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A U S T R A L I A

Proposal for a peer review framework to support quality teaching at the University of Notre Dame

Prepared by the Learning and Teaching Office, on behalf of the
Learning and Teaching Committee, November 2019



Together, achieving excellence in learning and teaching.

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Executive Summary

The provision of an excellent standard of teaching, scholarship and research is central to the Objects of the University. This Peer Review Framework is designed to support and evidence quality teaching.

Australian universities are increasingly being asked by government and regulatory bodies to demonstrate the quality of their teaching (Gosling, 2014). Feedback from students has long been held as an appropriate measure to evaluate the quality of teaching. Indeed in Australia, feedback from students in the form of Quality Indicators for Learning and Teaching (QILT) is the only measure used nationwide and probably as a result, the outcome of the surveys has become a focus for many academics and leaders. It could even be argued that these results are privileged above all other measures of academic performance. While the student voice is important, it has shortcomings (see, for example, (Clayson, 2018; Uttl, White, & Gonzalez, 2017)). Moreover, privileging these evaluations raises their importance, yet it fails to recognise that the student learning experience is multi-faceted and cannot be evaluated by student evaluation tools alone. One method to redress the imbalance is to add the judgement of peers as a mechanism by which to determine the quality of learning and teaching practices. A combination of formative and summative snapshots that appraises teaching would provide not only a picture of teaching quality but has the mechanisms for providing feedback that can assist in improving teaching quality. It is for these reasons that peer review has been identified in the University Learning and Teaching Plan 2019 – 2021, which specifies peer review as a measure of excellence in teaching (explicitly in Key Objective 2.4).

Adopting a peer review framework is in keeping with good sector practice. It is the view of both the Higher Education Standards Panel (HESP) and Tertiary Education Quality Standards Authority (TEQSA) that peer review of teaching be undertaken by all higher education providers (Booth, et al., 2016) to measure and improve teaching practice. The domain that pertains to teaching (3.2), says that educators are required to have “skills in teaching, learning and assessment relevant to the needs of the student cohorts involved” (second paragraph). TEQSA (2017) suggests in its guidance note on academic quality assurance that the two essential prerequisites to quality assurance are some definition of quality, and then a judgement on how well that quality has been attained. The Australian University Teaching and Criteria and Standards framework (AUTCAS, n.d) assists the University and its educators to show evidence that the domain is being met. It was developed through a commission by the Australian Government’s Office for Learning and Teaching to create standards that would define quality teaching (the framework is can be found [here](#)). Notre Dame has adopted and modified AUTCAS to reflect the Objects of the University and act as a guide to quality teaching (The University of Notre Dame Quality Learning and Teaching Framework can be found [here](#)). This is in keeping with the views of the Chair of HESP in 2014, (cited in Booth et al., 2016, p. 194), who noted “it is the responsibility of the provider not the regulator” (p. 194) to undertake peer review of teaching. Most Australian universities in recognition of this have instituted some form of peer review of teaching scheme, which is generally voluntary, and not standards based. Scholarship clearly demonstrates that providing opportunities for peer review improves educational practice (Bell & Mladenovic, 2015; Blaisdell & Cox, 2004; Gosling, 2014; Hattie, 2012; Schuck et al., 2008).

In order to ensure educators are given opportunities to evidence and improve their practice, the Learning and Teaching Office (LTO) on behalf of the LTC designed a standards based tool for the peer review of face to face teaching by drawing on the University Quality Framework to capture the elements of good teaching practice. It was subsequently piloted with a small sample (n= 9) of volunteers across Fremantle and Sydney campuses. It was further ‘tested’ as part of the Sydney School of Education Peer Review Project in 2019 and as a result was further refined. In this process, we found that for peer review to work at its best, academics require ongoing support and are assisted by an underpinning theoretical framework that reduces the fear of review by moving into a conversation regarding implementation and practice which is keeping with other studies (Bell & Cooper, 2013). One important tool to support academics is the incorporation of theoretical framework that shifts the discourse of individual ‘review’ to one of shared responsibility for quality practices.

Therefore to assist staff, provide guidance and articulate a broad view of peer review we are proposing an overarching institutional framework that encompasses feedback from peers, experts and institutional and discipline standards and benchmarks. Underpinned by the theory of ‘conversation’, the Notre Dame Peer Review Framework will assist in building individual capacity as well as ensuring that Schools and the University are engaging in practices that are considered good practice by both internal and external stakeholders.

The overarching institutional framework for peer review reflects a continuum and is founded on four types of feedback (see Figure 1). It outlines the move from a focus on the individual who might want to informally consolidate their knowledge of learning and teaching practice to inviting careful scrutiny of learning and teaching operations by external stakeholders, expert in the design and delivery of curriculum. Nested within each of the four types of feedback are the goals of an individual/School and the related learning and teaching elements that can be reviewed to achieve the goal/s. The processes by which the outcomes are met are also identified for each type. For purpose, processes and outcomes, the elements linked to the type of feedback are considered the minimum and can be applied to all types of feedback beyond the levels indicated. For example, the individual whose goal it is to consolidate their teaching in the classroom would invite a peer to **informally observe** their face to face teaching. The subsequent **conversation would promote self-reflection** which as a result would **improve practice** and ultimately result in **improved student outcomes. Personal reflection** following observation could also be used in evidence for **learning and teaching awards** and **improved student outcomes**.

