



**PEER  
REVIEW  
PORTAL**



Bachelor of Your Course/Your Subject Title Here

Assessment: Inputs/outputs

Course / Discipline Area

## Reviewers

Peter Discipline

Head of School

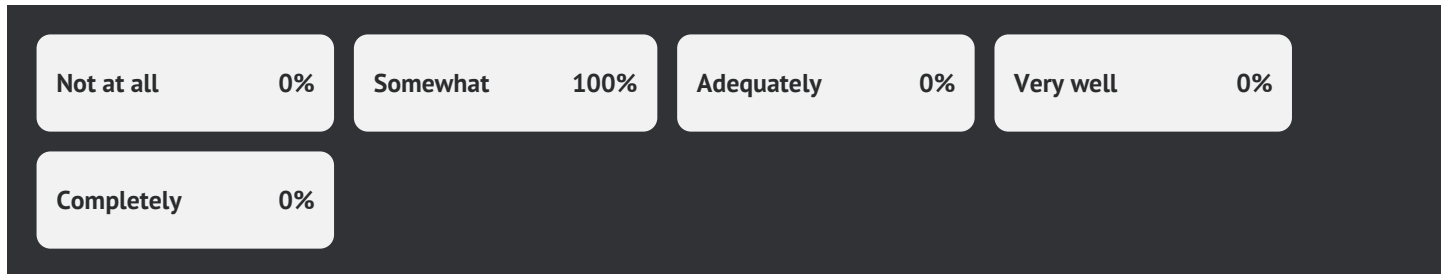
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THE CONFIDENTIALITY OF BOTH REVIEWER AND REVIEWEE**

## Measure: 5 Scale

### Questions

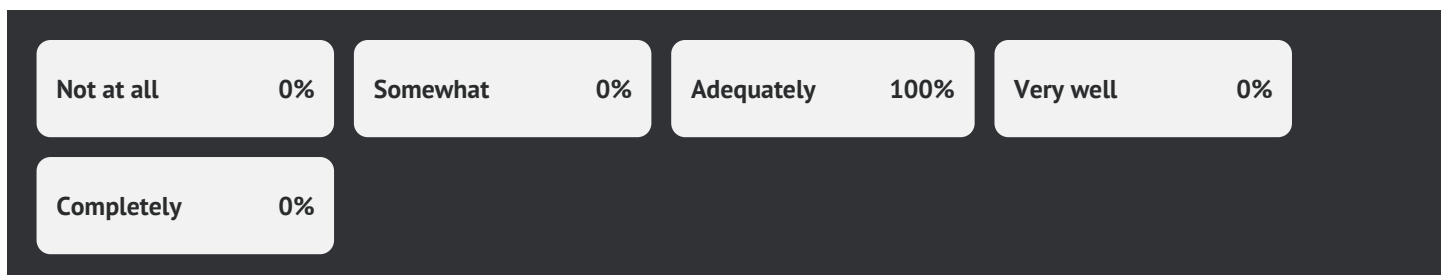
SECTION A: YOUR FEEDBACK ON THE SUBJECT OUTLINE In reviewing the subject outline/learning guide: To what extent does the curriculum for this subject cover all that a final year undergraduate subject on this topic should cover?



**This example contains a description of information that would be included in this section. Information has been removed to maintain confidentiality.**

This comment section included reflection on expected content based on the title of subject. It commented on included contextual elements related to the institutional footprint compared to other universities in Australia. Discussion also referred to use of relevant methodologies for this subject and discipline area.

To what extent does the subject outline/learning guide explain clearly (preferably with examples) the requirements for achieving at various grade levels (e.g. what is required to achieve a credit, distinction etc.)



The rubrics for the two assignments are broad-ranging and complete however, let me make some observations that may be of assistance.

1. Nearly every box uses the word 'demonstrates'. I think the word is over-used. It is naturally followed by appropriate adverbs but why not seek to find words more appropriate for the

differentiation between HD and F. Perhaps; take 'demonstrated' as a given and have simply use 'exceptional' for HD and 'no evidence' for F.

2. I feel that the rubric would be more useful to markers if the 'criteria' contained the the detail and full description and the relevant rubric boxes simply the 'variation', to clutter with a cut and paste of the criteria and to even 'add' criteria seems odd. As it is, its hard to tease out the differentiation from the excessive number of words.

3. To me it would improve the usefulness of the rubrics to tie the 'objectives', 'content', 'assessment criteria' altogether by quoting the relevant professional standards. The accrediting body will be at pains to demand this I am sure.

