



Office of the Pro Vice-Chancellor (Education)

Summative Peer Review of Teaching Guidelines

February 2020

Contents

Purpose and objectives of Summative Peer Review of Teaching at UNSW	4
Theoretical position	4
Principles of quality teaching	4
Model and approach	4
Who is required to participate in Summative Peer Review of Teaching?	4
What can be reviewed?	4
Frequency of reviews	5
Peer reviewers	5
Selection and training of peer reviewers	5
Professional staff members.....	6
Role of peer reviewers	6
Allocation of peer reviewers	7
Conflict of interest	7
List of approved peer reviewers	8
Dimensions of Teaching	8
Introduction	8
Choosing Dimensions of Teaching.....	8
The Summative Peer Review of Teaching process	9
Introduction	9
Registration.....	9
Allocation.....	9
Confirmation.....	10
Pre-Observation meeting.....	10
Observation.....	11
Face-to-face and synchronous online teaching	11
Asynchronous teaching.....	11
Reports and rejoinders	11
Summative Peer Review Reports	11
Rejoinder	12
Reflections on Summative Peer Review Reports	12
Provision of reports and rejoinders to panels	12
Arising issues and concerns.....	13
Exemption from Summative Peer Review of Teaching	14
Conditions for exemptions.....	14

Applying for exemption.....	14
Authority to grant exemption	14
Second reviewer exemptions.....	14
Conditions for second reviewer exemptions	14
Applying for second reviewer exemption.....	15
Authority to grant second reviewer exemption.....	15
Information and support	15
Summative Peer Review of Teaching website	15
Information Sessions	16
Contact details.....	16

Purpose and objectives of Summative Peer Review of Teaching at UNSW

The Summative Peer Review of Teaching program demonstrates UNSW's commitment to quality teaching. By requiring engagement in Summative Peer Review of Teaching for recognition and reward initiatives, such as academic promotion and UNSW teaching awards, UNSW raises the status of teaching in academics' career progression. Summative Peer Review of Teaching evidences the quality of academics' teaching practice through peer reviewer reports, which complement other forms of evidence, such as student evaluations and evidence from formative peer review.

Importantly, the introduction of the Summative Peer Review of Teaching program sends a clear message to both internal and external stakeholders that UNSW considers the quality of teaching a priority. Peer review can assist in both raising the status of teaching among academic staff as well as displaying a demonstrated commitment to the development of teaching to external stakeholders such as prospective students, and audit and accreditation bodies. (Harris, Devlin, James, 2008, p. 15-16)

Theoretical position

To be developed in response to the review of Dimensions of Teaching

Principles of quality teaching

To be developed in response to the review of Dimensions of Teaching

Model and approach

Who is required to participate in Summative Peer Review of Teaching?

Summative Peer Review of Teaching is mandated for all academic promotions and for UNSW Awards for Teaching (Excellent Teachers). Academic staff applying for either academic promotion or a UNSW Award for Teaching are required to take part in Summative Peer Review of Teaching, which will allow them to provide direct evidence of their teaching practice to their respective committees. Peer Review Reports form part of the evidence of effectiveness of teaching practice.

Summative Peer Review of Teaching is not required for any other purpose. If Summative Peer Review of Teaching is sought for any purpose other than evidence of teaching practice for academic promotion or a UNSW Award for Teaching, applicants must first discuss with the Office of the PVCE whether their request can be accommodated. Such requests may be refused depending on the nature of the request and/or the capacity of the system to accommodate additional reviews.

What can be reviewed?

Typically, teaching takes place in lectures, tutorials, workshops, labs, studio teaching and guest lectures. However, teaching is not limited to face-to-face classes and also includes synchronous online teaching (e.g. webinars) and asynchronous online teaching.

For the purposes of Summative Peer Review of Teaching, teaching is defined as broadly as possible. It includes any formal interaction with students which leads to their active engagement in learning and can be reviewed against at least 6 Dimensions of Teaching within your educational practice.

