

Engaging in the IRU Academic Calibration Process for subject review and working towards utilising the Peer Review Portal to support program review

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Prof Stephen Naylor, Chair, Academic Board

Assessment and Review Summit, 19 September, 2017

Promoting peer review processes at JCU

Peer review: Policy and practice

Learning, Teaching and Assessment Policy 5. 17

The Subject Co-ordinator must seek a biennial peer review of the subject's assessment plans and grading practices.

JCU [Peer Review of Teaching](#) documentation

Peer Review of Teaching at JCU: Collaborative and focussed on student success 3 Step Guide and Forms



**Reviewee:
Review Plan**



Step 1: Review Plan

To be completed by Reviewee on Form A, in consultation with Reviewer/s

1. Describe context and aspect/s of teaching to be reviewed.
2. State intended use/s of review (i.e. primarily for improvement of teaching and student success but perhaps also for promotion, publication or teaching award).
3. Identify connections to Core Principles of the JCU *Learning, Teaching and Assessment Policy*.
4. Consult with peer/s, who will undertake review, to discuss all aspects of the review, including your reasons for it and what you hope to get out of it.
5. List agreed material/s, access and activities to inform the review.
6. Detail timelines and share and clarify expectations and responsibilities.

**Reviewer:
Review**



Step 2: Review

To be completed by Reviewer/s on Form B

1. State name and connection to reviewee, and relevant experience and expertise regarding the subject, course, discipline or aspect of teaching under review.
2. Wherever possible, discuss your feedback with the reviewee before commencing the written review. Check back with them for clarification.
3. Write the review, including reference to Core Principles of the JCU *Learning, Teaching and Assessment Policy* or another appropriate frame of reference.
4. Check that the review is written in ways that exemplify and model professional, collegial and ethical conduct. Wherever possible, keep the focus on improving teaching and student success.
5. Check that the review is written in ways suitable for its agreed uses.
6. Where possible, arrange a time to meet with reviewee and share your review with them.

**Reviewee:
Reflection
and Action**



Step 3: Reflection and Action

To be completed by Reviewee on Form C

1. Pool this feedback from your peer/s with feedback from other sources, e.g., Your JCU Subject and Teaching surveys, enrolments, retention, grades, informal surveys, Student Experience Survey (SES), Graduate Outcomes Survey (GOS), employer surveys.
2. Connect to Core Principles of the JCU *Learning, Teaching and Assessment Policy*; College, Division and/or JCU directions; and relevant higher education literature.
3. Decide if/how you will change your teaching practices in response to the feedback and your own teaching values.
4. Wherever possible, contact your reviewer/s and discuss your decisions and actions with them.
5. Consider repeating the process with the same or different reviewer/s.

Academic staff rubric to evaluate quality of assessment design


Criterion 1. Assessment tasks and criteria are aligned with subject learning outcomes (and relevant course learning outcomes), and across campuses, modes and/or study periods, of high cognitive order and weighted appropriately

Criterion 2. Assessment tasks are authentic (see [JCU assessment list](#)), aligned with core learning activities and, where appropriate, stimulate a wide range of active responses

Criterion 3. Assessment tasks take into consideration student workload expectations, are distributed across the study period and allow opportunities for early, timely, consequential and multi-source feedback

Criterion 4. Assessment task specifications, criteria, standards and supporting resources are available, clearly articulated and aligned