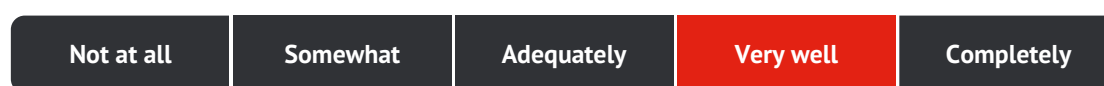
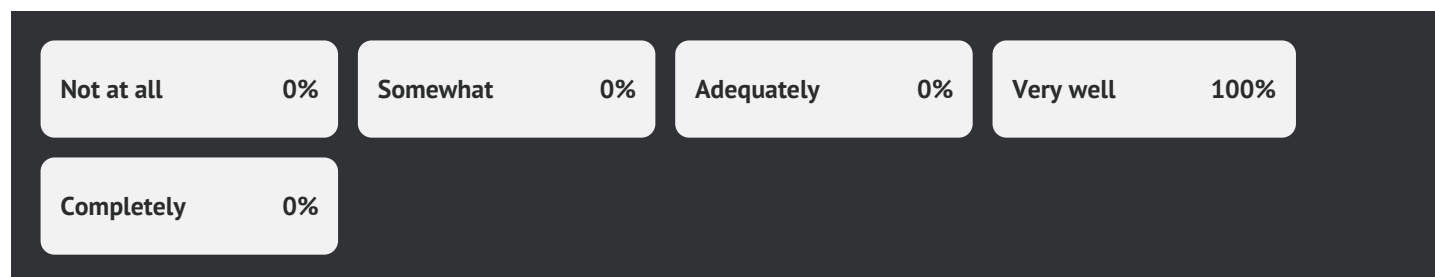
## What, briefly, are the best aspects of the unit outline/learning guide?

The assessments are great! The creativity in the item 1, asking the students to respond to the scenario is wonderful, very relevant and realistic. Also the requirement to develop 10 Power Point Slides is a most relevant exercise that really should connect theory and practice. In item 2 the exercise is tailored to the context and is perfectly matched to the requirements of the subject. It draws together the whole range of theory and requires a logical coherent application to the reality of a typical professional context.

## Do you have any suggestions for further enhancing the unit outline/learning guide?

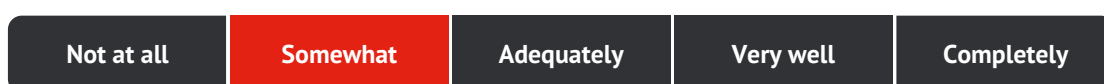
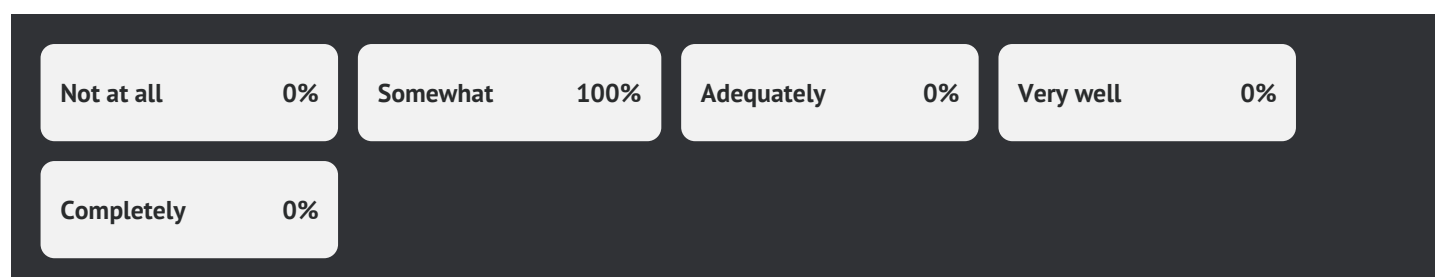
1. The outline over-emphasizes the one important area at the expense of the other important areas. Change the balance.
2. There is a lack of detail on the application of appropriate professional methods for seeking to see desired outcomes.
3. Unpacking the the problem solving scenario that results in the application of specific methodologies and not others would be good.
4. Some of the readings a little old, 2003, I would try to keep the material newer than 2012. 2012 seems to be the newest, which is odd.
5. On page xxx under 'What is your subject about? A brief overview', second para., there is a sentence - 'xxxxxx.' This sentence makes no sense to me, there is no punctuation either that may have helped my understanding. I suspect it is need of a closer edit.
6. It seems that this subject relates to 'a core principle of this discipline', in fact this is the most obvious response to the subject area implied in the subject title. It should have a more obvious place.
7. The learning outcomes); first of all 'social issues' is an ambiguous phrase. I guess it implies 'negative issues' but that is not clear. Also, how does this subject demonstrate that the students have 'recognized' the social issues. How can this recognition be measured? Also the phrases 'recognize and respond' in the third outcome; I think this one is hard to measure too. I would argue that its easier to use specific professional standards to couch the wording of the learning outcomes, then they can be aligned with content and assessments more measurably.

