Example SPRT Form

Each step of the SPRT process is facilitated and documented via the online SPRT software. This document outlines the data that is compiled and recorded online in a typical review.

Overview

Key course information from PCMS

Course code and name: _____

Offering: _____

Course Aim: _____

When a review is initiated in the SPRT online tool, a course and offering for the review is selected.

The course details from PCMS will automatically populate the review form.

Course objectives and Graduate Qualities

CO1 _____
CO2 _____
CO3 _____
CO4 _____
CO5 _____

No	GQ1	GQ2	GQ3	GQ4	GQ5	GQ6	GQ7
CO1							
CO2							
CO3							
CO4							
CO5							

GQ1   operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice
GQ2   is prepared for life-long learning in pursuit of personal development and excellence in professional practice
GQ3   is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems
GQ4   can work both autonomously and collaboratively as a professional
GQ5   is committed to ethical action and social responsibility as a professional and citizen
GQ6   communicates effectively in professional practice and as a member of the community
GQ7   demonstrates international perspectives as a professional and as a citizen

Assessment

1   _____
2   _____
3   _____

Teaching and learning arrangements

_____
_____

Contextual comments on the course offering from the reviewee (eg 1st year, practice based, teaching philosophy/approach, rationale for assessment, rationale for T&L arrangements)

Contextual comments that inform the teaching activity will be provided by the Reviewee and entered into the form by the Reviewers at the pre-review meeting or soon afterwards.

Activity details

Reviewee's name and position: _____

Reviewer 1 name and position _____

Reviewer 2 name and position: _____

Start and end dates, start and end times of **pre-review meeting**: _____

Location of pre-review meeting: _____

Duration of pre-review meeting: _____

Environment selected for review: _____

Start and end dates, start and end times of **peer review activity**: _____

Location of peer review activity: _____

Duration of peer review activity:

The purpose of the pre-review meeting is to: set the date, time and location of the observation (the peer review; agree on the teaching activity to be observed, and select the dimensions that will be reviewed.

As soon as the pre-review meeting has been scheduled, the Reviewee can go into the SPRT online application and submit up to five links of resources to support the review.

Links to Supporting Resources

1. _____
2. _____
3. _____
4. _____
5. _____

Dimensions

☐ 1. Students are actively engaged in learning

☐ 2. Students' prior knowledge and experience is built upon

☐ 3. Teaching caters for student diversity

☐ 4. Students are encouraged to develop/expand their conceptual understanding

☐ 5. Students are made aware of key learning outcomes

☐ 6. Actively uses links between research or industry and teaching

☐ 7. Uses educational resources and techniques appropriately

☐ 8. Presents material logically

☐ 9. Seeks feedback on students' understanding and acts on this accordingly

☐ 10. Other areas relevant to institutional priorities

The Dimensions of teaching nominated for the review are selected by the Reviewee at the pre-review meeting and entered by a Reviewer into the form.

Dimensions of learning and teaching

Dimension: _____

Reviewer 1	☐ Effectiveness not clear ☐ Effective ☐ Very effective *Notes/comments*
Reviewer 2	☐ Effectiveness not clear ☐ Effective ☐ Very effective *Notes/comments*

> For each dimension that has been selected for review, the two Reviewers independently rate the evidence provided by the observation activity.
>
> The Reviewers take notes and provide examples to support each rating.

Dimension: _____

Reviewer 1	☐ Effectiveness not clear ☐ Effective ☐ Very effective *Notes/comments*
Reviewer 2	☐ Effectiveness not clear ☐ Effective ☐ Very effective *Notes/comments*

Dimension: _____

Reviewer 1	☐ Effectiveness not clear ☐ Effective ☐ Very effective *Notes/comments*
Reviewer 2	☐ Effectiveness not clear ☐ Effective ☐ Very effective *Notes/comments*

Dimension: _____

Reviewer 1	☐ Effectiveness not clear ☐ Effective ☐ Very effective *Notes/comments*
Reviewer 2	☐ Effectiveness not clear ☐ Effective ☐ Very effective *Notes/comments*

Reviewer Summaries

Reviewer 1

Reviewer 2

Each Reviewer independently provides a summary of the quality of evidence and outcomes observed.

For example, they may note aspects of teaching done well, aspects that could be improved, and suggest actions that could be taken in future.

Collaborative Comments

Once the two Reviewers have submitted their independent reports they then collaborate to review each other's ratings and comments, and to prepare a single Collaborative Report – noting whether they agree or disagree with their report.

Rejoinder

When the Collaborative report has been submitted, the Reviewee can enter comments as a rejoinder.

The Peer Review Manager, Reviewers and Reviewee all have access to the completed report. Note that the rejoinder will not be included in the Reviewers copy.)