Peer Review of Assessment Workshop Series

Welcome
Acknowledgement of Country

Jacqui Elson-Green, Higher Ed Services

Peer Review of Assessment Workshop Series

Aims of the workshop

* Seek feedback on ways to support the sector in peer review of assessment
* Provide a snapshot of examples of good practice across the sector
* Initiate opportunities for networking and ongoing discussion

Collaboration between Higher Ed Services and the University of Tasmania for establishing a national support mechanism for peer review of assessment

Jacqui Elson-Green, Higher Ed Services

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Higher Ed Services

- Working for the benefit of Australian universities
- Strengthening the higher education sector
- Not-for-profit company wholly owned by Universities Australia

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- **Collaborating for success**
- **Digital Student Data Project**
- **All 39 UA member universities**
- **All Universities New Zealand Universities**
- **Creating a secure student academic record digital data base**
- **International links to the Groningen Declaration**

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- **Collaborating with TEQSA**

- **First TEQSA conference lead in to annual Higher Education**
- **Compliance and Quality Forum**

Sharing Excellence: Assuring Quality
Sharing Excellence through Collaboration

9, 10, 11 November – Melbourne

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Call for papers

- Academic Integrity
- Learning and Teaching
- Compliance and Standards

Deadline 29 July 2016

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Thank You

Jacqui Elson-Green
Convenor Higher Education Compliance and Quality Network

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Background context for establishing a national support mechanism in peer review
Dr Sara Booth

- **International trends in measuring learning outcomes**
    - Tuning Project
    - Collegiate Learning Assessment (CLA) US
    - New tool for assessment of learning outcomes for Bachelor's degrees: National Centre for Public Accreditation (NCPA), Russia (2016)
- **HE quality assurance agencies and peer review**
    - QAA and HEA Review of External Examiner System (2015)
    - Academic Quality Agency, New Zealand (Cycle 5 Audit)
    - Accreditation and external referencing across international borders and inter-agency cooperation

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- **Higher Education Standards Framework (2015): Implementation Jan 1st, 2017**

    - 1.4.1 Expected learning outcomes are informed by national and international comparators
    - 5.3.1 Accredited courses [at least every 7 yrs.] are subject to comprehensive reviews including external referencing or other benchmarking activities
    - 5.3.2 A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and the identified risks to the quality of the course of study.
    - 5.3.4 Review and improvement activities includes regular external referencing against comparable courses of study [progression, attrition, completion] and assessment methods & grading of learning outcomes for selected units of study within courses

- Scope is undergraduate courses and postgraduate coursework

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- **Establishing a national support mechanism builds on the following research initiatives/projects**
  - OLT Discipline Scholars Network and establishment of TLOs
  - Quality Verification System (Go8), IRU Academic Calibration Process, Interuniversity Moderation Project (Krause et al., 2014), Achievement Matters Project (Accounting);
  - Assuring learning and teaching standards [Emeritus Prof Geoff Scott, 2014; Prof Romy Lawson, 2015);
  - Networks (Scott, 2014)
  - Ewan & Freeman (2015) Found evidence of improved assessment practices with the development of TLOs; important role of Deans Councils in leading project on academic standards; identified gaps absence of private providers in academic projects; lack of evidence base for quality assurance and lack of external referencing
  - OLT Peer Review of Assessment Network (Booth et al, 2015): national support mechanism

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- **<u>Definition of peer review of assessment</u> [Booth et al, 2015]**

'the practice of colleagues providing and receiving feedback on one another's unit/subject outlines, assessment tasks and marking criteria to ensure that assessment is aligned to intended learning outcomes and includes a calibration process to ensure comparability of achievement standards and an opportunity for professional learning'.

National Support Mechanism in Peer Review

Support Dimensions	Networks	Leadership	Policy	Resources
Sector	✓ University Networks ✓ UTAS/ESA/HES collaboration	Strong, deft leadership of networks External reference group	Good practice principles in peer review	✓ National online peer review tool: ESA (OPRT) ✓ National clearinghouse of good practice in assessment (Curric Flip website) ✓ Training for OPRT ✓ National workshops/Forum[Higher Ed Services/UTAS/ESA]
HE institution	Institutional networks	Clear roles for different players, AD L&T, Quality Managers, Course/Program/Discipline Coordinators	✓ Academic governance, ✓ accreditation, course review, assessment, reward & recognition	Institutional register of trained peer reviewers Integrate with other forms of peer review Internal grant process Consideration of paying an honorarium ✓ PD workshops/including sessional staff

National Support Mechanism in Peer Review

Support Dimensions	Networks	Leadership	Policy	Resources
Discipline	Deans Councils (AD L&T Networks) and accreditation bodies	Leadership of network ✓ Discipline coordinators, Chairs and Executives of Australian Deans Councils and other Academic Committees and Societies	Accreditation and industry requirements	✓ College of Peers process, e.g.. Annual Forum on calibration, alignment to TLOs
Individual	University networks and peer support networks	Course/Program/Disciplinary Coordinators and peers	✓ Alignment to TLOs, course mapping, assessment, grading, calibration and learning resources; workload allocations; reward and recognition	Feedback from other disciplinary/cross-disciplinary peers