To what extent does the unit outline/learning guide explain how the assessment tasks relate to the overall graduate outcomes of the degree program? Please list up to three specific suggestions for improvement



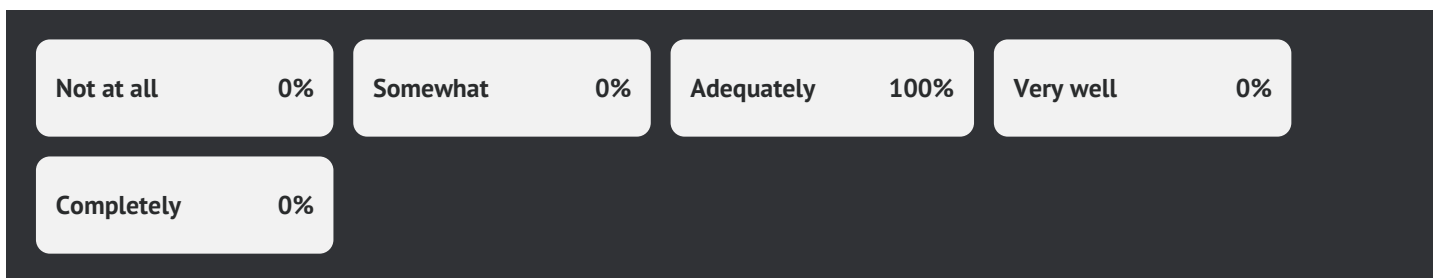
The Bachelor of *Your Course* Learning Outcomes are well represented by the assessment tasks in this subject, in particular 2, 3, 4, 5 and 7.

SECTION B: YOUR FEEDBACK ON ASSESSMENT TASKS To what extent are the assessment tasks suitable for the specified learning outcomes? Please list up to three reasons for making this rating.



As I said earlier, I feel the 'Learning outcomes' need to be reworked, so this question is rather hypothetical. I would like to see more congruence between the marking rubric and the learning outcomes and the professional standards.

SECTION C: YOUR FEEDBACK ON THE GRADING GUIDELINES In reflecting on the assessment grading guidelines provided for the samples of student work that you are reviewing: To what extent is it clear how student work will be awarded grades at different levels.



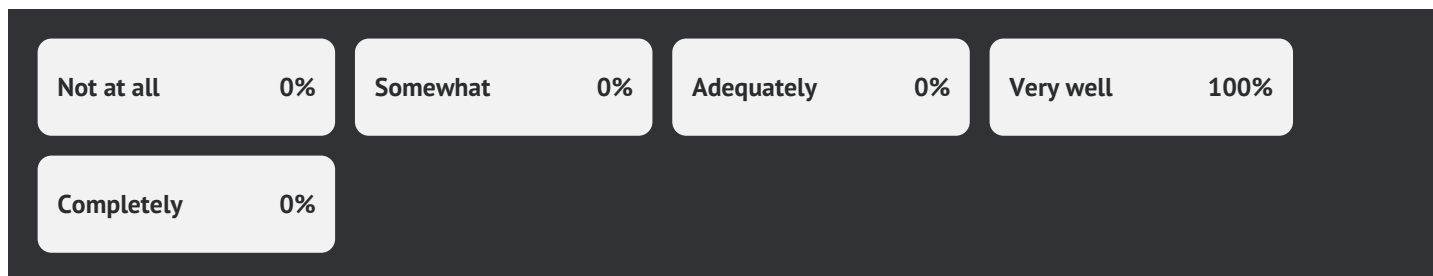
First point of interest, all four samples provided were for Task 2, so no comments can be made on Task 1 which is a shame.

The question here is a little ambiguous perhaps. Is the question, a. how useful is the rubric for assessing these assignments? Or perhaps is the question, b. focusing on the guidance notes for the students in the question, are these guidelines adequate for the task? So let me reflect on both questions in order:

a. It would help to have a ratio alongside each criteria, for example the first one I would say should be 60%, second and third 15% each then the last one 10%.

b. I would argue that the task description is very clear. Perhaps I would suggest it could be condensed to give the students more room for creativity, spontaneity and individuality. I found it rather prescriptive and a tendency to assume a lower capacity of student rather than expecting the best.

To what extent are the grading criteria at an appropriate level for a final year undergraduate subject of study in this field of education? Please give specific suggestions for improvement where appropriate.



I think the language works but I have already made comment on the rubrics earlier.

