



Clinical Education
Centre

for Nurses, Midwives and Allied Health
Professionals

Peer review of teaching Policy

Title:	Peer review of teaching Policy		
Lead author:	Paul Canning		
Consultation undertaken <i>(if this was required please give some narrative)</i>	Reviewed for feedback by SLT prior to approval		
Equality & Human Rights Screening completed	Date:	Was a full Equality Impact Assessment (EQIA) required? Yes/No	
Approved by <i>(senior management level required)</i>		Approval date :	
Issue date :		Next review:	
Version number & main reason for change	Version 1 Replaced Peer Feedback Guidance Notes (May 2018) V2 as update and reflect changes in the delivery of teaching methods as a result of COVID-19		

Strategic Context

The HSC Clinical Education Centre (CEC) is a business unit of the Business Services Organisation (BSO) and is committed to its mission “to deliver value for money and high quality business services to Health and Social Care so contributing to the health and wellbeing of the population of Northern Ireland.” The Centre is accountable both financially and professionally to the BSO and the Department of Health.

The CEC primarily exists to provide in-service education to Nurses, Midwives and Allied Health Professionals (AHPs) employed in the five Health and Social Care Trusts, the NI Hospice and the Southern Area Hospice. Alongside this the CEC provides education to various other statutory, independent and voluntary organisations.

The CEC operates from four geographically dispersed sites. This arrangement facilitates the delivery of In-Service education at local level via remote access, classroom teaching or in specific practice environments.

The CEC sites are:

- Clady Villa, Knock bracken Health Care Park
- Altnagelvin Hospital site
- Craigavon Hospital site
- Fern House, Antrim Hospital site

Policy Statement

It is the policy of the HSC CEC that all teaching staff participate in a peer led review of their teaching as set out within this document.

Scope of Policy

This policy applies to all staff whose job description is indicative of a teaching role within CEC.

Introduction and purpose of peer review

The CEC has a dynamic and challenging role in supporting the professional development of nurses, midwives and allied health professionals both now and into the future. A confident and skilled teaching workforce is essential to enable CEC to fulfil its purpose to provide high quality in- service education to Nurses Midwives and AHPs. Therefore it is important that steps are taken to ensure that each member of teaching staff is offered Continuous Professional Development (CPD) opportunities such as participating in, and the receiving of, a peer review of their teaching.

The peer review process has been developed to facilitate all teaching staff receiving timely, accurate and focused feedback on their teaching. The peer review process and associated documentation should be used by all teaching staff within the CEC. Individuals may also wish to use the peer review as evidence for their professional portfolio, for example for Nursing and Midwifery staff to support the renewal of NMC registration, commonly referred to as revalidation. The intention of the review process is for each member of teaching staff to have the opportunity provided to them to be made aware of their strengths and areas for development or improvement when teaching by a peer. This peer review process is also a vital component of the Quality Assurance Framework for Educational Governance within the HSC Clinical Education Centre for Nurses, Midwives and AHP's.

COVID-19 and teaching context

The COVID-19 Pandemic challenged CEC to adapt the delivery of its educational programmes from all face to face teaching to all online delivery. CEC continues to adhere to current Government and regional guidance in relation to the safest mode of delivery, which remains at present online. This has clearly resulted in those peer reviews of teaching conducted since March 2020 being a review of online and not face to face teaching. CEC are aware that moving forward there will be need of a blended approach to the delivery of programmes. As such it will be crucial that staff feel supported, competent and confident to teach in either a classroom or online setting. It is therefore essential that peer reviews of teaching reflect and provide support for staff in the undertaking of their role in either of those formats. This will remain under review as we move forward to ensure that any peer review of teaching remains relevant to the organisational and teaching context CEC are operating within.

Roles and Responsibilities

- A peer review of teaching can be provided by any member of CEC staff who has successfully completed a Post Graduate Certificate in Education (PGCE) or equivalent qualification.
- The peer review process and form (Appendix 1) should be introduced to a new member of teaching staff during his/her induction by their assigned operational manager.
- It is the staff member's responsibility to ensure that they organise a peer review of teaching with an appropriate colleague within the time frame designated.
- The completed peer review form should be retained within the individual's professional portfolio to support them in the renewal of registration. A copy will also be forwarded on to the relevant operational manager for retention.
- Each teacher should ensure that any relevant learning and development needs identified should be shared with his/her operational manager and discussed at their 1:1 meetings, so that arrangements can be put in place to ensure these are recorded and addressed appropriately.
- The operational manager should discuss the completion of peer reviews regularly within established CEC accountability and appraisal processes and follow up on any actions required.
- As a minimum, all teaching staff within CEC will be required to seek a review of teaching through the CEC's peer review process at least twice every three years, this can be increased in discussion with operational managers dependent upon individual teacher's needs.
- At least one of the two reviews completed within the three year time frame will be of face to face teaching; however recognition of current restrictions surrounding COVID-19 should be taken into consideration.
- Operational managers will work in a supportive and collaborative manner to ensure that any member of staff absent from work, for example due to caring responsibilities or reasons of illness, are offered appropriate flexibility in the completion of the required peer reviews.

This policy should be read in context of and in conjunction with the following CEC Policy and procedures;

- HSC Clinical Education Centre Quality Assurance Framework v3 March 2020
- Supervision Policy and Procedures for Nursing & Midwifery Education Consultants V2 (Jan 19)
- Standard Operating Procedure for the Delivery of Clinical Education Centre Face to Face Teaching during the COVID-19 Pandemic 16 Oct 2020 V2

EQUALITY STATEMENT

This policy has been screened for equality implications as required by Section 75 and Schedule 9 of the Northern Ireland Act 1998. The screening has identified specific equality impacts for those with dependents and with disabilities and outlines the way these will be addressed. The equality screening has been published and can be accessed here: [Equality Screenings 2021-2022 - Business Services Organisation \(BSO\) Website](#)

SIGNATORIES

_____	Date: _____
Author	
_____	Date: _____



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CEC Teachers' Peer Review – Appendix 1

Name of CEC teacher:

Name of peer reviewer:

Session Title:

Date and duration of delivery:

Mode of delivery: **Face to Face** ☐ **Online** ☐

Promotion of an effective & conducive learning environment (Set induction)

Articulation of clear aim and learning outcomes for the group

Presentation skills & delivery (Self Awareness & Emotional Intelligence)

Effective use of resources/technology utilised

Time keeping & class management

Provides appropriate references to books/articles/literature/websites

Is all programme content relevant & up to date?

Effective questioning technique

Encouragement of participation & deeper learning

Reflection, summary and recheck against learning objectives

Evaluation - Did this session confirm, change or challenge existing practice?

Was set closure of the class achieved?

What would they do differently next time if anything?

Signature of teacher

Date

Signature of peer reviewer

Date