We find the model of 'pedagogical competence' developed at Lund University one possible framework for conceptualising the factors that enhance the development of the quality of teaching (Olsson et al. 2010; Olsson and Roxa 2012). They suggest that teachers' own observations of teaching and learning activities are the single most important factor to close the gap between teachers' knowledge about teaching and learning versus teaching practice, and to promote conceptual change.

Nevertheless, we recognise that different institutions are at different stages of understanding and developing teaching and learning initiatives (Gibbs 2013) and we would like to leave the reader with a sense of the possibility of how peer review as quality enhancement might work for them in their University and to see it as evolutionary. Teaching and learning are not the same everywhere, they are diverse and different from culture to culture and peer review for quality enhancement should reflect this diversity not 'bound' it. Adapting some of the ideas discussed in this chapter to fit local cultures may be a way forward. Such a diversity of perspectives should provide a sound basis for the continuing development of a scholarship of peer review.

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