

Case Example A

Department A chose an over-arching theme for their annual peer review cycle of 'improving clinical feedback to students'. The theme was chosen by the Department Executive in response to student feedback. The Department comprises a number of practice teams, each including one student member. Each team organised peer observation, in reciprocal pairs, of staff giving feedback to students in clinical settings. Critically reflective conversations were then held in each practice team aimed at improving clinical feedback to students.

Case Example B

In Department B a course team obtained formative student feedback half way through the semester by asking students to give 'Stop, Start, Continue' type comments on post-it notes, or similar. This feedback was used to inform a peer review critically reflective conversation aimed at enhancing the student learning experience.

Case Example C

Course Teams in Department C were asked to hold peer review discussions to enhance their students' experience based on student feedback in the National Student Survey (NSS). Course Teams were then asked to report back to their SSCC on the outcomes of their peer review activity.