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Assuring learning and teaching standards: *How do we assure learning and teaching standards?*

Emeritus Prof Geoff Scott, Western Sydney University
Prof Romy Lawson, Edith Cowan University
http://www.olt.gov.au/olt-national-teaching-fellow-romy-lawson

Presented by **Dr Sara Booth**

Workshop session: **Discuss in your groups what process you would use to ensure your assessment tasks meet the key tests for powerful assessment.**

Some key tests:

- **Attracts high levels of student satisfaction,**

- **Addresses key capabilities set down for program/unit especially work ready plus graduates**

- **Has different perspectives; Is integrated**

- **Not just problem based but solutions oriented**

- **Whole program focus**

- **Directly relates to what has been learnt**

- **Can be digitally enabled**

- **Where possible, dilemma based, real world focus**

- **Can be use for learning (formative) as well as for assessment (summative)**

- **Is scalable (Scott, 2016)**

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Different models of peer review of assessment: *What models of peer review of assessment are available?*

Different Models of Peer Review
A/Prof Mark Freeman, University of Sydney
 EROS Project Peter Czech, RMIT; Dr **Simon Bedford**, UOW; **Judith Smith**, QUT;
A/Prof Jon Yorke, Curtin

Presented by **Dr Sara Booth**

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Workshop session: Discuss in your groups what process and model/s of assessment would you consider implementing in your institution. What are some of the opportunities/challenges that you may face?

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Morning Tea & Networking

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College of Peers process with Deans Councils and alignment to accreditation: *How do we align peer review of assessment with accreditation and threshold learning outcomes?*

A/Prof Siegbert Schmid, University of Sydney; A/Prof Gwen Lawrie, University of Queensland; Dr Daniel Southam, Curtin; Prof Simon Pyke, The University of Adelaide; A/Prof Kieran Lim, Deakin University; Dr Madeleine Schultz, QUT; Samuel Priest, Adelaide; Prof Adam Bridgeman, Sydney; Dr Simon Bedford, UOW; Dr Ian Jamie, Macquarie
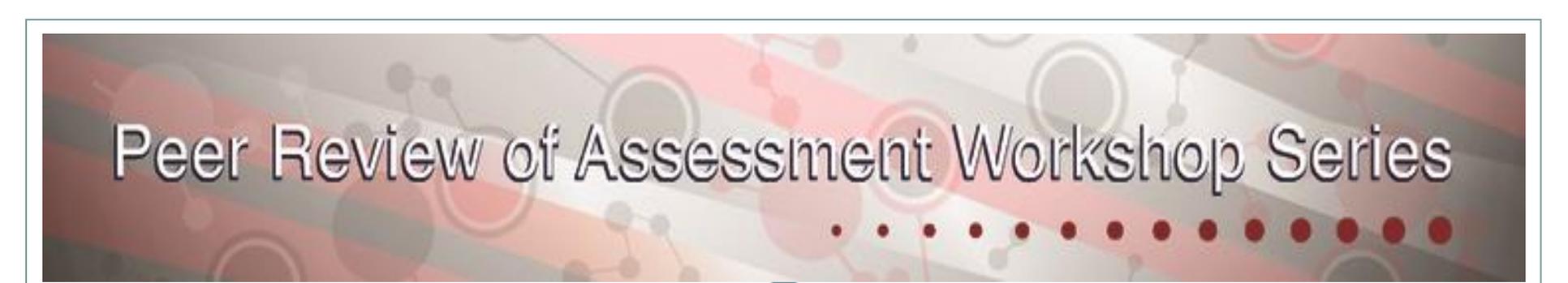
Presented by **Sara Booth**

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Australian Council of Engineering Deans (ACED)

Year 1	Year 2	Year 3	Year 4	Year 5
Accreditation	Peer review Calibration	-	Peer review Calibration	Reaccreditation

Organisational Support and Resources for External Assessors

Training for External Assessors

Peer Review

Calibration Workshop

Report to accreditation body and HE institution

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Workshop session: Discuss in your groups what processes/policies need to be in place to align accreditation and peer review of assessment.

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Institutional implementation and reporting processes for peer review of assessment: *How do you operationalise peer review of assessment across your institution?*

Prof John Jenkins, A/Prof Gail Wilson, Southern Cross University;
Royson Valore, Western Sydney University ;
A/Prof Byeong-ho Kang, University of Tasmania
Elisa Cassin, Swinburne University of Technology

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Testing national online peer review tool: *How do you establish an efficient, online process for peer review?*

Victoria Johnson, Education Services Australia

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Feedback and Evaluation

Dr Sara Booth, University of Tasmania