/finish dates) | Comments/actions (follow-up notes) |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |

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**PRD Indicative Schedule**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** |
| **Self assessment process** |
| Draft SAR produced |  |  |  |  |  |  |  |  |  |  |  |  |
| SAR validated by PRD Partner |  |  |  |  |  |  |  |  |  |  |  |  |
| SAR uploaded to LSC |  |  |  |  |  |  |  |  |  |  |  |  |
| Work on Quality Improvement Plan |  |  |  |  |  |  |  |  |  |  |  |  |
| Quality monitoring activities (internal) including:* Observation of teaching and learning
* Collection of learner feedback
* Checks on ILPs/review records
* Analysis of management information
 |  |  |  |  |  |  |  |  |  |  |  |  |
| **Peer review process** |
| Review partner’s draft SAR and provide feedback |  |  |  |  |  |  |  |  |  |  |  |  |
| Planning meeting with PRD partner based on SAR and quality improvement plan. Identify focus areas and agree timescales. |  |  |  |  |  |  |  |  |  |  |  |  |
| 1st Review meeting with PRD partner organisation |  |  |  |  |  |  |  |  |  |  |  |  |
| 2nd Review meeting with PRD partner organisation |  |  |  |  |  |  |  |  |  |  |  |  |
| Staffordshire Provider Association celebration of PRD, including how we benefited and an opportunity to change partners. |  |  |  |  |  |  |  |  |  |  |  |  |

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