



ANZCA and FPM CPD Program

Peer review of educational practice guideline

Paired activity

Category 1
Practice evaluation
Reviewing
performance

Purpose

This guideline assists CPD participants and their reviewers complete the Peer review of educational practice activity.

Activity description

The peer review of educational practice activity is for CPD participants to review their performance in their educational role (or roles) with the help of a trusted colleague who is involved in similar education practice (the reviewer).

Peer review should be a mutually beneficial learning experience that considers the advantages and disadvantages of different approaches. The intention is that this activity is collaborative, supportive and confidential between the parties, and is undertaken for the purposes of learning and change.

Related documents

1. [Peer review of educational practice observation form](#)
2. [Peer review of educational practice agreement and CPD verification form](#)

How to complete this activity

The reviewer observes an aspect of the participant's educational practice and provides feedback across one or more of the six domains below:

Domain	Examples of work that might be observed
1. Teaching and facilitating learning	Running a tutorial, workshop or presentation Teaching a long course
2. Assessment of and for learning	Examining Undertaking workplace-based assessment or FPM workplace-based feedback Providing constructive feedback
3. Designing and planning learning	Developing an education course Piloting and evaluating a course
4. Educational leadership and management	Leading or membership of an educational committee or other group
5. Educational research and scholarship	Undertaking own research Supporting the research careers and activities of others
6. Educational environment, quality, and safety	Fostering a supportive learning environment Supporting learners experiencing difficulties Seeks feedback on own performance

The observation period does not need to be a single education session – it may encompass the development and implementation of a longer course. The reviewer uses the [Peer review of educational practice observation form](#) as the basis for a feedback conversation regarding approaches to your role as an educator.

Steps

Time period	Steps	Complete
<p>Planning for the review</p>	<p>The participant chooses the focus areas of the peer review.</p> <p>The <i>Peer review of educational practice observation form</i> includes the six (6) domains and 24 elements of the ANZCA Educator Competency Framework. However, not all of these need to be considered in each Peer review of educational practice.</p> <p>In many circumstances, it is appropriate to address one domain or, sometimes, even only one element. As the choice is made by the CPD participant, they should consider the focus of the review in their choice of reviewer (to ensure that the reviewer brings relevant expertise and experience).</p>	
	<p>The participant invites a trusted colleague who is involved in similar education practice (the reviewer) to conduct the peer review and organises a mutually convenient date and time for this colleague to observe them.</p> <p>The reviewer may not be (and does not need to be) an anaesthetist or pain specialist (e.g., if education is in a multidisciplinary context), although they should be comfortable providing feedback to the participant.</p>	
	<p>The minimum observation time is 30 minutes and the minimum time for feedback is 30 minutes. Many educational undertakings will take longer than 30 minutes and observation of the entire session or event is recommended, if feasible. To facilitate the process, observation may also be of a recording of the educational session or event.</p>	
	<p>Where there is observation of the CPD participant's interaction with learners, the CPD participant should address this in the following ways:</p> <ul style="list-style-type: none"> • For only one learner, the participant should seek the prior permission of the learner for the observation to occur. This includes advising that the focus of the peer reviewer is on the CPD participant's performance in undertaking their educational role (and not on the learner's performance). The learner should be reassured that the peer reviewer will not intervene in the interaction, that they will maintain confidentiality about the learner's performance, and that feedback on the session will be about the CPD participant and shared with the CPD participant only. • For a group of learners, the participant should introduce the reviewer and advise the group that the focus of the peer reviewer is on the CPD participant's performance in undertaking their educational role (and not on the learners' performance). The learners should also be advised that the peer reviewer will not intervene in the interaction, that they will maintain confidentiality about the learners' performance and that feedback on the session will be shared with the CPD participant only. 	