Summative Peer Review of Teaching is framed around nine Dimensions of Teaching: eight of these Dimensions are predetermined, the ninth dimension can be defined by the applicant.

- [Dimensions of Teaching for face-to-face and synchronous online teaching](#)
- [Dimensions of Teaching for asynchronous online teaching](#)

To clarify whether a session or activity qualifies as teaching and is eligible for review, please contact peer.review@unsw.edu.au.

Frequency of reviews

Summative Peer Review Reports are valid for 24 months. Reports from your most recent review can be submitted for both academic promotion and UNSW teaching awards. Note: only the most current reports are permissible.

Irrespective of the validity of the Summative Peer Review of Teaching Reports, academic staff members can be reviewed every 12 months. The online system will allow registration 11 months after the last review.

Peer reviewers

Selection and training of peer reviewers

All reviewers are UNSW academic staff members Level C (Senior Lecturer) or above.

They have been selected for their expertise in Learning & Teaching in Higher Education as evidenced by their:

- Scientia Education Academy Fellowship
- HEA Senior Fellowship
- Postgraduate Certificate or higher qualification in Learning and Teaching
- UNSW or national teaching grants
- UNSW or national teaching awards
- Fellowship at a national or international university related to Learning and Teaching
- Publication record in Learning and Teaching evidenced by
 - Active membership of an editorial board of a journal focussed on Learning and Teaching in Higher Education
 - Editor of an academic journal focussed on Learning and Teaching in Higher Education
 - Published journal articles on Scholarship of Learning and Teaching in Higher Education
- Leadership position within the area of Learning & Teaching at UNSW

Nominees are suggested by their respective Associate Dean (Education) and approved by a panel consisting of the Pro Vice-Chancellor (Education), an Associate Dean (Education) and an experienced reviewer.

To be eligible to review, they must have completed Summative Peer Reviewer training to meet the requirements of the role.

Potential reviewers are sent a link to register for training workshop. Workshops are offered every second month throughout the year.

Once reviewers have completed the training workshop, they will be added as reviewers in the Summative Peer Review of Teaching online system as reviewers and to the List of Approved

Reviewers page on the [Summative Peer Review of Teaching](https://teaching.unsw.edu.au/summative-peer-review) website (<https://teaching.unsw.edu.au/summative-peer-review>).

Professional staff members

Professional (non-academic) staff members are not eligible to act as Summative Peer Reviewers unless UNSW has conferred the title of an Adjunct Academic on them. In addition, they must be able to evidence their expertise in Learning & Teaching in Higher Education by their:

- HEA Senior Fellowship
- Postgraduate Certificate or higher qualification in Learning and Teaching
- UNSW or national teaching grants
- UNSW or national teaching awards
- Fellowship at a national or international university related to Learning and Teaching
- Publication record in Learning and Teaching evidenced by
 - Active membership of an editorial board of a journal focussed on Learning and Teaching in Higher Education
 - Editor of an academic journal focussed on Learning and Teaching in Higher Education
 - Published journal articles on Scholarship of Learning and Teaching in Higher Education
- Leadership position within the area of Learning and Teaching at UNSW

Nominees are suggested by their respective Associate Dean (Education) and approved by a panel consisting of the Pro Vice-Chancellor (Education), an Associate Dean (Education) and an experienced reviewer.

To be eligible to review, they must have completed Summative Peer Reviewer training to meet the requirements of the role.

Potential reviewers are sent a link to register for training workshop. Workshops are offered every second month throughout the year.

Once reviewers have completed the training workshop, they will be added as reviewers in the Summative Peer Review of Teaching online system as reviewers and to the List of Approved Reviewers page on the [Summative Peer Review of Teaching](https://teaching.unsw.edu.au/summative-peer-review) website (<https://teaching.unsw.edu.au/summative-peer-review>).