The four levels are:

1. Peer feedback

This type of feedback is voluntary and formative. The process is confidential negotiated between peers for the purpose of generating critical reflection on educational practice to improve student learning and develop staff capacity. The voluntary formative process of peer feedback negotiated between peers for the purpose of generating critical reflection on teaching practice and exploration of innovation.

2. Peer review

Peer review refers to a summative process generally conducted against specified standards that have the capacity to illuminate high quality examples of good practice. Increasingly such reviewers are experts 'with qualifications and standing in the higher education sector who are capable of assessing the worth and value of teaching resources and similar artefacts' (Philip, Lefoe, O'Reilly and Parrish, 2008, p. 766).

3. Expert peer review (internal or external) and Benchmarking

Peer review in this context is someone who is recognised as a (1) Content Expert: person with knowledge and skills in a discipline or cognate discipline area; and/or (2) Pedagogical Expert: person with expertise in higher education pedagogy.

The goal is to benchmark which is defined as '[a] structured, collaborative, learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality. Benchmarking can also be defined as a quality process to evaluate performance by comparing institutional practices to sector good practice.' ([TEQSA Guidance Note: External Referencing, April 2019](#)).

4. External referencing

'External referencing means a process through which a higher education provider compares an aspect of its operations with an external comparator(s) e.g. comparing the design of a course of study and/or student achievement of learning outcomes with that of a course from another provider ... A number of approaches and techniques can be used for external referencing, such as benchmarking, peer review and moderation.' ([TEQSA Guidance Note: External Referencing, April 2019](#))

To enable Schools and individual academics to engage in peer review a standards-based set of tools to facilitate peer review of teaching is proposed:

It is also proposed that a standards based set of tools to facilitate peer review of teaching be used that include:

1. Course outline (External Referencing of Standards, (EROS)); (Appendix B);
2. Face-to-face teaching (Appendix C);
3. Blackboard course sites (in late development, to be piloted by the LTO in 2020); and
4. Online learning (the LTO will be developing tools to assess this in 2020)

Peer Review Framework

University of Notre Dame Australia

Types of Feedback			
Peer Feedback Formative, voluntary & confidential between peers <i>Every semester, Annually</i>	Peer review Formal using content and/or pedagogical expert <i>Annually</i>	Expert Peer Review & Benchmarking Formal using internal or external content and/or pedagogical expert in higher education <i>Every three years</i>	External Referencing Professional Regulatory Authorities, formal using MOU with other institutions, mechanisms endorsed by sector <i>Every five years</i>
Purpose			
Personal reflection & improvement Program & course quality improvement Scholarship of L&T	Performance review Program & course quality assurance	Teaching awards Promotion Program/course review New Program/Course development External accreditation	Situate program & curriculum in the sector
What Can Be Peer Reviewed?			
<p>Curriculum including program descriptions, intended program & course learning outcomes</p> <p>Content</p> <p>Assessment the alignment with intended learning outcomes, development & marking of assessment tasks & marking rubrics, & judgements made about the quality of student work</p> <p>Course Outlines</p> <p>Teaching & Learning processes lectures, tutorials, workshops, simulations, learning activities, facilitation of student interactions and discussions, clinical, laboratory & fieldwork</p> <p>Learning Resources</p> <p>'Classroom' practice (any form of teaching)</p> <p>Feedback Literacies, opportunities for feedback, feedforward, evaluative judgement, (formative & summative)</p> <p>Supervision of higher degree research students</p>			
Processes			
Standardised tools Calibration Observation			Process Post Moderation
Outcomes			
Self improvement Team capacity building Improved student learning outcomes	Quality programs & teaching	Improved curriculum Improved student learning outcomes Individual advancement	Standards assured

Figure 1: The University of Notre Dame Peer Review Framework

Recommendations

Based on the results of the pilot, feedback from those using the tools (see Appendix A for the results of the pilot), and sector practice the following recommendations are made:

1. The University adopt the 'Peer Review Framework' underpinned by a conversational approach
2. Policy, Procedure and Guidelines be created by the Learning and Teaching Office in partnership with the Learning and Teaching Committee that position the Peer Review Framework as instrumental to creating expectations regarding the following:
 - Review of all facets of teaching including: course outlines, face to face teaching, and Blackboard course sites
 - Reviews should be integrated into the life cycle of program review
 - Schools should participate in external referencing during program review which might include through mechanisms endorsed by the sector
 - Peer review is a regular component of teaching practice
 - Peer review is standardisation through the use of institutional tools for each of the facets

Introduction

Peer Review of Teaching – What is it and how is it used?

Put simply, peer review is having a fellow educator observe and give feedback on aspects of a fellow educator's teaching practice. It should cover all facets of the educational experience, what happens in the classroom, the way the course is put together and the course's online presence (Thomas et al, 2014). It can be used for formative evaluation if the main aim is to improve teaching quality, or as a summative tool for performance review (Keig and Waggoner, 1994, Gosling, 2002). For completeness it also includes external review, something that can be mediated through the [Peer Review Portal](#) and benchmarking, for example with the [ACODE](#) tools.

Peer review of face-to-face teaching generally takes the form of a preliminary discussion between a pair of educators to set goals and calibrate expectations, which is followed by the review of teaching session or sessions. This is followed by a discussion session, which forms the basis of a reflection and possible action plan on the part of the reviewee. Teoh, Ming and Khan (2016) summarised 26 studies of peer review of teaching to find that feedback is most trusted when the observer is a teaching expert (author's note – not a subject expert, also see Bell and Mladenovic, 2008), and that a collegial culture is necessary for peer review to be effective in improving practice. In contrast, Teoh et al (2016) found it is distrusted and not as effective when used for performance reviews (also found by Wingrove et al, 2018).

