WCCN Peer review Policy

Doc. Number	No 43 WCCN
Date Issued	2018/01/23
Revision	2020/03/30

Author	Position	Signature	Date
Policy Task Team			2018/01/23

Approved by	Position	Signature	Date
College Senate	Head of Academia		2018/01/23

All Change requests should be submitted to WCCN

REVISION	TITLE OR BRIEF DESCRIPTION	ENTERED BY
2021/12/21	Rebranding	Dr T M Bock
2024/01/15	Re-branding	Dr T M Bock

SENATE PREAMBLE

This policy is to be applied from adoption hereof. This policy is by no means to be retrospectively applied and will only deal with the exam cycle, immediately prior to ratification of this policy.

Western Cape Government

FOR YOU

Western Cape College of Nursing (WCCN): Peer Review

CAMPUS: _____ HOD _____

LECTURER: _____ DATE _____

OBJECTIVES

1. To improve overall learning and teaching
2. To evaluate educational standards
3. To standardise practices across campuses, nursing programmes and subjects
4. To share information and best practices
5. To contribute towards training and development
6. To ensure that the internal and external environment is conducive for learning and teaching
7. To recognise outstanding performance
8. To maintain accreditation at CHE and SANC

To be completed <u>during</u> the pre-observation meeting

Lecturer	
Institution	
Campus	
Subject code and name	
Year level	
Type of session: face-to-face/online (e.g. lecture/tutorial/lab/clinic/workshop)	
Number of students enrolled in subject	
Date and time of session	
Length of session	
Part of session observed	
Dimensions chosen for peer review (minimum of six)	
Dimension 10 (optional)	

To be completed <u>after</u> the peer observation

Number of students in the session	
Date peer review report signed and submitted	

Peer Review Report: Observation of Teaching Practice

A. General comments

Dimensions of learning and teaching activity:	Quantity and quality of evidence		
1. Students are actively engaged in learning Your examples and comments	No apparent examples ☐	Some examples ☐	Many examples ☐
	Effectiveness not clear ☐	Effective ☐	Very effective ☐
2. Students' prior knowledge and experience is built upon Your examples and comments	No apparent examples ☐	Some examples ☐	Many examples ☐
	Effectiveness not clear ☐	Effective ☐	Very effective ☐
3. Teaching caters for student diversity Your examples and comments	No apparent examples ☐	Some examples ☐	Many examples ☐
	Effectiveness not clear ☐	Effective ☐	Very effective ☐
4. Students are encouraged to develop/expand their conceptual understanding Your examples and comments	No apparent examples ☐	Some examples ☐	Many examples ☐
	Effectiveness not clear ☐	Effective ☐	Very effective ☐
5. Students are made aware of key learning outcomes Your examples and comments	No apparent examples ☐	Some examples ☐	Many examples ☐
	Effectiveness not clear ☐	Effective ☐	Very effective ☐
6. Actively links theory and practice through research, professional/ industry or discipline examples.	No apparent examples ☐	Some examples ☐	Many examples ☐

Dimensions of learning and teaching activity:	Quantity and quality of evidence		
Your examples and comments	Effectiveness not clear ☐	Effective ☐	Very effective ☐
7. Uses learning environments, educational resources and techniques appropriately Your examples and comments	No apparent examples ☐	Some examples ☐	Many examples ☐
	Effectiveness not clear ☐	Effective ☐	Very effective ☐
8. Presents material logically Your examples and comments	No apparent examples ☐	Some examples ☐	Many examples ☐
	Effectiveness not clear ☐	Effective ☐	Very effective ☐
9. Seeks feedback on students' understanding and acts on this accordingly Your examples and comments	No apparent examples ☐	Some examples ☐	Many examples ☐
	Effectiveness not clear ☐	Effective ☐	Very effective ☐
10. Other areas as determined by the lecturer Your examples and comments	No apparent examples ☐	Some examples ☐	Many examples ☐
	Effectiveness not clear ☐	Effective ☐	Very effective ☐

Recommendations or comments

_____
_____
_____
_____
_____
_____

Signed _____ Assessor _____

Signed _____ Lecturer _____

Date _____

Reference

Charles Sturt University. N.d. Peer Review. Available online https://www.csu.edu.au/division/learning-and-teaching/home/teaching-staff/peer-review/peer-review-tools-and-resources Accessed [2020/08/06]