Role of peer reviewers

The role of the Summative Peer Reviewer is to observe reviewees' teaching and report their observations against Dimensions of Teaching identified by the applicant.

The two allocated reviewers meet with the applicant for a pre-observation meeting to discuss the review and clarify any questions they may have. Pre-observation meetings are typically 30 minutes long. Ideally, pre-observation meetings are conducted face-to-face with the applicant and both reviewers present. Alternatively, the meeting can be conducted via phone conferencing, Skype, Zoom etc. If it is not possible for both reviewers to attend the pre-observation meeting, the applicant can meet with the reviewers individually.

During the teaching observation, the reviewers take notes, which form the basis of their Summative Peer Review Reports.

The reviewers submit their report via the [online Summative Peer Review of Teaching portal](#) within two weeks of the review. Once checked and de-identified by the Office of the PVCE, the reports are made available to the applicant and the relevant teaching award or promotions panel.

Summative Peer Review of Teaching reviewers are expected to:

- Engage in 3-6 reviews per academic year;
- Respond to invitation emails by either accepting or declining the invitation as soon as possible;
- Notify peer.review@unsw.edu.au of any potential conflict of interest;
- Inform peer.review@unsw.edu.au as soon as possible if they are no longer available to conduct a review they have accepted;
- Attend a pre-observation meeting for every review they have accepted;
- Conduct the summative review in a professional manner and in accordance with the guidelines;
- Report their observations against the Dimensions of Teaching specified by the reviewee.
- All reports must be submitted via the Summative Peer Review of Teaching portal within 2 weeks after the observation.

Allocation of peer reviewers

Reviewers are automatically suggested by the Summative Peer Review of Teaching online system based on their:

- Faculty and school affiliation (reviewers can be from the same faculty, but not the same school);
- Academic level (reviewers must be of the same academic level as the reviewee or above);
- Availability as set in the Outlook Calendar.

Having met the three above stated criteria, invitations are triggered by relevant staff from the Office of the PVCE.

The following exception can be brought to apply:

- If two reviewers of equal academic level or above cannot be found in time for the last available date option, reviewers from an academic level lower than the reviewee can be approached.
- If two reviewers have not been found 1 week before the last available date option, potential reviewers may be approached via email. This means that several reviewers can be approached simultaneously increasing the likelihood of finding two reviewers in time for the reviewee's last date option.

Conflict of interest

All reviewers are subject to UNSW's Conflict of Interest Policy and UNSW Code of Conduct.

A peer reviewer may by chance be allocated a colleague with whom they have a close professional or personal relationship. In this case, reviewers are required to inform peer.review@unsw.edu.au of any potential conflict of interest with either the reviewee or the other reviewer.

The final decision regarding whether a circumstance constitutes a conflict of interest lies with the PVCE.

All reports of potential conflicts of interest will be managed confidentially.

List of approved peer reviewers

A list of approved reviewers is maintained on the [Summative Peer Review of Teaching](https://teaching.unsw.edu.au/summative-peer-review) website (<https://teaching.unsw.edu.au/summative-peer-review>). All trained reviewers are listed on this webpage.

Dimensions of Teaching

Introduction

The Summative Peer Review of Teaching program applies across all academic levels and disciplines. To ensure consistency and comparability while at the same time allowing for flexibility, teaching is reviewed against a set of Dimensions of Teaching. These Dimensions of Teaching were originally developed as part of the Office for Learning and Teaching (OLT) funded “Peer Review of Teaching for Promotion Purposes” project (Crisp et al., 2009). However, Dimensions of Teaching may be amended, added or deleted to adapt their relevance to UNSW strategies as well as pedagogical and technological trends in Higher Education.

The Dimensions of Teaching model elements of good teaching practice and indicate what is expected of reviewees to demonstrate effective face-to-face, synchronous online or asynchronous online teaching. Each Dimension is underpinned by a set of descriptors which further illustrate the meaning of the Dimension in question.