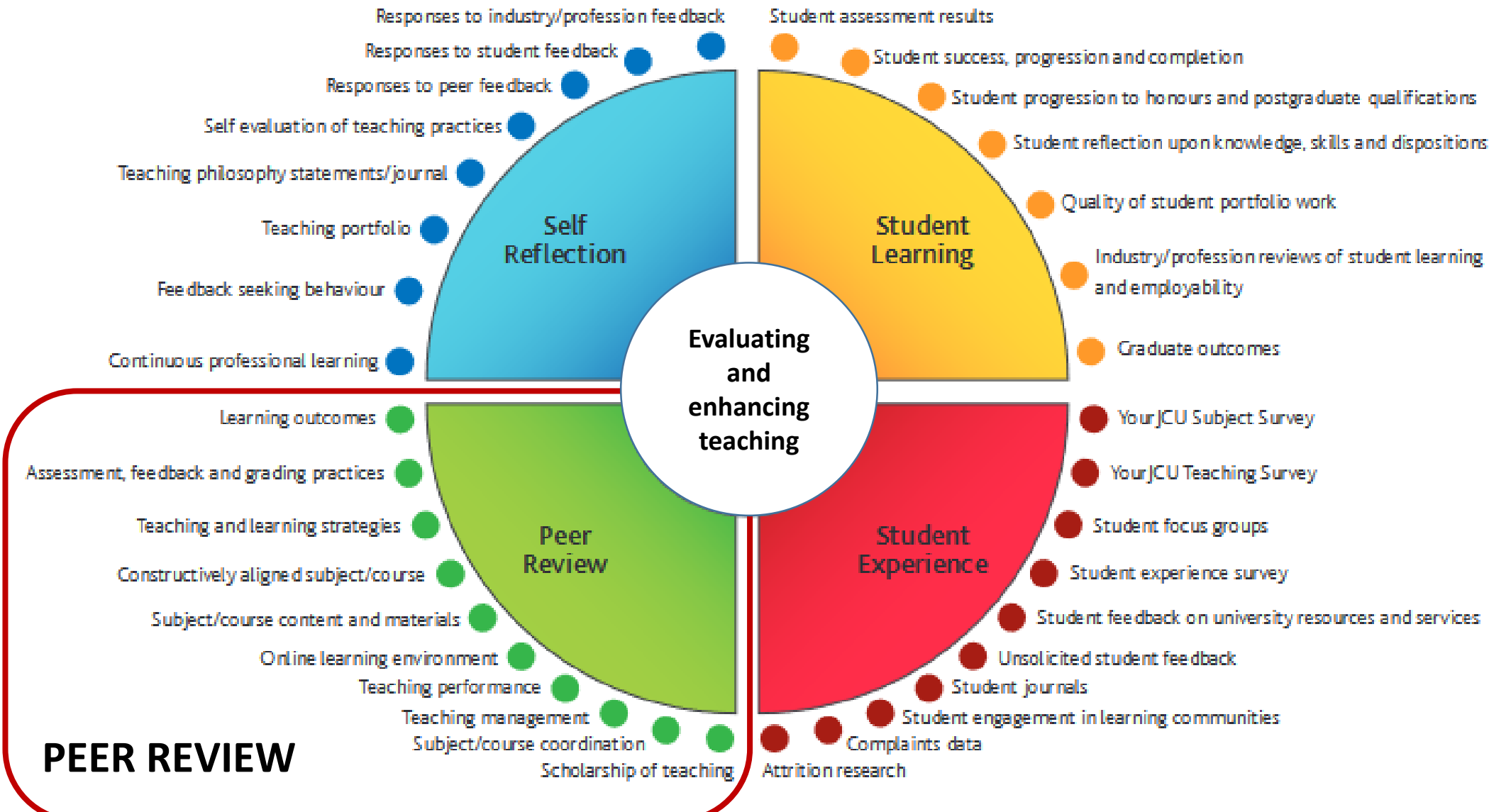


Academic staff rubric to evaluate quality of design of assessment methods		
		
Criteria	Good practice	Developing
Assessment tasks and criteria are aligned with subject learning outcomes (and relevant course learning outcomes), and across campuses, modes and/or study periods, of high cognitive order and weighted appropriately	<ul style="list-style-type: none">Assessment tasks and criteria are valid, evidencing student achievement of knowledge, skills and dispositions targeted in subject learning outcomes (and relevant course learning outcomes)Assessment tasks are of high cognitive order, as aligned with the Australian Qualifications FrameworkAssessment task weightings reflect relative importance of learning outcomes and anticipated student workloadAssessment task types and weightings are aligned across campuses, modes and/or study periods	<ul style="list-style-type: none">Assessment tasks are not conducive to assessing the learning outcomes; or tasks and criteria are somewhat aligned with subject learning outcomes, however, there may be knowledge, skills and/or dispositions targeted in subject learning outcomes that are not assessed and/or unnecessary duplicationAssessment tasks are of low cognitive order, lacking alignment with the Australian Qualifications frameworkAssessment task weightings do not best reflect relative importance of learning outcomes (i.e. demonstration of lower order outcomes weighted too highly or higher order applications not afforded adequate weighting) and/or anticipated student workloadAssessment task types and weightings do not align across campuses, modes and/or study periods
PRINCIPLE: VALIDITY		
Assessment tasks are authentic (see JCU assessment list), aligned with core learning activities and, where appropriate, stimulate a wide range of active responses	Assessment tasks: <ul style="list-style-type: none">Are authentic (i.e. similar to the real work done in professional or further learning/research contexts)Are aligned with core learning activities; andStimulate a wide range of active responses (i.e. allow students to make connections with their own experiences, exercise choice and/or work in collaboration with others), where appropriate	Assessment tasks: <ul style="list-style-type: none">Lack relevance to the real work done in professional or further learning/research contextsAre somewhat aligned or misaligned with core learning activitiesAllow students limited or no opportunity to make connections with their own experiences, exercise choice or work in collaboration with others
PRINCIPLES: AUTHENTICITY, INCLUSIVITY		
Assessment tasks take into consideration student workload expectations, are distributed across the study period and allow opportunities for early, timely, consequential and multi-source feedback	Assessments tasks: <ul style="list-style-type: none">Take into consideration student workload expectationsAre distributed across the duration of the study period[In addition to summative purposes] Fulfil formative/assessment for learning purposes, and build on each other where appropriate, to maximise opportunity for students to receive early, timely and consequential feedbackIncorporate self, peer and/or industry/client assessment, where appropriate	Assessment tasks do not allow opportunities for early, timely, consequential and, where appropriate, multisource feedback, given that they are: <ul style="list-style-type: none">Largely located at the end of the study period, fulfilling summative/assessment of learning purposesExcessive in associated workloadHighly disparate in nature, and/orRely entirely on marker feedback, albeit that they are conducive to incorporate elements of self, peer and/or industry/client assessment
PRINCIPLES: INCLUSIVITY, TRANSPARENCY		
Assessment task specifications, criteria, standards and supporting resources are available, clearly articulated and aligned	Assessment task descriptions/specifications, criteria, standards and supporting resources (e.g. annotated exemplars) are available, clearly articulated and aligned, to support student understanding and marker judgement of assessment	Assessment task descriptions/specifications and criteria lack alignment; standards are not articulated; and there are no or limited supporting resources, resulting in lack of clarity for students and impacting marker reliability
PRINCIPLES: TRANSPARENCY, RELIABILITY		

Reverse side: Policy references

Staff professional resources

4-Quadrant Model of evaluating teaching



Adapted from Smith, C. (2008). Building effectiveness in teaching through targeted evaluation and response: Connecting evaluation to teaching improvement in higher education. *Assessment & Evaluation in Higher Education*, 33(5), 517-533.

Internal learning and teaching grants of up to \$3000

Peer review by external academics or industry partners

Internal dissemination via ePoster (and conference presentation and publication)

Undergraduate

1. Sector/industry relevance of 1st year professional practices in education subject
2. Competency assessment in 1st year physiotherapy subject
3. Blended learning approach in anatomy component of 1st year veterinary science subject
4. Pedagogical strategies in endocrinology component in 1st year medicine subject
5. Computer programming components of a 2nd year engineering subject
6. Constructive alignment and emphases on higher order outcomes in a 2nd year evolutionary biology subject
7. Clinical simulation across the undergraduate nursing program at JCU

Postgraduate

8. Best practice learning, teaching and assessment principles for large, external cohort in Master public health subject

Engaging in the IRU Academic Calibration Process

Documentation for Unit Coordinator to compile

Category	Document
University	Grading nomenclature
Course	Information about the course structure(s) of which the unit is a part of
Course	Course level learning outcomes
Unit	Unit outline provided to students
Unit	Unit Learning Outcomes, and how they relate to course learning outcomes
Unit	Grade distribution for the particular semester being evaluated.
Unit	Context statement – optional documentation you can use to comment on additional factors not present in standard documentation.
Assessment	Details of assessment task
Assessment	Grading criteria/marking rubric for the assessment task

Selection of deidentified student samples (grades and comments are still included):

Pass			Credit			Distinction			High Distinction		
Low	Med	High	Low	Med	High	Low	Med	High	Low	Med	High

External review: Learning outcomes

Likert-scale responses and open-ended rationale

1. To what extent is the **information** provided about learning outcomes **clear and sufficient**? *Please list up to three reasons for making this rating*
2. To what extent are the specified **learning outcomes appropriate** for the unit in its delivery year? *Please list up to three reasons for making this rating*

Open-ended question

3. How do the specified learning outcomes **compare with those of units from similar universities** in the same delivery year?