SECTION D: YOUR OVERALL FEEDBACK ON THIS PROCESS Please provide brief feedback on this peer review process as a collegial way to monitor and assure standards in common units of study between different institutions. What, briefly, are the best aspects

1. The online portal is a most excellent tool, permitting confidentiality, conformity and safe timely submission of feedback.
2. The Peer Review Portal Demonstration: How to use the Portal? was excellent, invaluable.

Which aspects of this peer review process do you think we could improve and how might this be achieved?

It was wonderful to be asked to participate, thank you so much for the opportunity. However, my initial experience was not ideal! According to the administrator here at my institution I was the first one to use the portal, though many of my colleagues had done peer reviews of subject outlines, old school, for years. So as a new user I found the 'support' lacking in the beginning. My first foray into the portal found question 1/17 and I had to complete it to see the succeeding questions! This was silly, so I pushed back and asked for a copy of all the questions; the answer came back, no sorry not available! The a couple of weeks in to the review process, I got an email that that led me to a print out after all!! At the same time I found the PowerPoint - how to use the portal. So in the end all was much clearer and in the end I worked through the questions fine, I think.

Now some feedback on the questions:

1. As I have indicated above there was some ambiguous repetition of questions
2. Considering the subject I reviewed was part of a program professional accreditation requirements award, there was no reference to how well the professional standards had been applied, in fact, neither the outline nor the questions on the outline mentioned the Australian professional standards once, a grave oversight, arguably for any Australian award?
3. It would be good to have some questions specifically on the 'content' and the 'relevance of the references'.

## Assessment Tasks

- Assessment item 2 task

- Your Subject\_1

Original grade/mark: 25

Grade/Mark: Low Credit

Comment: Part A was landscape, which I like, but was largely unstructured cut and paste with no referencing and little in the way of rationale or coherence. The reference list was not correct APA 6th and was too reliant on websites. Part B. The Introduction was largely a recapture of the question with little original. The writer did not wrestle with why the scenario was relevant to the subject. I felt there was little grasp of the nature of the subject purpose other than the fact that one small area of theory was supported. Yes this piece answered the question but in a very bland way.

Grade/Mark: Low Credit

Comment: Part A was landscape, which I like, but was largely unstructured cut and paste with no referencing and little in the way of rationale or coherence. The reference list was not correct APA 6th and was too reliant on websites. Part B. The Introduction was largely a recapture of the question with little original. The writer did not wrestle with why the scenario was relevant to the subject. I felt there was little grasp of the nature of the subject purpose other than the fact that one small area of theory was supported. Yes this piece answered the question but in a very bland way.

- Your Subject\_2

Original grade/mark: 36

Grade/Mark: Distinction

Comment: Part A This was well done, it was argued and coherent but lacked adequate referencing. Part B Very well argued and showed clear understanding of the needs of the given scenario. The strategies were all relevant and clearly explained. The reference list was quite good as APA6th but at times the full reference was missing.

Grade/Mark: Distinction

Comment: Part A This was well done, it was argued and coherent but lacked adequate referencing. Part B Very well argued and showed clear understanding of the needs of the given scenario. The strategies were all relevant and clearly explained. The reference list was quite good as APA6th but at times the full reference was missing.

- o Your Subject\_3

Original grade/mark: 41

Grade/Mark: Upper Distinction (but not an HD)

Comment: Part A The strategies and approaches were enunciated clearly and well referenced, most professional and thorough. Part B Wonderful introduction and concise. A telling phrase on page 4, para 2, 'xxx quote from the supplied assignment xxx' This demonstrated a very obvious great understanding of the issues here. On page 5, the clear understanding of the professional strategy and its relationship with subject area was excellent. Page 6 the elaboration of professional methodology was excellent. The references were most extensive and presented very well in APA6th.

Grade/Mark: Upper Distinction (but not an HD)

Comment: Part A The strategies and approaches were enunciated clearly and well referenced, most professional and thorough. Part B Wonderful introduction and concise. A telling phrase on page 4, para 2, 'xxx quote from the supplied assignment xxx' This demonstrated a very obvious great understanding of the issues here. On page 5, the clear understanding of the professional strategy and its relationship with subject area was excellent. Page 6 the elaboration of professional methodology was excellent. The references were most extensive and presented very well in APA6th.

- o Your Subject\_4

Original grade/mark: 45

Grade/Mark: Low High Distinction

Comment: Part A Very well argued, referenced and constructed. Great content, Theory1, Method1, Method2 and an excellent representation on Application. Part B Clear rationale and philosophy comes through very well written. References very comprehensive and well presented in APA6th.

Grade/Mark: Low High Distinction

Comment: Part A Very well argued, referenced and constructed. Great content, Theory1, Method1, Method2 and an excellent representation on Application. Part B Clear rationale and philosophy comes through very well written. References very comprehensive and well presented in APA6th.