Two sets of Dimensions of Teaching are available. Reviewees whose teaching is assessed in either face-to-face or synchronous online mode will be reviewed against [Dimensions of teaching: Face-to-face or synchronous online teaching activity](#), reviewees whose teaching is assessed in asynchronous mode will be reviewed [against Dimensions of teaching: Asynchronous online course activity](#).

Choosing Dimensions of Teaching

Reviewees are required to nominate a minimum of six of the nine Dimensions of Teaching. They can choose more than six Dimensions, if they wish. However, this does not confer any advantages.

Eight Dimensions are predefined (please see Dimensions of Teaching for [face-to-face and synchronous online teaching](#) or [asynchronous online teaching](#)). Reviewees have the option of defining a ninth Dimension themselves by formulating a single sentence statement. The additional dimension should be discussed in the pre-observation meeting.

The underpinning descriptors provide context for the Dimension in question and illustrate its meaning and possible application. Not all descriptors need to be addressed in one teaching session. Reviewees are advised to focus on 1 or 2 descriptors.

When choosing the Dimensions of Teaching they wish to be reviewed against, reviewees should consider whether their teaching session sufficiently evidences the described teaching skill.

The Summative Peer Review of Teaching process

Introduction

This section is designed to help reviewees and reviewer navigate their progress from registration toward provision of reports and rejoinders to the intended panels. It includes a detailed descriptions of each step and concludes with addressing potential problems which could arise during this process.

Registration

Applicants register to participate in the Summative Peer Review of Teaching program via the [online portal](https://peerreview.unsw.edu.au/) (<https://peerreview.unsw.edu.au/>).

At the initial login, the system will prompt applicants to enter demographic data that will assist with allocating appropriate reviewers, such as, their:

- Name
- zID
- Job title
- Faculty and School affiliation
- Academic level

To register for the review, applicants are asked to indicate:

- The teaching mode (face-to-face, synchronous online, asynchronous online)
- Course information (course name and ID, type of course, number of students enrolled)
- Three options for review (course, location, date and time)
- A choice of at least six Dimensions of Teaching

Once the registration is submitted, no further changes can be made by the applicant. If any changes to the provided information is necessary, applicants should contact peer.review@unsw.edu.au.

Allocation

The online system suggests peer reviewers whose school affiliation and academic level are suitable for each reviewee. These suggestions are checked several times each working day by the Team Manager, ADS, who then triggers invitation emails. If an invitation is not accepted or declined, it expires after 3 days.

Once 2 reviewers have accepted the invitation to review, the system automatically triggers a confirmation email which is sent to the reviewee and both reviewers.

If 2 reviewers have not been found 1 week before the scheduled review date, the date will be changed to alternative dates supplied by the reviewee.

If all date options have been exhausted, new dates will be requested via the online system.

Potential reviewers may be approached directly by the Team Manager, ADS via email. This allows several reviewers to be approached simultaneously in situations where the allocation of reviewers is time critical.

Reviewees have the right to specify reviewers they wish to exclude from their review. The names of reviewers to be excluded must be communicated to the Office of the PVCE via peer.review@unsw.edu.au.

Confirmation

Once two reviewers have been allocated to a reviewee, confirmation emails containing the names of the reviewee and both reviewers, the date, time and location of the review will be sent to the reviewee and both reviewers.

The reviewee is responsible for organising a pre-observation meeting with both reviewers (please refer to 3.5.).

Pre-Observation meeting

Once the confirmation email has been sent to the reviewee and reviewers, it is the reviewee's responsibility to organise a pre-observation meeting. It is a requirement of the process that a pre-observation meeting - either face-to-face or virtually - takes place before the observation.