Building Learning Partnerships with Professional Conversations

If peer review of face-to-face teaching is to be used to improve the quality of teaching, then the mechanism by which trust can be developed and how this occurs needs to be established. Tillema and Orland-Barak (2006) studied the professional conversations that occur specifically between academics who are supervising initial teacher education students, with a view to discovering what aspects led to co-construction of new knowledge by the participants. They found that participation in review activities supported by the framework of conversation leads to the emergence of a community of inquiry in which multiple connections are made beyond the shared experience of the group. This work was built upon by Earl and Timperley (2008) who found that the use of data and evidence by groups of professionals who had respectful relationships and inquiry habits of mind led to professional learning conversations that produced feedback that developed the expertise of the professionals involved. Helen Timperley (2015) has developed this further in a report for the Australian Institute for Teaching and School Leadership (AITSL) on the importance of professional conversations in developing great teaching and student learning. The report identified ways that professional conversations promoted real changes in teaching practice in the participants and improved student outcomes. Enablers for effective professional conversations include relationships of trust and a problem-solving culture, but they also require clear processes and resources that identify effective practice. Such processes and resources are outlined below.

Before embarking on peer review the groundwork by which to engage in peer review first has to be laid. Figure 2 outlines the steps in the process of peer review. As evidenced, it is essential that educators realise

that the 'onus is on the observer to learn by using the peer's teaching as a lens through which to reflect on their own teaching practices' (Engin, 2016, p. 378); i.e. it's not only about the person who is being 'observed

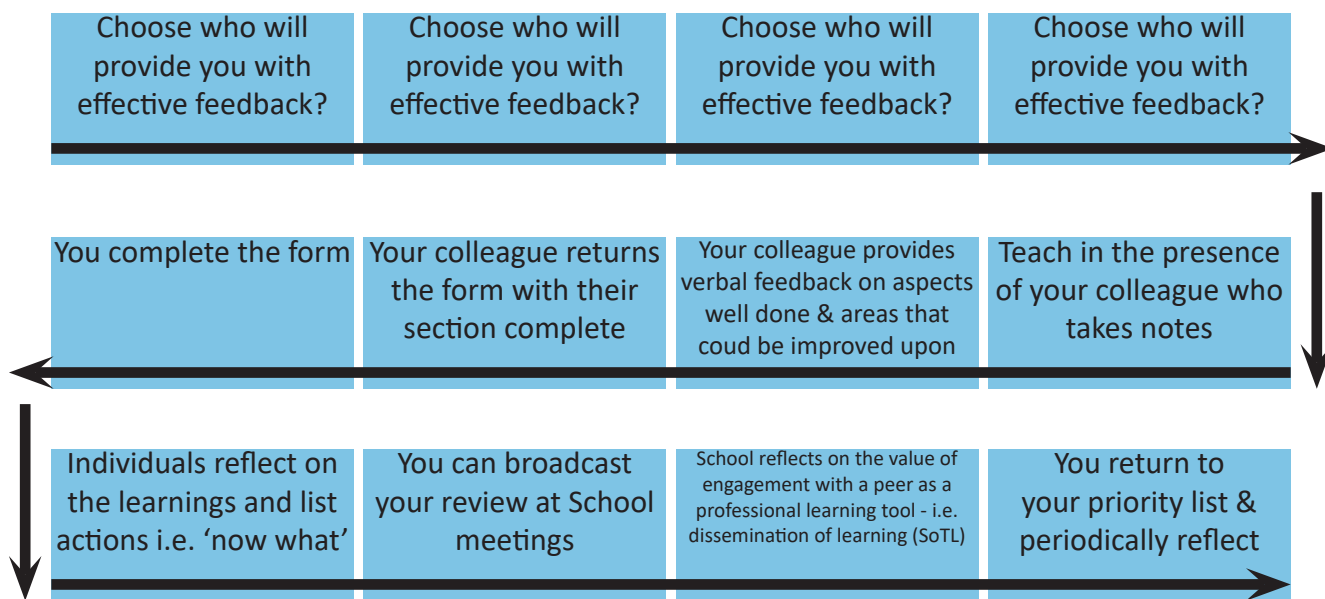


Figure 2. Process underpinned by the conversation approach which includes oral and written reflection and dissemination

/ reviewed'.

There are three dimensions that should be applied when using the conversational approach to giving

