National Peer Review of Assessment Workshops
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Coursework Awards

• SCU Assessment Policy is under review
• Initiated by review dates linked to when Policy expires
• SCU defines peer review as:

  *a systematic process whereby academics review and improve teaching, curriculum and assessment practices. It is an iterative collegial process that aims to increase visibility and accountability in decision-making about teaching and student learning.*

• Policy recommends peer review of assessment, but in many clauses does not mandate it
• Little consistency in aspects of peer review across disciplines and Schools/Colleges
Peer Review

• Limited external peer review
• Course accreditation by professional bodies
• Strong **internal** peer review focus in some areas
• Peer review is perhaps most consistent in:
  • whole of course assessment and constructive alignment
  • review of assessment item grades by moderators
  • approval of grades by Boards of Examiners
• Peer assessment involving students
• Responsibilities for peer review
Review processes

• Review of Academic Policy is responsibility of the Academic Board (AB)
• AB Working party established 2015
• External environment complexities
• Well documented, evidence-based approach to assessment is adopted
• Importance of common vision – authentic and powerful assessment
• Policy entrepreneurs (e.g., Kingdon, 1984)
• Focus on developing culture, capability and collaboration
• Workshops and engagement – ongoing
• Resource development supporting policy and procedures
Peer review at SCU

- 2014 – Peer Review in Blended and Online Teaching Contexts – OLT extension grant
- 2 universities – SCU and The University of Queensland
- 2 Schools – Business (SCU) and Population Health (UQ)
- 15 staff
- Collegial, reciprocal, collaborative, peer partnerships
- ‘Learning Conversation’ approach to providing feedback
- Continued in 2015 at SCU – more schools
- Wide range of assessment issues nominated for review by staff
- Online module for open access by staff 2016