



Reflecting on practice with colleagues

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1. This policy sets out the purpose, scope and requirements in respect of reflecting on practice with colleagues at the University. It should be read in conjunction with the *Guidance on reflecting on practice with colleagues*.
2. The policy and guidance are informed by the UK Quality Code, and in particular the Advice and Guidance: Learning and Teaching, which states that, ‘Effective learning and teaching is informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students’ learning and high-quality teaching [ë] Providers ensure that staff engage in self-reflection to appropriately inform their learning, teaching and assessment design and practice [ë] Providers offer opportunities for all those involved in learning and teaching to inform each other’s practice and experience. [ë] throughout their careers, staff engage with CPD to develop and extend their teaching capabilities and reflect critically on their teaching practice.ô
3. They are also underpinned by the UK Professional Standards Framework (UKPSF), and the expectation that all colleagues involved in teaching and supporting learning should be engaging in continuing professional development (CPD) and evaluation of their pedagogic practice (UKPSF Dimensions of Practice: A5, K5 and V3).

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17. The practitioner must complete a brief online form which captures the activity that formed the focus of the discussion and the main outcomes (any agreed actions, good practice and training/development needs identified). A Microsoft Form template which DTLs should duplicate and adapt to their context enables automated collation of the information. Separate pro-formas are provided for Apprenticeship Tutors and colleagues on the APP.
18. During the Autumn Term, DTLs will complete an online form (provided by CQSD) which provides a short summary of the outcomes and impact of reflecting on practice in their School/Department during the previous academic year. An initial draft of overarching themes (rather than information relating to specific individuals) will be shared with, and discussed by, School Management Boards (SMB), who are responsible for ensuring that colleagues are engaging with the process at least once per year and for planning School-level teaching and learning enhancement activities.
19. School/Department-level reports will then be finalised and submitted online. A summary will be submitted by CQSD to the November meeting of the Sub-Committee on Delivery and Enhancement of Learning and Teaching (DELT) alongside School Teaching Enhancement Action Plans (STEAP) and other key quality assurance/enhancement reports. DELT will monitor the uptake and impact of the policy and discuss the wider dissemination of good practice and training and development needs at University level.

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Version	Date approved	Approved by	Effective from	Next review	Keeper (responsible for policy maintenance and review)
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