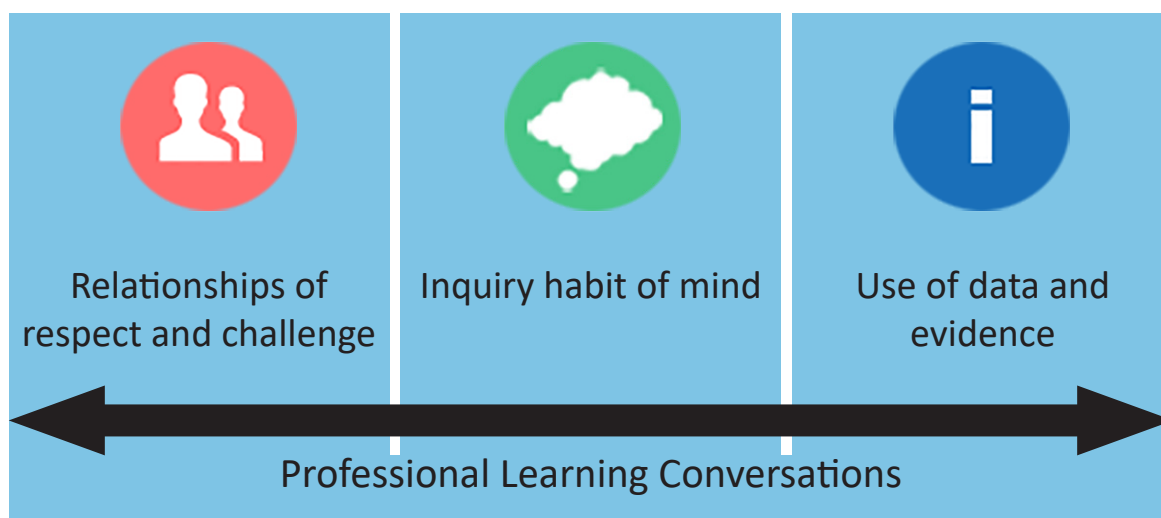


Figure 3. Conversational approach to giving feedback (Earl & Timperley as cited in Wilson, Bedford, & Readman, 2019)

feedback (see Figure 3).

Within each dimension are a set of guidelines for both the reviewee and reviewer. These are listed below:

1. Establishing a relationship of respect and challenge

The Reviewee:

- Sets parameters of review and areas of feedback.

The Reviewer:

- Promotes thoughtfulness by building in reflection opportunities by way of asking questions as part of review commentary
- Respectfully challenges ideas behind rationale for particular strategies
- Introduces alternative viewpoint/s
- Tackles troubling concepts
- Changes positions if data and evidence suggests it

2. Adopting an inquiry habit of mind

The Reviewer:

- Accepts that not all variables will be known
- Considers a range of possible reasons for decisions about strategies that have been made
- Is open to difference
- Seeks deep understanding
- Respects disciplinary context
- Provides feedback focused on improvement

3. Making use of data & evidence provided by the reviewee

The Reviewer:

- Considers what evidence did you use to make a judgement?
 - e.g. lesson plans, lecture notes, tutorial notes, resources such as readings, videos
- Recognises sound and unsound evidence
- Is mindful of student confidentiality
- Assists in identifying any gaps?

Proposed peer review tools

Course outlines

A well-recognised tool already exists for course review. The tool is a comprehensive guide to assessing the extent of constructive alignment of course objectives and intended learning outcomes with content and assessment items, and includes a requirement of student work samples as evidence. The tool is called the External Referencing of Standards tool (EROS) and the template was developed as part of the External Referencing of Standards Project, a collaboration between the RMIT, Curtin University, the University of Wollongong and the Queensland University of Technology (Sefcik et al, 2018) and is suggested by [TEQSA as a way to meet HES requirements](#). It now forms part of wider external referencing opportunities made available through the '[Peer Review Portal](#)'. Notre Dame received permission from the portal group to amend the tool to ensure it was a good fit with Notre Dame practices. While the tool was offered as part of a pilot project no educators volunteered to use it (see Appendix B). We can only speculate as to why this was the case, but it is probably a result that outlines are already reviewed regularly.

Face-to-face teaching

While a number of tools exist, given that Notre Dame has defined quality teaching as that which is evidenced in AUTCAS, the LTO designed a new peer feedback face-to-face teaching evaluation tool pro forma. The tool uses criteria 1 (design and planning of learning activities), 2 (teaching and supporting student learning), 3 (assessment) and 4 (developing effective environments, student support and guidance). Two to three descriptors for each criterion in the [Notre Dame Quality Learning and Teaching Framework](#) were adapted from the lecturer A and lecturer B standard descriptors. For each descriptor, the reviewee and the peer reviewer can reflect upon whether and to what degree that aspect of teaching was in evidence. If, after the review process, the reviewee feels that specific action needs to be taken to improve their teaching there is space in the pro forma to record that.

The pro forma tool was piloted in 2017. It was a four page document structured as a table with criteria taken in the same order as the Notre Dame Quality Learning and Teaching Framework aligned with columns for self-assessment, peer assessment and agreed actions. The criteria used were criteria 1 (design and planning of learning activities), 2 (teaching and supporting student learning), and 4 (developing effective environments, student support and guidance). Similar to a checklist it was suggested that the reviewer identify "AWD" (aspects well done) and "ATI" (aspects to improve) rather than comments. Feedback from the pilot showed that while participants welcomed the opportunity to be involved in peer review of their teaching practice and found that it spurred reflection, they found the tool to be difficult to use and not well structured. They also expressed anxiety that they would not have control over the process and that it might be used for performance reviews (a valid fear given this happened in some British institutions with the UK Professional Standards Framework, see Wingrove et al (2018) for examples of the chilling effect this can have on peer evaluation).

The feedback led to some further refinement of the tool. Amongst these was a need to reorganise the criteria into more logical sections. "Assessment practices", criterion 3 of the Notre Dame Quality Learning and Teaching framework, was added to the tool given that providing formative assessment and feedback to students is an essential part of face-to-face teaching. The revised tool is therefore a little longer than the pilot version but should be easier to navigate.

Subsequent to the pilot, in 2019 the LTO was asked by the Sydney School of Education to support a school-based peer review of face-to-face teaching project. The project involved permanent academics forming a triad (an academic in the School and a member of the LTO) and using the face-to-face teaching tool. This project helped to inform further improvements to the tool. It is fair to say that the initial wariness about peer review has given way to a greater spirit of collegiality and practice sharing. Academics in the School report that the revised tool makes a good scaffold to organise feedback and some educators are considering using it as evidence of good teaching practice for performance reviews because of the standards based format. However, it was also evident that face-to-face teaching is a very personal practice and a level of trust is required to give and receive meaningful feedback on it. The tool takes some of the

subjectivity out of peer review by providing a standards based framework as a basis for feedback.