External review: Assessment task

Likert-scale responses and open-ended rationale

1. To what extent is the assessment task **suitable for the specified learning outcomes?** *Please list up to three reasons for making this rating*
2. To what extent are the assessment **requirements and the marking criteria explained clearly?** *Please list up to three reasons for making this rating*
3. To what extent are the assessment task and the marking criteria **appropriate for a _____ year unit?**

Open-ended question

4. How does the assessment task and marking criteria **compare with those of _____ year units from similar universities?**

External review: Grades awarded

Student Samples - Review of grades awarded

To make your assessment of the grade, please click into the blank cell in 'Grade assessment', and select the value you think is most appropriate.
Where you disagree with a grade, you must provide reasoning in the comments box below.

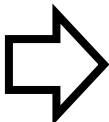
Showing 1-12 of 12 [add filters](#)

Student Samples Name	Grade	Mark	Total Marks	Grade Assessment
S01	Pass	25.00	50	Agree with Grade Awarded
S02	Pass	27.00	50	Agree with Grade Awarded
S03	Pass	30.00	50	Agree with Grade Awarded
S04	Credit	33.00	50	Agree with Grade Awarded
S05	Credit	35.00	50	Agree with Grade Awarded
S06	Credit	37.00	50	Agree with Grade Awarded
S07	Distinction	37.50	50	Agree with Grade Awarded
S08	Distinction	40.00	50	Agree with Grade Awarded
S09	Distinction	42.00	50	Agree with Grade Awarded
S10	High Distinction	43.00	50	Agree with Grade Awarded
S11	High Distinction	43.00	50	Agree with Grade Awarded
S12	High Distinction	45.00	50	Agree with Grade Awarded

3 options for assessment of grades awarded (note not marks)



Agree with grade awarded



Believe grade awarded to be unduly high



Believe grade awarded to be unduly low

Please provide reasons for any grades you have disagreed with

External review: Summary judgement

When the reviewers' report is received, it is typically sent to the Unit Coordinator, Course Coordinator and Head of School/Academic Group.

3 options for summary judgement

The learning outcomes, assessment tasks and assessment processes were **appropriate**.

Any **recommendations** made are for the **purposes of enhancement** to the unit and its assessment.

The learning outcomes, assessment tasks and assessment processes were **appropriate**.

However, there are **some risks to the future quality assurance** of the unit and its assessment, as outlined in recommendations.

There are **immediate concerns or risks** relating to the learning outcomes, assessment tasks and/or assessment processes.

These **require immediate action** on behalf of the University to prevent reoccurrence in the next review.

Range of options depending on how disparate the judgment is between the reviewer and original marker

- University's Calibration Coordinator, Unit Coordinator, Course Coordinator, and Head of School/Academic Group review disparity against [other available data](#);
- Engage [External Reviewer in discussion](#) regarding reasons for grades;
- Involve [third party in calibration exercise](#) to determine appropriate academic standards;
- [Repeat calibration exercise](#) in following year to ensure measures put in place result in level of confidence required;
- Participate in a [more extensive peer review](#) exercise.

IRU Calibration Project milestones

2013-14

Initial trial 20 units, 6 IRU universities

	Total	HD	D	C	P	Fail
Assessments reviewed	201	60	52	48	39	2
% agree with grade awarded	78.5	80.0	71.0	83.5	79.5	100
% Believe grade to be unduly high	20.0	20.0	23.0	16.5	20.5	
% Believe grade to be unduly low	1.5		6.0			
	100	100	100	100	100	100

Source: Thiele, B. (2015). *IRU Academic Calibration Project (Trial Phase). Final Report*. March 2015

2015

- Evaluation of IRU Calibration Project: Valuable process
- Recommendations: Create a central coordinator role and a dedicated calibration system (Abbey Murray, Charles Darwin University)

2016-17

Accelerated calibration volume

Calibrate. Dedicated calibration system

Logged in as Mariana Van Niekerk - [Account Settings](#) - [Log Out](#)

[Add Calibration Job](#)

[Manage University Information](#)

[Admin](#)

[Support Resources](#)

[IRU Calibrator Register](#)

[Calibrator Registration Requests for Approval](#) | 0

[Calibration Jobs for Approval](#) | 0

[Pending Calibrator Nominations](#) | 15

[Incoming Calibrator Requests](#) | 0

[Outgoing Calibrator Requests](#) | 0

Central Coordinator Dashboard

Active Calibration Jobs

[View All Job Details](#)

search by keyword

[search](#)

Showing 1-6 of 6 [add filters](#)

ID	Status	Available date
	Payment	26/06/2017
	Collecting Materials	
	Nominations received	15/08/2017
	Collecting Materials	28/08/2017
	Payment	14/07/2017
	Under Review	26/06/2017



JCU units

Active external Jobs

[View All Job Details](#)

search by keyword

[search](#)

Showing 1-7 of 7 [add filters](#)

ID	Status	Available date
Charles Darwin University		
	Closed	21/07/2017
	Under Review	31/07/2017
	Payment	30/06/2017
	Under Review	18/08/2017
Flinders University		
	Payment	14/07/2017
Griffith University		
	Under Review	31/07/2017
Murdoch University		
	Under Review	30/06/2017



Other institutions' units

All Jobs Seeking Calibrators

[View All Job Details](#)

search by keyword

[search](#)

Showing 1-10 of 19 [add filters](#)

Page 1 of 2

University	ID	Unit Name	Available date	Status
Griffith University			22/08/2017	Nominations received
Charles Darwin University			17/11/2017	Nominations received
La Trobe University			04/07/2017	Open
La Trobe University			04/07/2017	Nominations received
Charles Darwin University			01/09/2017	Nominations received
Charles Darwin University				Nominations received
Charles Darwin University			29/09/2017	Seeking Calibrator
Murdoch University			24/09/2017	Nominations received



Other units seeking review



Tue 22/08/2017 10:48 AM

Calibrate <no-reply@iru.edu.au>

New Calibration Job: SWK313_S1_2017 - Seeking Calibrator

To van Niekerk, Mariana; r.marten@latrobe.edu.au; c.arrigoni@griffith.edu.au; anna.smith@flinders.edu.au; a.black@murdoch.edu.au; abbey.murray@cdu.edu.au

You forwarded this message on 22/08/2017 3:34 PM.

