

Peer Evaluation

Home team training for peer evaluators

Introduction to peer evaluation

- **Welcome and introductions**
- **Short background on this project including its aims**
- **Outline and timescale of the peer evaluation**

This sessions will cover

- **A short introduction to effective evaluative writing**
- **Using Quality Indicators to assess impact and identify next steps**
- **Preparing for a peer evaluation visit; writing a self-evaluation, preparing an evidence file, briefing participants**

A short introduction to effective evaluative writing and reporting

Avoid

- **Long sentences**
- **Lots of acronyms and terminology (jargon)**
- **Too much unnecessary description**
- **Statements not backed up with evidence**
- **Tendency to focus on the same word to describe learner experience i.e. confidence**

Hints and tips

- **Have you told a clear & coherent story?**
- **Is there any unnecessary repetition?**
- **Are there messages that contradict each other?**
- **Does the text reflect the QI?**
- **Have you thought about the audience for it? Make sure your audience would understand**

Asking yourself 'so what'?

- **Useful to use this question to review your writing**
- **If what you have written doesn't answer it- take it out or amend.**

Using Quality Indicators to assess impact and identify next steps

Quality indicators are a tool to support self-evaluation

- To explore progress, identify what has improved and what needs to improve.
- To inform planning
- To provide evidence for reporting to stakeholders

How good is ... QIs each include

- Illustrations of very good practice
- Challenge questions
- Suggestions around evidence



They will support you as peer evaluators to undertake evaluation in a consistent and open way

Asking;

How are you doing?

How do they know?

What are they going to do now?

Looking;

Inward, outward, forward



Using Quality Indicators to assess impact and identify next steps

Look at the HGIO... you are using for this peer evaluation. In home teams discuss which QI or QIs you think you will use. Take into account what is it you need to find out?

What would it be most helpful to you for the peer evaluators to explore?

There will be time to look at this further later in the session.

Preparing for the visit

- **The focus**
- **The self-evaluation**
- **The timetable and activity sheets**
- **Briefing participants**

The self-evaluation paper

- **Concise information that will help the peer evaluators to understand the story of the community learning and development in your area/organisation**
- **Brief overview of what the focus of the visit will be**
- **Your key strengths and areas for development**

The self-evaluation paper

In your home teams start to consider and draft what will be in your self-evaluation paper. Also agree who will take responsibility for;

- providing information**
- ensuring key stakeholders are involved**
- writing the final version**

The timetable and activity sheets

Look at the templates for a timetable and activity sheets – in teams start to draft a timetable.

Pick an activity you either know the peer evaluators will visit or one that is likely and as a team draft an activity sheet for it. Consider what other evidence you might want to attach to the activity sheet.

Consider how you will briefing participants;

- **Learners**
- **Community members/activists**
- **Staff and volunteers**
- **Senior leader and managers**

Finally

Any questions, feedback, comments?