Blackboard course sites

Online presence is not mandated in this institution, but student expectations, accessibility concerns and sector practice indicate that it should be considered part of standard teaching. While not part of the project, the LTO has responded to the new University Learning and Teaching Plan 2019-2022 that includes an objective to develop and support educators in Technology Enhanced Learning and other innovative learning and teaching practices (objective 2.5 of the Excellence in Teaching criterion) by creating an assessment tool for Blackboard course sites. To support academic staff in increasing their use of Blackboard in resourceful ways, the tool is designed to be used for self-assessment and, as it is structured like a rubric, contains guidance on how a course site may be improved. It is loosely based on the [Quality Matters](#) online learning rubric but tailored for Notre Dame. It is still under development and the LTO would like to pilot it in 2020. The tool will also allow educators to identify how to improve in particular areas, or to be able to ask to ask for targeted professional learning from the LTO. Evidence suggests (Birch and Burnett, 2009) that a staged approach to development, where academics build up resources gradually, is the most successful approach to continuing professional learning for academics in this space. This is also the experience of the LTO Learning Technologies Developers, who find that large changes are difficult for educators with a full workload to manage without a lot of support. Therefore an iterative approach to using the tool, where small

changes are identified and implemented in each teaching cycle, is recommended.

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Appendix A: Peer Review Pilot – Findings from the study

The Peer Review Pilot Project took place in 2017 with 20 academics. The pilot trialed a tool for peer review of face-to-face teaching developed by the LTO, and a sector standardised tool used for the peer review of course outlines. Purposefully no support materials were provided to participants before the study in order to allow the participants to drive the development of resources according to their needs.

Feedback from users of the tool was gathered in two ways. Users were asked to complete a survey of their experience with the tools as soon as they had completed the peer review. They were then allowed some months for reflection and in May 2019 participants were invited to join focus groups. The purpose of the focus groups was to gain a more nuanced understanding of the tools and the peer review experience, centering on the strengths and suggestions for further improvements. No participants reported using the course review tool.

From survey (n=9):

- 44% agreed that the tool was logical and well structured
- 55% of respondents found that the tool was intuitive, easy to use
- 77% agreed it was relevant to their teaching practice
- The tool was too broad for single sessions/"trying to do too many things"
- Most thought peer review was a useful exercise and a spur to reflection.

From the focus groups (n=7):

Three focus groups took place to accommodate the seven participants' wishes to keep the focus groups schools/area based: School of Health Sciences (four participants), School of Education (two participants) and the Study Centre (one participant, but speaking on behalf of a group of tutors who took part in the Pilot).. The participants reported that they had paired up for the review, visited each other's session and exchanged feedback. The Study Centre participant attended a number of sessions (for each participating tutor) while only some of them attended hers in return. A brief summary of the six key themes that contribute towards framing peer review at the University follows:

1. Self-reflection

It appears that most participants used the face-to-face tool in a general way, mixing and matching what they were interested in rather than following a step by step process. The participants commented on the value of self-reflection, although it appears that some of them reflected in an informal manner, not necessarily recording it in the tool. One School reported using self-reflection to select a teaching area they wanted the observer to provide feedback on with the view to improve. Another group found this exercise especially valuable as it gave them the opportunity to question their status quo ("are we stale?").

Overall participants appeared to report a positive view of the process as it gave them a chance to see that excellent lessons could come in a variety of forms. It also served as a catalyst to inventing new and better class activities, brought something they were not aware of doing to their attention, allowed them to challenge the "false comfort" of familiar practices and permitted them to start educational conversation.

2. Observing and being observed

Participants from school-teaching background (5 out of 7) felt considerably more conformable with the process due to participating regularly and routinely in observation and were surprised that the sector did not have the same requirements. However all remarked on the need for the observer to understand the context and that ideally there would be a list of colleagues from the same school available and willing to observe one's teaching. Another idea concerned a University-wide register of mentors who would be available to new academics.

One participant spoke of the importance of undertaking peer review within the School, reporting that sharing a context provided for an interesting and useful comparison and allowed for a follow-up group feedback session.

Most of the participants noted the need to feel comfortable inviting someone else to observe them. One mentioned the need to explain the difference between observing, mentoring and judging and to educate academics that peer review is not about being judged. Overall, every participant learned something from peer feedback and found it valuable.

3. Familiarity with the concept of peer review and AUTCAS

Participants had little familiarity with and some were confused about the term AUTCAS. They liked the selected focus areas, although would prefer the explanatory dot-points condensed. They would like to further customise the tool to best fit with the Notre Dame context.

4. Evidence of learning and teaching practices

Other participants also challenged the suitability of the TPI as the only measure of their teaching practice. They were of the view that student evaluation of teaching does not necessarily measure teaching effectiveness and noted that peer review could perhaps serve as another measure of good teaching. Indeed, one of the participants noted that she was very lucky to have taken part, as it helped her to prove her teaching skills to her dean after receiving lower TPI score for one of her courses while being a new academic on probation.

Two of the participants were under the impression that peer review forms a part of PeopleSoft performance review process.

The academic promotion process was also mentioned, particularly the fact that good teaching does not get recognised and rewarded as well as it should be.