Dear IRU Calibration Coordinators,



A new Calibration Job is available in [Calibrate](#).

Please make your calibration nominations via the [calibration register](#) or distribute this information to relevant academics at your institutions.

Calibration Job _S1_2017

University	Charles Darwin University
Internal Structure	Faculty of Engineering, Health, Science, and the Environment, School of Health
Unit	
Unit Link	
Related Courses	Bachelor of
Calibration Period	Semester 1, 2017
Assessment selection - Brief	Assig 2 – 2500 word case study essay
Assessment selection - Details	

View Calibration Job Details

Calibration Jobs ID	_S1_2017
Unit Code	
Unit Link	
Faculty	
Dominant Course	
Calibrating Year	2017
Assessment selection detail	
Materials availability	22/09/2017
Status	
Notes	

Add calibrator nomination

[Add Calibrator Nomination](#)

University	Charles Darwin University
Unit Name	
School	Faculty of Engineering, Health, Science, and the Environment
Related Courses	Bachelor of Social Work
Calibrating Semester	Semester 1
Assessment selection brief	Assig 2 – 2500 word case study essay
Assessment Selection Attachment	
Calibration Job Status	Seeking Calibrator

Central Coordinator notifications

From: Calibrate [mailto:no-reply@iru.edu.au]
Sent: Thursday, 17 August 2017 4:26 PM
To: van Niekerk, Mariana <mariana.vanniekerk@jcu.edu.au>
Cc: abbey.murray@cdu.edu.au; test_email@test.edu.au
Subject: TEST_S1_2017: Joe Blog - Nomination Accepted

Dear {NOMINATING CALIBRATION COORDINATORS},
JOE BLOG has been selected as the calibrator for **TEST123_S1_2017**.

You will be notified when the calibration package is available.

Confirmation email

Reviewer notifications

From: Calibrate [mailto:no-reply@iru.edu.au]
Sent: Tuesday, 18 July 2017 1:29 PM
To: JOE BLOG
Cc: University IRU Coordinator
Subject: TEST_S1_2017: Calibration Package available



Calibrate.

Dear JOE BLOG,

The Calibration Package is available for [TEST SUBJECT 2017](#).

Instructions

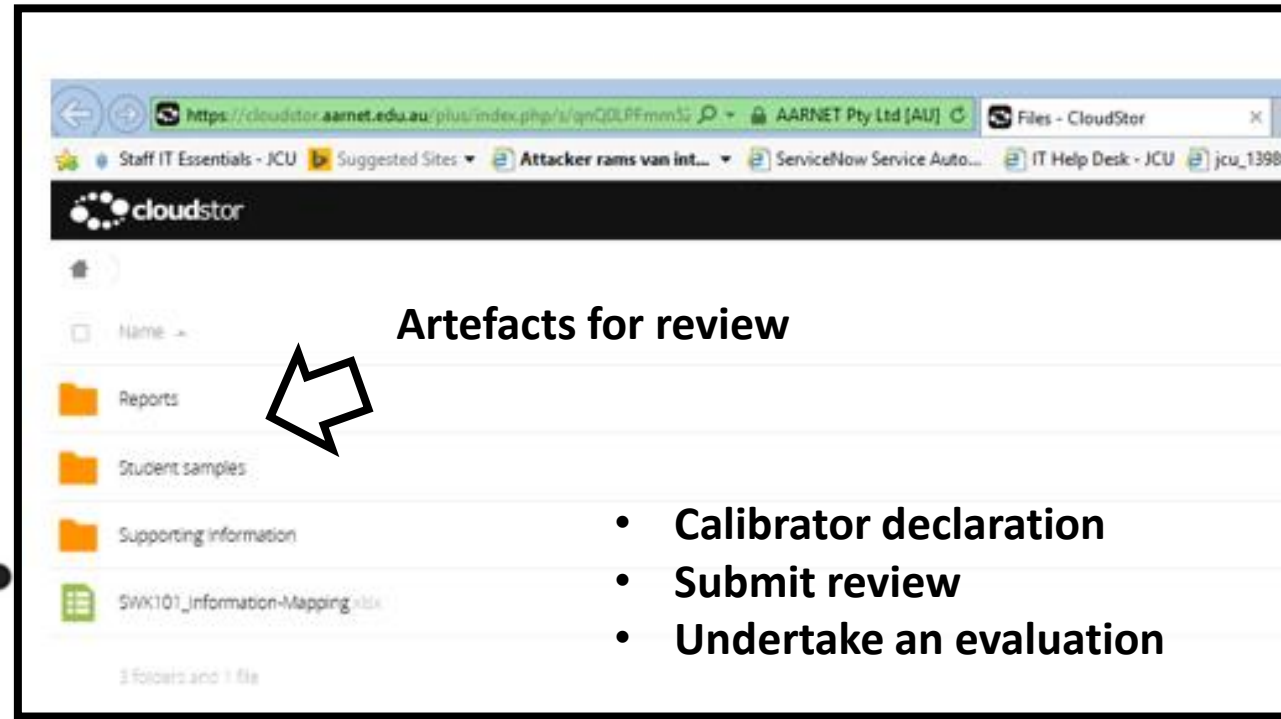
To access the information package for your review please use the following link: <https://cloudstor.aarnet.edu.au/plus/index.php/apps/files/?dir=%TEST>

Please review the full package prior to completing the report. Please also ensure you have read either the [IRU Calibrator Guide](#), or your local Calibrator Guide prior to your evaluation.

To access the report and make your evaluation please use the following link: [Academic Calibration Report](#)

Your authentication code to access the report is: **TEST_S1_2017**.

If you have any questions regarding the information provided, please submit these to your calibration coordinator. Please do not continue your review until you have feedback from your coordinator on the requested information.