Time period	Steps	Complete
	<p>For some assessment contexts (e.g., examining), rather than individual advice, trainees should be notified as part of the examination induction procedures that a reviewer (of the examiner's performance) may be present in the examination room.</p>	
	<p>The participant completes the Peer review of educational practice agreement and CPD verification form and provides it to the reviewer to sign. This agreement refers to the responsibilities of the participant and the reviewer and issues regarding liability.</p>	
	<p>The participant provides the reviewer with a copy of Practical guidance for CPD feedback conversations.</p>	
The review and feedback	<p>The reviewer uses the <i>Peer review of educational practice observation form</i> to document examples of the participant's educator role. An electronic version is recommended, as the cells on the form are expandable to incorporate detailed notes.</p> <p>This activity is not an assessment and therefore does not include a scale to make a judgement on the participant's performance. Each item should be viewed as a prompt for the reviewer to initiate a conversation with the participant about that aspect and their underlying reasoning for the method they have chosen to adopt.</p>	
	<p>The reviewer may volunteer examples from their own experience and engage the participant in a discussion of the advantages and disadvantages of each.</p>	
	<p>Both participants should keep in mind the purpose of this activity is professional development and focus areas should be aspects of practice for which feedback would be most valuable. The reviewer may wish to explore other issues that arise during the observation and is encouraged to make notes accordingly.</p>	
	<p>During the observation the role of the reviewer is to observe the CPD participant. Should the review include patient encounters (e.g., observing a bedside, clinic or theatre teaching session), reviewers should not intervene, unless requested to do so or in the interest of patient safety. During reviews that do not involve patient encounters, the reviewer should not intervene.</p>	
	<p>The participant may provide the reviewer with additional information upon which to base their review. Examples include collated feedback from students or trainees.</p>	
Results and feedback session	<p>Immediately after the observation has finished, the reviewer should take some time to consider their notes and how they will approach the feedback conversation with the participant. This discussion should occur on the same day as the observation period, ideally within an hour of observation completion.</p>	
	<p>The participant and reviewer should meet in a private space, either face-to-face or virtually, for a minimum of 30 minutes.</p>	
	<p>It is suggested that the reviewer uses the approach outlined in Practical guidance for CPD feedback conversations.</p>	

Time period	Steps	Complete
	At the end of the feedback discussion, the reviewer should prompt the participant to reflect on their role and consider two or three aspects they might change to deliver better outcomes. Further, the reviewer may ask the participant what CPD activities they plan to undertake over the next 12 months, which coincide with any learning needs highlighted in the peer review.	
CPD verification	Following the period of observation and the feedback conversation, the reviewer should complete the remainder of the Peer review of educational practice agreement and CPD verification form , sign and return to the participant.	

Receiving feedback

CPD activities are intended to promote supportive conversations that assist you to reflect and advance your practice. Engaging in a feedback conversation may on occasions challenge you and raise uncomfortable thoughts and feelings. If this occurs consider seeking out a trusted colleague or friend for support. Confidential wellbeing support is freely available through the college, details can be found on the [website](#).

Using a different tool

If you choose to use a different tool for the Peer review of educational practice activity, ensure it focuses on reviewing relevant aspects of your educational practice and provides feedback across one or more of the [ANZCA Educator Competency Framework domains](#). Many universities have suitable forms and processes.

ANZCA and FPM CPD portfolio recording

Both the participant and the reviewer can record this activity under

Category 1 Practice evaluation – reviewing performance: *Peer review of education practice* activity, with the signed [Peer review of educational practice agreement and CPD verification form](#) uploaded as evidence.

Optional related activities

- 1. Critical reflection:** Following the review, either participant may choose to undertake an individual *Critical reflection* activity to determine how to incorporate feedback received or reflection on the experience of providing feedback into practice improvement.

References

1. ANZCA educator competency framework. 2022. At https://www.anzca.edu.au/resources/education-unit/educator-competency-framework_final.pdf. Accessed 5 September 2023.
2. ANZCA Educators Program. At <https://www.anzca.edu.au/education-training/cme-courses-and-resources/anzca-educators-program>. Accessed 5 September 2023.
3. University of Otago. Higher Education Development Centre, Te Pokapū Whakapakari Kaimahi. Peer Review of teaching and supervision. At <https://www.otago.ac.nz/hedc/evaluate/peer-review/index.html>. Accessed 5 September 2023.
4. University of Auckland, Waipapa Taumata Rau. Peer review of teaching. At <https://teachwell.auckland.ac.nz/professional-learning/peer-review-of-teaching/>. Accessed 5 September 2023.
5. University of Technology Sydney. Peer review template: reviewee and reviewer. At <https://www.uts.edu.au/sites/default/files/formative-review-template.pdf>. Accessed 5 September 2023.

Change control register

Version	Author/s	Reviewed by	Approved by	Approval date	Sections modified
1	N Sidhu L Roberts P Roessler	M Castro A Kattula N Kaye G Mastrantoni	CPD Committee	2023	Created

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