5. Closing the feedback loop

Everybody raised the question of 'so what?'. They wanted to know how this peer review fits with the overall learning and teaching at Notre Dame. Some participants felt that the feedback loop was not closed as there was no follow up on the process. Others felt that the process should be formalised at the school and the University level.

6. Resources

Requests for resources had to do with the fit of the process in the overall scheme of things. One of the suggestions was to provide further explanations on how the process should work and the role of the observer in the process.

In summary, academics were not aware that a standards framework existed for teaching in higher education. There was a preference for observers from their own subject area. There was some concern over the intent of the activity. Reflection was not always written, sometimes it was just a conversation with colleagues, but still found to be useful. Again, redesign of the tool was indicated.

Appendix B – The EROS (External Referencing of Standards) tool

** NB This form has been developed as a template for external referencing opportunities. However it can also be used for internal peer feedback and /or review at the University of Notre Dame. Two questions have also been added to support the goals of the University.

Date:

Details of institution requesting the external referencing

Contact Name:	
College/Faculty and Institution:	
Discipline/Professional area:	
Area of expertise sought:	

Details of the institution undertaking the external referencing

Reviewer's Name:	
College/Faculty and Institution:	
Discipline/Professional area:	
Area of expertise:	

Unit and Course Details

Prepare one of these reports for each unit or capstone project reviewed

Unit (code, title and discipline area)	
Course (title)	

Statement of potential conflicts of interest

To be completed by the reviewer.

For example, being involved in collaborative teaching, research, or consultancy work with colleagues teaching in the units being reviewed.

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Note:

Course: A collection of units of study leading to an award or qualification. Also known as a program.

Unit: An individual unit of study. Also known as a subject or course.

Acknowledgement: This template was developed as part of the External Referencing of Standards Project (EROS Project), a collaboration between the RMIT, Curtin University, University of Wollongong and QUT.

<i>Notes for Reviewers</i>	<i>Notes for requesting institution</i>
<p>Preparing reports</p> <p>Within 3 weeks (or as otherwise agreed) of receiving the relevant information and materials, you are required to submit the attached completed report to the institution requesting the external referencing report.</p>	<p>Selection of units</p> <p>The unit selected for review should be from the final year or stage of the course and the assessment tasks put up for review should NOT be multi-stage ones - e.g. those that contain several integrated assessment tasks.</p>

Report structure and content

Please complete all of Part A: Sections 1 to 3 of the report. If there are additional comments or recommendations you wish to make, document these in Section 4 of the report.

Language of the report

In writing the report you should be aware that it may be discussed widely within departments and schools, and in forums that have a range of participants including students. This information may also be included in published materials.

The language used in the report should reflect:

- sensitivity to the peer review nature of the process and therefore may include commendations as well as suggested areas for change
- cognisance of a potentially wide audience for the report, for example accrediting bodies and institution level committees

General points

1. The institution being reviewed will own the copyright of all the materials produced in relation to the review.
2. You will assign all present and future rights relating to the reports and any other materials created in relation to your role as an External Reviewer to the institution being reviewed. You will also waive any rights including moral rights in connection with those materials.
3. The institution being reviewed will make reasonable endeavours to ensure the accurate reproduction of material and information provided by you; all other warranties and undertakings are excluded, including liability for direct or indirect loss to you.
4. You give consent to the institution being reviewed to publish any part of your report, electronically or in hard-copy, in internal or publicly accessible websites, reports and/or brochures.

General Points

An overall course or study plan structure, which positions the unit being reviewed (a curriculum map, showing the way the ULOs are mapped to the CLOS, is helpful if available)

List of Course Learning Outcomes (CLOs)

Specific CLOs relevant to the Unit being reviewed

For the selected unit

Unit outline

Unit Learning Outcomes (ULOs)

A schedule of learning for the unit

For the selected assessment task

Information provided to students setting out the assessment task requirements and/or questions

Weighting of the assessment

Assessment rubrics, marking guides, or criteria sheets.

Grading

Explanation of the grading scheme as it applies to the samples of student work and explanations of nomenclature.

Samples of student work

Please read Section 4 in the accompanying guide for information on how to select samples of student work

Samples of de-identified student work provided.

The report is divided into Part A and B:

Part A: For Reviewers to complete

Section 1: Course (CLOs) and Unit (ULO) Learning Outcomes

Section 2: Assessment

Section 3: Student Achievement Standards

Section 4: Calibration (pre-marking)

Section 5: Other matters you wish to raise

PART B: Response of the requesting institution to the external referencing report