- Calibrator declaration
- Submit review
- Undertake an evaluation

JCU subjects calibrated in 2017

Pathways Diploma – Foundation subjects

CS1022 Learning in a Digital
Environment

SC1022 Essential Science

Bachelor 1st year units

HS1111 Science

Communication for Nursing and
Midwifery

Bachelor capstones

BA3000 Arts Edge

SP3014 Independent Research Project

PS4002 Contemporary Issues for Physiotherapists

OT4003 Health Law, Ethics and Reflective Practice

ED4460 Service Learning for Sustainable Futures

Postgraduate units

RH5200 Rehabilitation Research and Evidence-Based Practice

NS5922 Masters Nursing Pharmacotherapeutics for Nurse Practitioners 2

A JCU reviewer's experience

- Reviewer: Academic who is passionate about the development of the HR professional
 - Engages in accrediting body's professional network and accesses university websites for desktop benchmarking, however, has not had the opportunity to be exposed to counterparts' assessment methods
 - Ample artefacts to conduct a comprehensive review; may have been good to have access to the subject site in the LMS
 - “What was amazing is that we were pretty much consistent!” – only difference was the 2 HD samples (lacked deep analyses of issues and clear alignment with concrete and viable HR recommendations)
 - Nonetheless, agreed with grades awarded – limitations may have been due to task design (privileging breadth over depth) and students not having been directed in that way (in terms of feedback on Part 1)
 - Implications for practice: Saw merit in aspects of task design, wherein group work processes were supported and all members had designated roles and responsibilities
 - Estimated that the review took 3 days; was not motivated by the \$600 honorarium
-

A JCU reviewee's experience

-
- Context: 9 deliveries of a Pathways Diploma unit, with 600-800 students across 4 campuses per year
 - Video presentation task (most heavily weighted in schedule)
 - Deidentification of student samples was time consuming: edited any audio or on-screen reference to student names; uploaded MP4 files on google drive with link provided to reviewer
 - Already considerable investment in calibrating student and markers' understanding of specifications and standards: student assessment guidelines, graders' handbook, pre marking moderation consensus meetings
 - Reviewer deemed that grades awarded for 2 submissions (1D, 1C) were unduly high
 - Impact on practice: Prompted exchange marking (no sessional staff member assessing own students); more explicit rubric
 - Benefits: "Focused my energies to tighten up the subject"
 - Appreciated that the reviewer had "the expertise and distance to provide a constructive review"
 - Straightforward process, however, clearer instructions needed regarding management of assessment tasks other than written tasks
-

Working towards utilising the Peer Review Portal to support program review

2017: Academic Expert Working Group developed new academic program/course review procedure

Academic Course Review Procedure

Intent

JCU has a three-fold obligation to undertake routine course quality review for all academic programs:

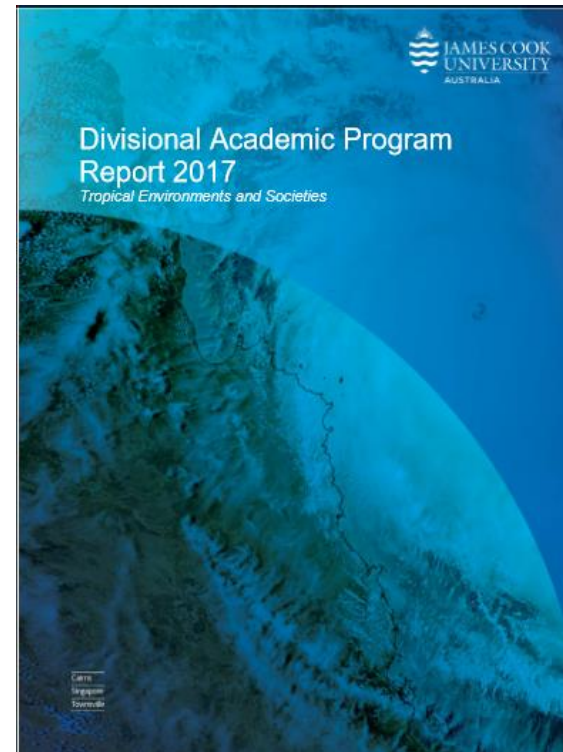
1. Ensures the academic quality of its programs are of the highest calibre possible;
2. Assures the university's sustainability as a tertiary education provider; and
3. Meets its commitments under the Higher Education Standards Framework (Threshold Standards) 2015.

These Procedures provide the structure and process for the review of all academic programs delivered at JCU.

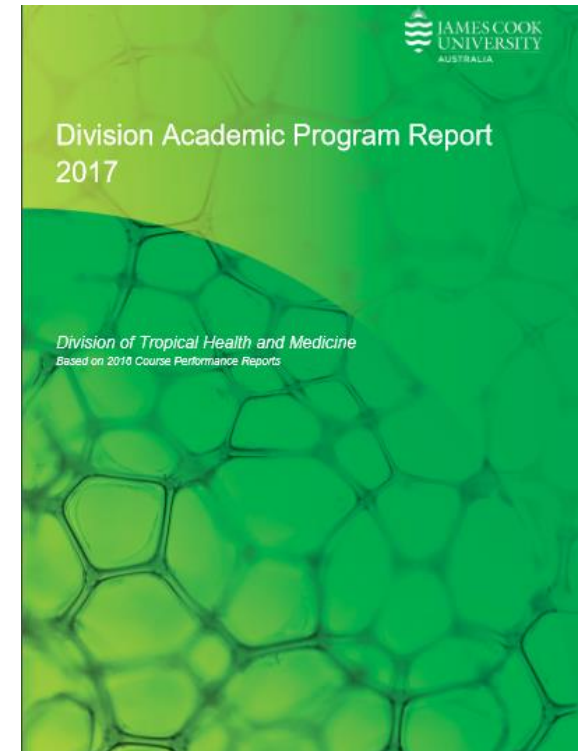
Academic course review

Level 1. Annual Course Performance Report (supported by Course Coordinator workshop and provision of data report), with following foci:

- Entry Standards
- Assessment and moderation
- Learning and teaching methodologies
- Graduate employability
- Course accreditation



Themes synthesised in
Divisional Academic
Program Reports



Level 2. Internal Course Review, every 5-7 years

Level 2: Initial first pass (evidenced based undertaken by Quality, Planning and Analytics)

Performance on 7 of 9 indicators:

1. **Course accreditation profile**
2. Course learning outcomes
3. Course assessment
4. **Student experience**
5. **Industry linkage**
6. **Scale: overall size**
7. **Student enrolment trend**
8. **Student retention**
9. **Financial performance**



Course name	Bachelor of Social Work		
Course code	112510	Owning Division	DTES
			AQF level

