WORKSHOP 3 Peer Review

1. **Peer Review in a Nutshell**

2. **Case study:** Experience of the method peer review in international context,
   Jadranka Uranjek from School Centre Velenje

3. **Case study**: Experience on being peer,
   Tanja Kejžar from CIRIUS Kamnik

4. **Discussion:** 2 groups

5. **Short 5-7 min report on results of discussion**

FINNISH NATIONAL
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Peer review in a Nutshell

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Riikka Vacker
Councellor of Education
Finnish National Agency for Education
Learning and internationalisation, Vocational education and training
riikka.vacker@oph.fi
www.oph.fi/en

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What is Peer Review?

- Peer Review is a form of **external and independent evaluation** with the aim of supporting the reviewed educational institution in its quality assurance and quality development efforts.

- An external group of experts, called **Peers, is invited to assess** the quality of different fields of the institution, such as the quality of education and training provision of individual departments or of the entire organisation. During the evaluation process, the Peers visit the reviewed institution.

- Peers are external but work in a similar environment and have specific professional expertise and knowledge of the evaluated subject. They are independent and "persons of equal standing" with the persons whose performance is being reviewed.

- **Peer review is based on criteria**. The assessment is based on pre-agreed criteria (everyone knows them) and also on the professional skills of the colleague. **It is systematically done**.

- **Peers are critical friends, who give a variety of feedback**. The feedback is critical yet sympathetic and it guides to continuous improvement. Peer review is suitable for every institution regardless of the stage of quality management development.

Four main phases of a European Peer Review

1. Preparation

Getting started
Inviting peers
Self-evaluation and Self-report
Preparing the Peer Visit

Next Peer Review

2. Peer visit

(2-3 days)

Collecting data; in different ways
Analysing data
Oral feedback; briefly at the end

Formulating targets
Clarifying resources
Action plan and implementation
Planning next Peer Review

4. Putting plans into action

(6-12 kk)

3. Peer reports

(4 weeks)

Draft report → comments from other peers (also VET provider)→ Final report

The criteria

The five European Peer Review Quality Areas and Criteria for VET **were updated** in co-operation with the Austrian, Slovenian and Croatian National Reference Points (NRPs). The criteria will consider EQAVET+ as well as other European VET policies.

Quality Area 1: The pedagogical framework and planning the pedagogical processes
Quality Area 2: Teaching and learning
Quality Area 3: Assessment and Certification
Quality Area 4: WBL outside the school
Quality Area 5: Learning results and outcomes

These Quality Areas **will be updated** in co-operation with the Slovenian, Croatian, Finland National Reference Points (NRPs) and Estonia (these areas are a plan at the moment, ready in 2021):

Quality Area 6: Management and Leadership
Quality Area 7: Strategic planning
Quality Area 8: Quality Assurance
Quality Area 9: Knowledge Management
Quality Area 10: Planning and management of Human Resources
Quality Area 11: Management of infrastructure, facilities and finances
Quality Area 12: Equal opportunities
Quality Area 12: Equal opportunities
Quality Area 14: External Relations
Quality Area 15: Internationalisation
Quality Area 16: Sustainability

Example

Quality Area 4: WBL outside the school

Criteria → **WBL period outside the school**

Indicators →

- **Learning agreements:** Learning agreements, signed by students, companies/other organisations and the VET provider, are implemented.

- **Documentation tools:** Materials to support the documentation and reflection of the WBL periods are provided for students and companies/other organisations.

- **Documentation:** The WBL periods of the students are documented and registered at provider level.

- **Support by teachers/trainers:** Teachers/trainers provide sufficient support for students during the WBL periods.

- **Feedback on learning:** Students get feedback on their learning during WBL outside the school.

- **Early warning:** The VET providers have an early warning system and procedures regarding how to react in case the WBL outside the school is not running appropriately.

*Procedures

*Interviews of the teaching staff, trainers, students and instructors/ mentors/ representatives of workplaces/ companies

*Feedback

Examples of sources of evidence

Why Peer Review is useful to institution?

For example

- ✓ The institution gets an external perspective, that helps see weaknesses, strengths and find good practices

- ✓ It is mutual learning with peers

- ✓ Evaluation report is a valuable tool for quality assurance

- ✓ Co-operation increases networking

Kiitos – Thank You!

The Finnish National Agency for Education in Helsinki

DISCUSSION: two groups, one question per table

Question 1: How do you find this kind of external evaluation helpful to quality assurance and quality development processes on school level? Do you see peer review as an helpfull tool for QA on the level of your school? Would you like to experience the role of peer in international context? What can you learn in a role of peer? Which competences should any peer have?

Question 2: In which way peer review as external evaluation differ to other forms of external evaluation? Do you think Slovenian schools need somekind of external evaluation?

WHO WILL REPORT **The topics of the discussion**
Conclusions
Open questions on the issue, if there is one