PART A: Section 1 - Course (CLOs) and Unit (ULOs) Learning Outcomes

1. Are the Unit Learning Outcomes aligned with the relevant Course Learning Outcomes?

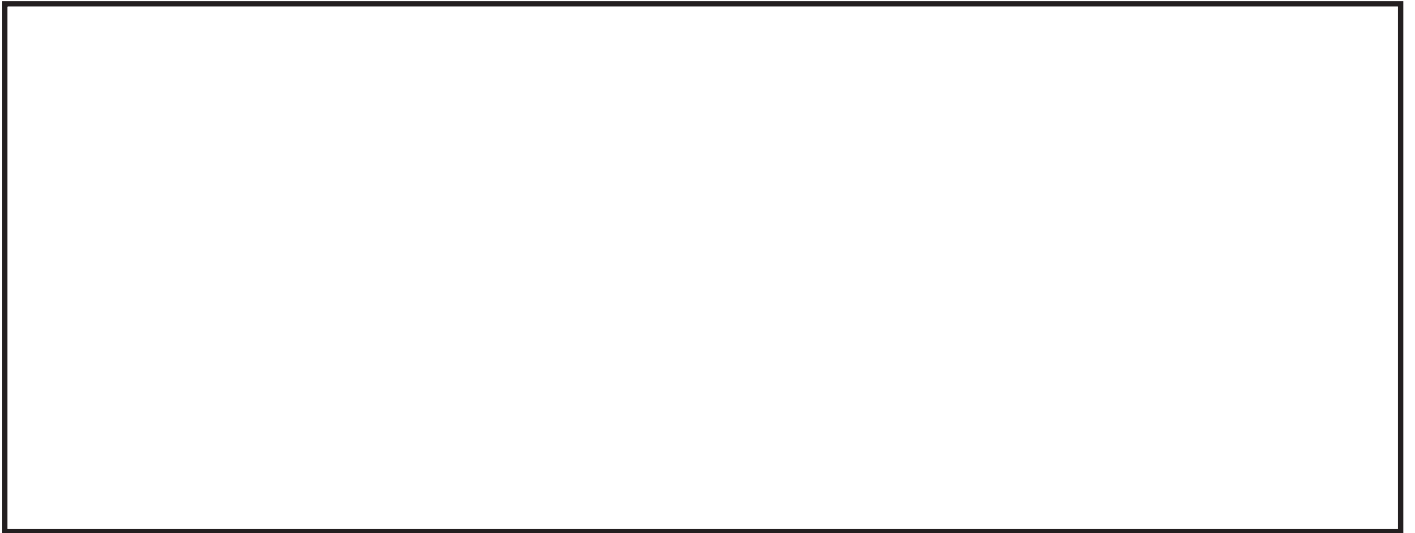
Yes	Yes, but	No, but	No

Note: responses should pertain to the course selected for external referencing and not other courses the unit may be taught in.

2. Are the Unit Learning Outcomes appropriate for a final stage Unit at this AQF qualification level?

Yes	Yes, but	No, but	No

Note: responses should pertain to the course selected for external referencing and not other courses the unit may be taught in.

A large, empty rectangular box with a black border, intended for a student to write their response to the note above.

PART A: Section 2 - Assessment

1. Does the assessment task enable students to demonstrate attainment of the relevant ULOs and relevant CLOs?

Yes	Yes, but	No, but	No

Comments/suggested changes

Note: responses should pertain to the course selected for external referencing and not other courses the unit may be taught in.

2. Is the description of the performance standards (e.g. the marking guide/marketing criteria/ assessment rubric/ annotated work samples) appropriate to the specified ULOs and relevant CLOs?)

Yes	Yes, but	No, but	No

Comments - suggested changes

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3. This question is for internal use at the University of Notre Dame, Australia only.

Does the detail in the unit outline fit with the University's Assessment Policy, Procedures and Guidelines?

Yes	Yes, but	No, but	No

Comments/suggested changes

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PART A - Section 3 - Calibration (pre-moderation)

1. Was a pre-moderation meeting of all markers held prior to marking of tasks by the group of markers?

Yes	Yes, but	No, but	No

Comments/suggested changes

2. Provide a summary of the decisions made at the meeting and attach the exemplars that demonstrate decisions around grade bands and examples of the feedback to be provided to the students.

3. Provide a summary of any information that was discussed that about the assessment that might improve the next iteration of the task (including the rubric).

A large, empty rectangular box with a black border, intended for the user to provide a summary of information discussed about the assessment that might improve the next iteration of the task.

PART A - Section 4 - Student Achievement Standards

1. Do you agree that the grades awarded reflect the level of student attainment?

Yes	Yes, but	No, but	No

Comments/suggested changes

Note: please refer to the grading scheme and descriptors provided for this institution and respond to each sample assessment. Please contain your comments to the grades awarded in the samples provided.

Sample A:

Sample B:

2. Based on your review, do you consider the methods of assessment are capable of confirming that all relevant specified CLOs and ULOs area achieved?

Yes

No

Comments/suggested changes

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PART A - Section 5 - Other matters you wish to raise

1. Are there other matters not covered in Parts 1, 2 and 3 above that you wish to draw to the attention of the course team?

Yes

No

Please provide brief details

--

External Referencing of Standards Report - Response

PART B: Section 1 Response of the requesting institution to the external referencing report.

(to be completed by the Course and Unit Coordinator)

Priorities for implementation from the review	What are the anticipated enhancements to the quality of the course and learning experience of students	Date for completion	Responsibility

Appendix C – the proposed Notre Dame Face-to-Face Teaching Peer Review Tool

Notre Dame Proforma for Peer Feedback/Review of f2f Teaching

This form could be used for either formative (peer observation) or summative (peer review), or both.

It covers any delivery/context type (ie consistent across all learning contexts).

The suggested method of using this form is that the reviewee completes a self-assessment of all items. Once completed, the reviewee can direct the reviewer to particular areas that they would like feedback for.

Type of review (lecture, tutorial etc.):

Date:

Reviewee:		Reviewer/s:	
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This template uses four of the teaching criteria from the [University of Notre Dame Quality Learning Framework](#)¹:

1. Design and planning of learning activities
2. Teaching and supporting student learning
3. Assessment and giving feedback to students on their learning
4. Developing effective learning environments, student support and guidance

The teaching criterion being assessed is indicated in brackets after each descriptor in the Area of Focus column.