External review

Risk Ref	Indicator	LOW (Value=1)	MEDIUM (Value=2)	HIGH (Value=4)
1	Course accreditation profile	External accreditation in place – no mandatory conditions		No external accreditation
2	Course Learning Outcomes (valid, aligned, reliable, transparent)	Clear and comprehensive mapping	Gaps in mapping	No mapping or ad hoc attempts at parts
3	Course Assessment – Methodology, mapping to learning outcomes	Clear and comprehensive mapping of learning outcomes to assessment	Gaps in mapping	No mapping or ad hoc attempts at parts
4	Student experience	Feedback stable ≥ 75% over past 3yrs	Feedback stable @ 70-75% over past 3yrs	Feedback declining and < 70% over the past 3 years
5	Industry Linkage	Formal and planned industry collaboration	Some industry collaboration	No industry collaboration
6	Scale: Overall size	≤ 20 EFTSL	21 – 79 EFTSL	≥ 80 EFTSL
7	Student Enrolment Trend	Increasing Trend	Flat	Declining Trend
8	Student Retention	Retention stable and positive ≥75% over past 3yrs	Retention stable @70-75% past 3yrs 1-2 significant student issues	Retention declining and <70% past 3yrs Numerous and sustained student issues
9	Financial Performance	>\$5000	\$4999 – 0	<\$0

Academic Course Review Committee (Chair Academic Board, DVCA & Directors Academic Quality and Strategy) verify review type:

7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
Simple								Desktop					Panel Interview			Panel Visit						

Who reviews and what evidence?

7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
Simple								Desktop					Panel Interview			Panel Visit						

Application provided directly to:

- Academic Course Review Committee

**Final report from the external
accrediting agency**

Undertaken by a team/panel consisting of:

- Academic from another Division
- ADLT from Division but not College
- Member of Academic Board

**Simple Portfolio of
Evidence**

- ADLT from Division but not College
- Director of Quality and Strategy from Division
- Member of Academic Board
- External expert: Alumni, industry or another institution

**Comprehensive Portfolio of
Evidence**

LEVEL 2
ACADEMIC COURSE REVIEW

Academic Course Review Committee provides recommendation to Academic Board

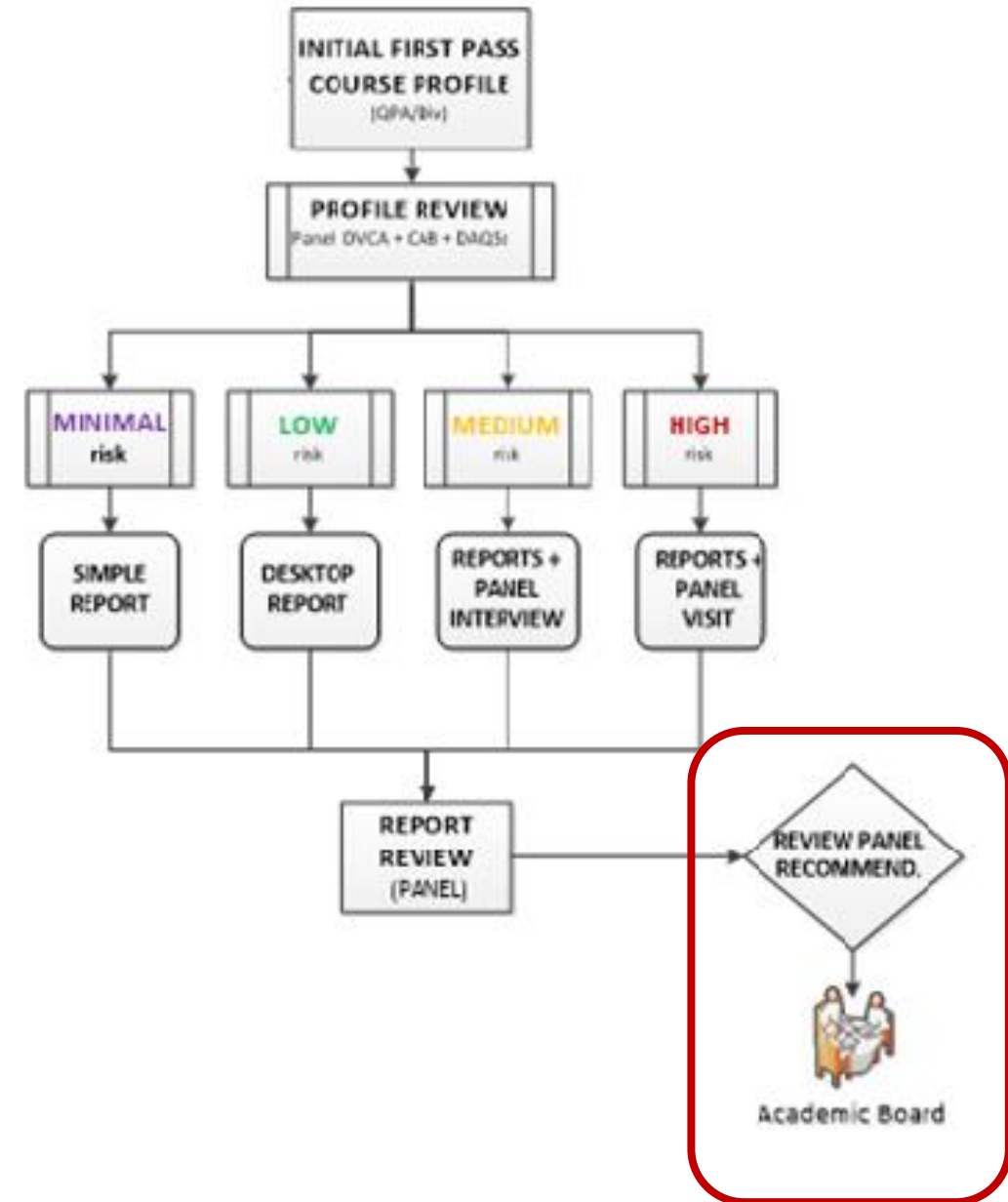
Renew the course of study

- without conditions
- with recommended (formative) improvements
- with required (summative) improvements (including a plan)

OR

Suspend the course for a period of time (timeframe identified)

