

Collaborating to support the sector

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Operationalising UA Policy

- **UA Policy Statement 2013-2016 A Smarter Australia** and in the **2016 Statement Keep it Clever and Professions Australia 2016**
- In **Smarter Australia Theme 4 Efficiency, investment and regulation**, states that to improve efficiencies, universities will introduce external moderation of standards. Theme 4's policy principles state:
- Academic quality and standards are best maintained by academic experts and external peer review is an appropriate method for assuring the public that appropriate standards are maintained. Universities need to continue to look for new ways to increase productivity and operational efficiency, including external benchmarking and innovative use of technologies
- **Keep it Clever's policy principles** state that the education provided and the research performed should be of the highest quality, benchmarked internationally
- **Professions Australia/UA policy principles** state:
- Encourage a national consistency of the professional accreditation standards and processes at the discipline level, including between states/territories and professional accreditation panels, and consistency at the level of principle in a discipline's requirements
- Ensure that professional accreditation processes operate in a transparent, accountable, efficient, effective, and fair way



Peer Review of Assessment Workshops 2016

- Just under 600 participants, all UA member universities and 42 private providers
- Workshops-Brisbane, Canberra, Sydney, Hobart, Adelaide, Rockhampton, Fremantle, and Melbourne
- Other workshops, Southern Cross University and Charles Darwin University
- Participants included Deputy Vice Chancellors (Academic), Pro-Vice Chancellors (Learning and Teaching), Deans, Heads of School, Associate Deans (L&T), program heads, a range of academics from a range of disciplines and professional quality staff
- 19 presenters from 15 universities and one private provider addressed the workshops
- Certificates of participation were very well received
- Workshops are an example of how HES works for, with and on behalf the sector on issues of significance and operationalising UA policy



Peer Review of Assessment Workshops 2016

- Feedback was received from 85% participants

Three questions

- What aspect did you find the most interesting?
- What area would you like to follow up?
- What would help you develop your expertise in peer review of assessment?



Peer Review of Assessment Workshops 2016

What aspect did you find the most interesting?

- Emeritus Prof Geoff Scott's powerful assessment/FlipCurric presentation
- Having local presenters
- Interdisciplinary discussions
- Council of Peers process
- Different models of peer review, diversity in approaches
- Discussion from accreditation perspective was well received



Peer Review of Assessment Workshops 2016

What area would you like to follow up?

- Where to start and how to do it-examples of practice in other institutions in cross-institutional reviews
- Improve academic engagement and willingness to change
- Include students
- More details on cost of collaboration
- Online discussion forums
- Online peer review tool
- How to establish peer review of assessment in your own institution, such as EROS project
- Professional development for Associate Deans (L&T)
- Engaging with disciplinary networks
- Consolidated access to other resources in peer review



Peer Review of Assessment Workshops 2016

What would help you develop your expertise in peer review of assessment?

- Professional development through more workshops and online resources
- Collaborative networks, both formal and informal networks
- Training in calibration
- Online peer review tool and templates were highly sought after
- Institutional commitment that recognition of peer review of assessment is important and that it requires recognition by way of academic and administrative workload planning and budgetary support
- Reporting the outcomes of calibration to participating institutions, unit teams, and the program in which the peer review unit is located



National support mechanism in peer review

- UA Satellite Event [March, 2017]
- 4 State-based workshops [March, 2017]
- Link to Special Interest Group in Assessment with HERDSA [July, 2017]
- Assessment and Review Summit [September, 2017]
- Online Peer Review Portal
 - Phase 1: Peer review of assessment inputs/outputs [Feb, 2017]
 - Phase 2: Curriculum review [May, 2017]
 - Phase 3: Benchmarking [later in 2017]
- Link to Ako Aotearoa in NZ, Assessment Institute in the US, and the Higher Education Academy in the UK for international comparators/expertise in assessment and review
- Link to Deans Councils to support accreditation [Engineering, Nursing and Midwifery, ICT, Education]
- Link to TEQSA Experts for review and accreditation



Online Peer Review Portal

- **National Reference Group**
- Emeritus Prof Kwong Lee Dow, University of Melbourne & UTAS Council member
- Prof Shirley Alexander, DVC Education and Students, UTS
- Anthony McClaran, CEO, TEQSA
- Prof Jane Fernandez, Vice-President [Quality and Strategy], Avondale College
- Dr George Brown, International College of Hotel Management
- Dr Sara Booth, UTAS



Option 1: Costing Model for Peer Review of Assessment [PDF extension or email]

Hours for a Dyad [2 reviewers]	Academic Hourly Rate#	Cost per Course Review
14.73	\$78.99	\$1163
Hours for Triad [3 reviewers]	Academic Hourly Rate#	Cost per Course Review
18.5	\$78.99	\$1461

No of HE courses offered by a HE institution	No of course reviews per year over a 5-year cycle	\$ per year if undertaken as a dyad [\$1163 per course]	\$per year if undertaken as a triad [\$1461 per course]
200	40	\$46,520	\$58,440
250	50	\$58,150	\$73,050
300	60	\$69,780	\$87,668
350	70	\$81,410	\$102,270
400	80	\$93,040	\$116,880
450	90	\$104,670	\$131,490
500	100	\$116,300	\$146,100

The EROS Project also noted but did not record the significant amount of administrative time invested in establishing processes, resources and monitoring external referencing [.5FT Administrative Support \$80,968-\$87,642 and .3FT Senior Quality/Teaching and Learning oversight].

External Referencing of Standards Project, 2016



Option 2: Peer Review Portal

Costs

\$420 per course

[5 unit reviews]

Benefits

- 50% reduction in staff resources and administrative time, allowing for greater accessibility and flexibility with institutional structures
- Portability and flexibility [iPad, iPhone, computer]
- Online Peer Review Portal with range of templates
- Secure online link for peer reviewees and reviewers
- Useful for supporting accreditation and other benchmarking activity
- Automatic institutional, faculty, school monitoring
- Unlimited peer reviewers at no additional cost
- Useful for supporting accreditation and other benchmarking activity
- Automatic reporting and measuring of costs per review
- Online HE Network, through Linked-In
- Video conferencing and SMS messaging which are electronically

Online Peer Review Portal

- Proof of concept and initial build-CyberDesign Works (CDW)
- Testing of online Peer Review Portal -18 universities- end of November, 2016 [CDNM, ICT]
- Invitation to present at the A/D meeting in Coffs Harbour on 8th December, 2016 to give a demonstration of the Peer Review Portal: Phase 1: Peer Review of Assessment
- Discussion with Engineers Australia and ACED about working with UTAS and CyberDesign Works to establish Phase 2: A Curriculum Review package [with 32 units] to align to Stage 1 competencies, curriculum mapping etc.



Online Peer Review Portal

Phase 1: Peer review of assessment inputs/outputs [Feb, 2017]

Phase 2: Curriculum review [May, 2017]

Phase 3: Benchmarking [later in 2017]

Proof of Concept

<http://nagnqs.axshare.com/#c=2>

Register your expression of interest to know more:

Peerreviewportal.com