Assessment Tool

Area of Focus	Comments - SELF	Comments - PEER
<p>Pedagogy</p> <ul style="list-style-type: none"> • Understanding of specific aspects of effective teaching & learning support methods (2) • Inclusive strategies (2) • Variety of activities, strategies, approaches (2) • Opportunities for critical thinking, problem solving & reflection (1) • Relationship to previous material made (2) 		

¹ The Framework is adapted from the Australia University Teaching & Criteria & Standards ([AUTCAS](#))

<p>Planning for Effective Learning</p> <ul style="list-style-type: none"> • Clear, coherent, and well structured (1) • Pace, & the time-management effective (2) • Strong content knowledge (1) • Tasks & their purpose clear (2) • Enthusiasm for the subject (2) • Resources/materials suitable (1) 		
<p>Student Engagement</p> <ul style="list-style-type: none"> • Objects of the University evident • Discussion inclusive of all students (2) • Participation encouraged (2) • Collaborative learning opportunities (2) • Handling of questions, disruptions (2) • Projects accessibility, availability to answer questions after the session (4) 		
<p>Student Learning</p> <ul style="list-style-type: none"> • Formative assessment opportunities – educator checks student understanding (3) • Self-directed learning opportunities (2) • Feedback opportunities – educator communicates with student about their progress (3) • Feedback is constructive – educator indicates to student what steps they need to take to improve/move forward (4) • Opportunities for developing learners’ mastery, confidence and self-efficacy (4) 		

<p>Learning Technologies</p> <ul style="list-style-type: none"> • Opportunities for development of students' digital literacies (1) 		
<p>Other</p>		

Summary Peer Assessment

Reflection

Action Plan

What will change	Why it needs to change	How it will change	By when	What was the outcome? (i.e. what did I learn?)

Glossary of Terms

Benchmarking	<p>'A structured, collaborative, learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality. Benchmarking can also be defined as a quality process to evaluate performance by comparing institutional practices to sector good practice.'</p> <p>(TEQSA Guidance Note: External Referencing, April 2019: https://www.teqsa.gov.au/latest-news/publications/guidance-note-external-referencing-including-benchmarking)</p>
Calibration	<p>Calibration means an internalisation of standards belonging to the team or learning community and an ability to apply those standards consistently when assessing student work (Sadler, 2009).</p> <p>Notre Dame: Procedure: Assessment in Higher Education Coursework and Enabling Courses (Proposed)</p>
Consensus moderation	<p>'Consensus moderation is commonly used for extended complex assessment responses when course enrolments are large, and when a course is taught on different campuses or in different modes.' ... Qualitative judgements about these works are not reducible to rules that non-experts can apply (Sadler, 1989).</p> <p>Consensus moderation starts with a sample of student responses drawn from the course pool. Working independently, all assessors mark all responses in the sample. For each, they record their provisional judgement and their reasons for it. Markers then convene as a group, individually present their decisions and rationales, and deliberate them until consensus is reached. Abercrombie's (1969) research demonstrated the advantage of markers recording provisional marks and reasons prior to discussion over simply forming general impressions about individual works. Creating physical records formalises commitment to the decisions so that they can function as concrete data for reaching consensus on marking. Formalisation also has a positive influence on group dynamics, making it less likely for one assessor to dominate discussion. After discussion, assessors mark their allocated batches' (Sadler, 2013, pp. 7 - 8).</p>
External Referencing	<p>'External referencing means a process through which a higher education provider compares an aspect of its operations with an external comparator(s) e.g. comparing the design of a course of study and/or student achievement of learning outcomes with that of a course from another provider. A number of approaches and techniques can be used for external referencing, such as benchmarking, peer review and moderation.'</p> <p>(TEQSA Guidance Note: External Referencing, April 2019: https://www.teqsa.gov.au/latest-news/publications/guidance-note-external-referencing-including-benchmarking)</p>
Moderation of assessment	<p>'Moderation of assessment in higher education refers to quality assurance processes and activities such as peer review that aim to assure: consistency or comparability, appropriateness, and fairness of assessment judgments; and the validity and reliability of assessment tasks, criteria and standards.' Notre Dame, Policy: Assessment in Coursework Units</p> <p>Moderation (of assessment) – 'the process of establishing comparability of standards, reached through consensus, between assessors to ensure the validity, reliability and practicality of assessment and consistency of grading.'</p> <p>https://www.flinders.edu.au/flinders/ppmanual/student/assessment-policy.cfm</p>

Peer	A person considered to be on a similar level or an industry partner with similar level of knowledge and expertise
Peer review	Peer review refers to a summative process generally conducted against specified standards that have the capacity to illuminate high quality examples of best practice. Increasingly such reviewers are experts 'with qualifications and standing in the higher education sector who are capable of assessing the worth and value of teaching resources and similar artefacts' (Philip, Lefoe, O'Reilly and Parrish, 2008, p. 766). This conference paper was originally published as Philip, R, Lefoe, G, O'Reilly, M & Parrish, D. A Peer Review Model for the ALTC Exchange: The Landscape of Shared Learning and Teaching Resources, Hello! Where are you in the landscape of educational technology? In R. Atkinson & C. McBeath (Eds.), Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education (pp. 766-775). Melbourne, Australia: Deakin University. ascilite 2008, 30 November-3 December 2008.
Rubric	A grading matrix/table detailing the assessment criteria for an assessment exercise and the required performance standards against each criterion to achieve a particular grade.
Standard	'A definite degree of academic achievement established by authority, custom, or consensus and used as a fixed reference point for reporting a student's level of attainment' (Sadler, 2013, p. 13)