Disestablish the course



2017 pilot courses

Division of Academic and Student Life

Desktop: AQF 5 Diploma program

Division of Tropical Health and Medicine

Simple: accredited AQF 7 Bachelor program

Panel Interview: AQF 9 Masters coursework program

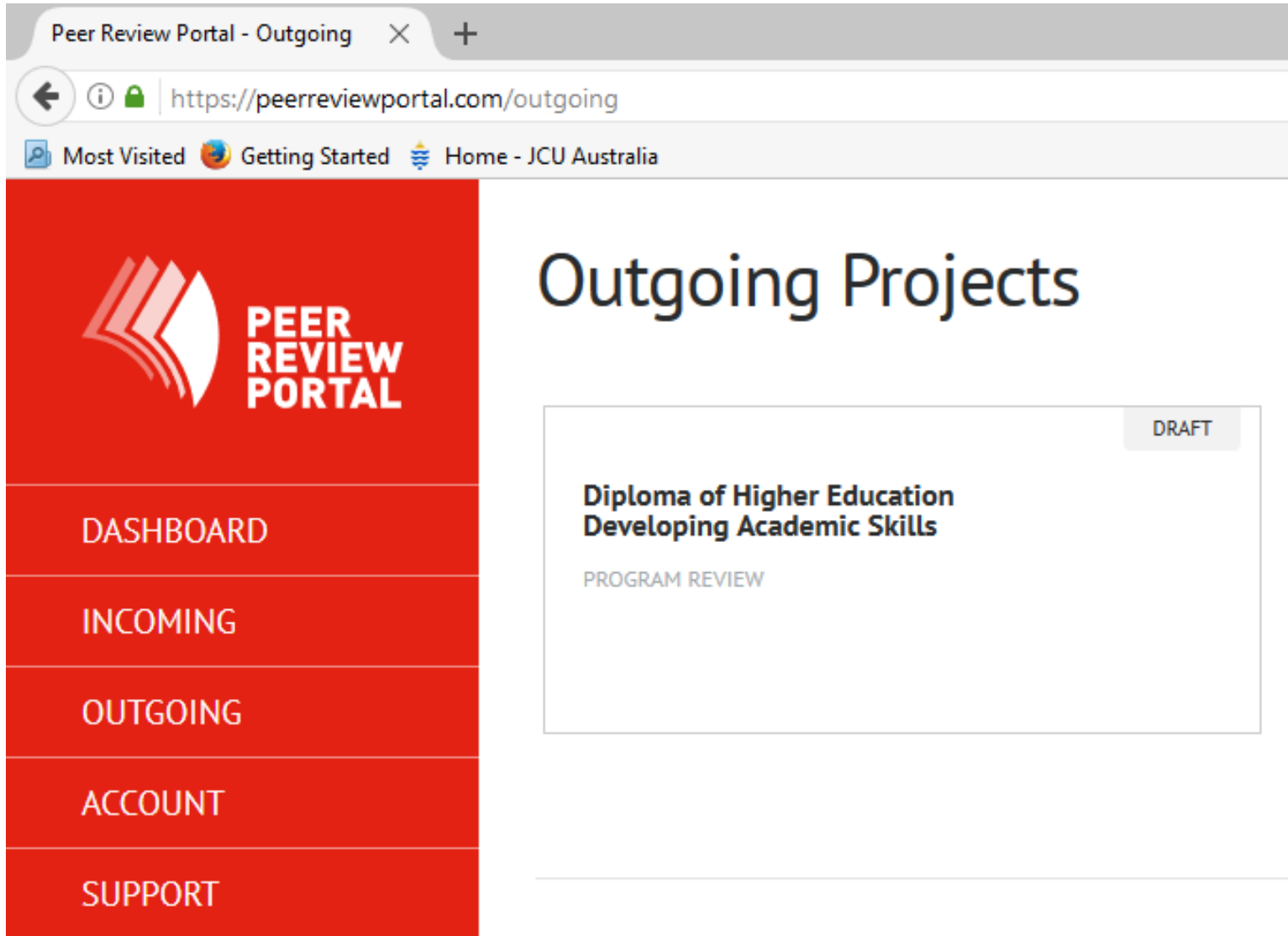
Division of Tropical Environments and Societies

Simple: accredited AQF 7 Bachelor program

Panel Visit: AQF 9 Master coursework program

7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
Simple								Desktop					Panel Interview			Panel Visit						

Working to utilise the Peer Review Portal to support course review processes



The screenshot shows a web browser window with the title 'Peer Review Portal - Outgoing'. The address bar displays 'https://peerreviewportal.com/outgoing'. Below the address bar, there are navigation links: 'Most Visited', 'Getting Started', and 'Home - JCU Australia'. The main content area has a red sidebar on the left with the 'PEER REVIEW PORTAL' logo and a list of navigation options: 'DASHBOARD', 'INCOMING', 'OUTGOING', 'ACCOUNT', and 'SUPPORT'. The main content area is titled 'Outgoing Projects' and features a single project card. The card has a 'DRAFT' status label in the top right corner. The project title is 'Diploma of Higher Education Developing Academic Skills', and the subtitle is 'PROGRAM REVIEW'.

Peer Review Portal - Outgoing

https://peerreviewportal.com/outgoing

Most Visited Getting Started Home - JCU Australia

PEER REVIEW PORTAL

DASHBOARD

INCOMING

OUTGOING

ACCOUNT

SUPPORT

Outgoing Projects

DRAFT

**Diploma of Higher Education
Developing Academic Skills**

PROGRAM REVIEW

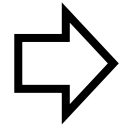



First pilot course
Desktop review

Step 1

Project information

Key detail pertaining to the program/course



 **PRP Course Sample**
Peer Review of Assessment: Inputs/outputs

1 **Project Info** 2 Uploads 3 Questionnaire 4 Payment

Choose your institution

Select a faculty or department

Do you want to link a previous project? ☒ NO

Cost: \$420

Course, Discipline or Major 1234

Choose your country Australia

What is your field of education?

What is the classification?


Postgraduate Degree Level Doctoral Degree Level

Step 2

Uploads

Evidence base for panel members to review





PRP Course Sample

Peer Review of Assessment: Inputs/outputs

1

Project Info

2

Uploads

3


Questionnaire

4

Payment


Memorandum of Understanding 1

MOU Title

 Click or drop your file here!


Context Statement 1


Content Statement v1

 Click or drop your file here!

Course 2

Course

 Click or drop your file here!

 Click or drop your file here!

