



WCCN Peer review theoretical facilitation

Western Cape College of Nursing (WCCN): Peer Review of theoretical facilitation

CAMPUS: _____

HOD	Please indicate	
HOC	Please indicate	

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





WCCN Peer review theoretical facilitation

To be completed during 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)	



Peer Review Report: Observation of Clinical Learning facilitation

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 <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>
2. Students' prior knowledge and experience is built upon Your examples and comments	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>
3. Teaching caters for student diversity Your examples and comments	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>
4. Students are encouraged to develop/expand their conceptual understanding Your examples and comments	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>
5. Students are made aware of key learning outcomes Your examples and comments	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>
	Effectiveness not clear <input type="checkbox"/>	Effective <input type="checkbox"/>	Very effective <input type="checkbox"/>
6. Actively links theory and practice through research, professional/ industry or discipline examples.	No apparent examples <input type="checkbox"/>	Some examples <input type="checkbox"/>	Many examples <input type="checkbox"/>

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



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To be completed after the peer observation

Number of students in the session	
Date peer review report signed	

Recommendations or comments

Signed _____ Date _____

HOD	Please indicate	
HOC	Please indicate	

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]