ADD COURSE

Course Learning Outcomes 0


ADD COURSE LEARNING OUTCOMES

Applicant

You can delegate the uploading of Project materials by inviting an Applicant. Applicants will ONLY have the ability to access the Uploads section, and will not be able to view Steps 1, 3 or 4.

ADD NEW

Role of the Applicant

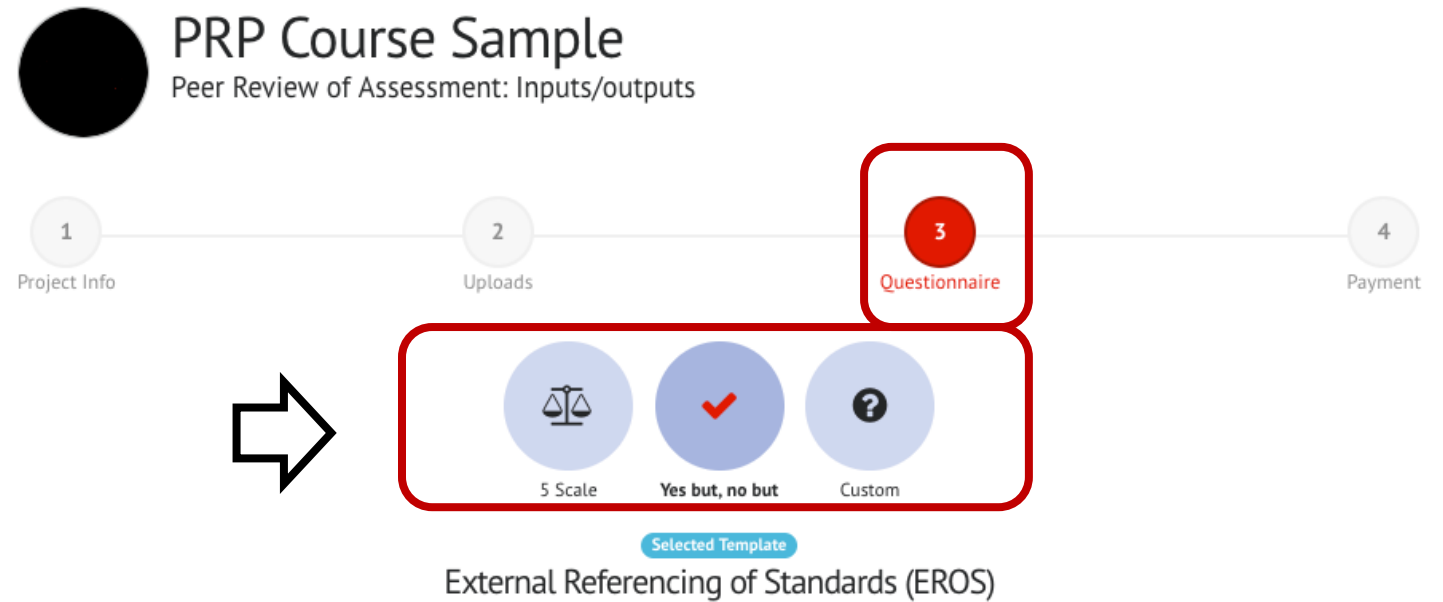


Step 3

Questionnaire

Questions for panel members to respond to

- 5 point scale
- 4 point scale
- Customised scale



EDIT QUESTIONS PREVIEW QUESTIONNAIRE

≡ Question

Yes but, no but

Title

Answer

Yes Yes But No No But

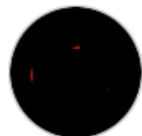
≡ Question

Yes but, no but

Title

Answer

Yes Yes But No No But



PRP Course Sample

Peer Review of Assessment: Inputs/outputs

Step 4

Payment



Billing Information

Billers name

Billers email

Billers phone number

Billers address

Contact person

Purchase order

Delegate Payment Authority

You can delegate Payment Authority to any other registered user. Nominated Payee's will receive an email notification and see the project within their Outgoing screen.

ADD NEW



Role of the **Payment Authority**

Card Information

Card name

Please type exactly the same name as in your card

Card number

Expiry date

Month

Year

CVC

SUMMARY

PROJECT NAME

PRP Course

FIELD OF EDUCATION

CLASSIFICATION

Postgraduate Degree Level ,

Step 5



Calibration

This facility differentiates a program review from a unit review in the Portal.

Once all panel members' reviews are submitted, the Panel Chair is able to broadly calibrate panel members' assessments through a manual or auto-stacking function.

The Chair is also able to include comments.



Calibration Demo / Process Demonstration

Program Review

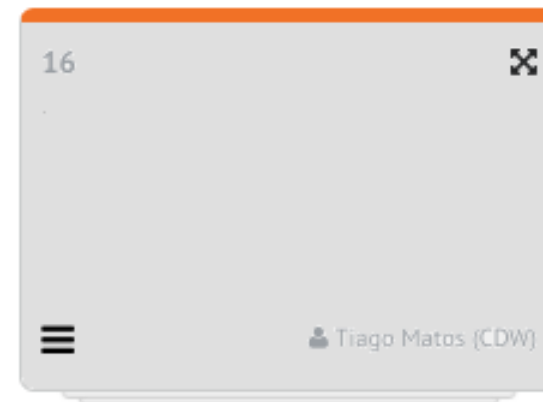
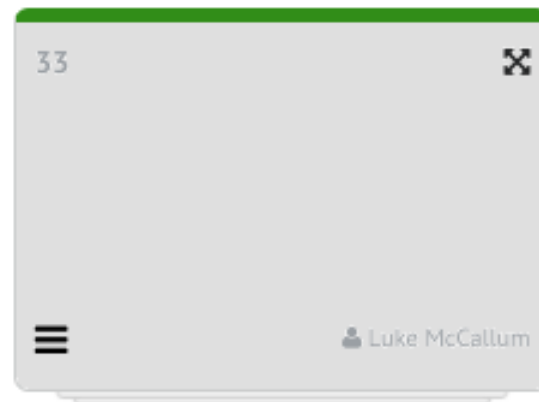
Drag and drop each suggestion to stack them then proceed to the next step to write your summaries and complete the review.

- Area of Good Practice
- Areas for Improvement
- Areas for Further Development

NEXT

RESET STACKS

AUTO STACK



Contacts

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Acknowledgement

Luke McCallum: Peer Review Portal screenshots