The pre-observation meeting allows reviewees:

- To negotiate the part of the teaching session both reviewers will observe (e.g. beginning, middle, end). Observations must be at least 60 minutes long; if both reviewers are available, observations can be a maximum of 120 minutes. It is a requirement of the review process that both reviewers must observe the same part of the teaching session.
- To discuss how their teaching will reflect the chosen Dimensions of Teaching and their indicators.
- To discuss any other issues they regard as relevant, e.g. learning outcomes, overview of the course, information about the student cohort or the learning environment
- To make available any relevant documentation, e.g. course outlines, resources given to students, etc.

The pre-observation meeting allows reviewers:

- To clarify any questions they have, e.g. about the student cohort or the context of the lesson in relation to the overall course
- To clarify how teaching will reflect the chosen Dimensions of Teaching and their indicators

Ideally, the pre-observation meeting is conducted face-to-face with both reviewers present. If this is not possible, the meeting could also be conducted virtually, e.g. via phone, Skype, etc.

If both reviewers are not available at the same time, separate meetings with each of the reviewers can be organised. In this case, it is important that the reviewers receive identical information about the student cohort and the teaching session to be observed.

If the teaching session to be observed is conducted online, the reviewee is responsible for giving reviewers access to their webinar or Moodle course site.

By the end of the meeting, reviewees as well as reviewers should be clear of each other's expectations and the steps that will follow. Any questions that arise during the pre-observation meeting should be raised with the Office of the PVCE via peer.review@unsw.edu.au.

Similarly, if changes to the chosen Dimensions of Teaching are required, they should be communicated to the Office of the PVCE via peer.review@unsw.edu.au at least 24 hours before the review. It is imperative that the chosen Dimensions of Teaching are correctly displayed at the time of the observation because reviewers can only report on Dimensions of Teaching shown in the online portal at the time of the review. The responsibility to request changes in a timely manner lies with the reviewee.

Observation

Face-to-face and synchronous online teaching

Reviewees are encouraged to let their students know that two reviewers will join the teaching session and explain the purpose of their visit. This will help to put the students at ease and minimise distraction.

Reviewers unobtrusively observe the nominated teaching session. During the observation, notes can be taken either by hand or directly in the online portal. It is important to remember, though, that all reports must be submitted via the online portal. Hard copy or emailed reports cannot be accepted.

If notes are taken directly in the online portal, reviewers can save and modify their reports as many times as required. However, once the report has been submitted, no further changes can be made by the reviewer. If a report has been accidentally submitted, reviewers should contact the Office of the PVCE via peer.review@unsw.edu.au as soon as possible for assistance.

After the observation, reviewers might be approached for formative feedback. The provision of formative feedback is not the intended purpose of Summative Peer Review of Teaching program and at the discretion of the individual reviewer. Any contact with the reviewee after the observation should only take place after the report has been submitted to avoid undue influence on the report, perceived or real.

Asynchronous teaching

Reviewees may wish to let their students know that the course will be reviewed and explain the purpose of the review.

During the review, notes can be taken either by hand or directly in the online portal. It is important to remember, though, that all reports must be submitted via the online portal. Hard copy or emailed reports cannot be accepted.

If notes are taken directly in the online portal, reviewers can save and modify their reports as many times as required. However, once the report has been submitted, no further changes can be made by the reviewer. If a report has been accidentally submitted, reviewers should contact the Office of the PVCE via peer.review@unsw.edu.au as soon as possible for assistance.

After the observation, reviewers might be approached for formative feedback. The provision of formative feedback is not the intended purpose of Summative Peer Review of Teaching program and at the discretion of the individual reviewer. Any contact with the reviewee after the observation should only take place after the report has been submitted to avoid undue influence on the report, perceived or real.

Reports and rejoinders

Summative Peer Review Reports

Summative Peer Review Reports must be finalised and submitted by reviewers via the online portal within 2 weeks of the observation. If reviewers encounter any technical problems while writing or submitting their reports, they are advised to contact the Office of the PVCE via peer.review@unsw.edu.au.

Summative Peer Review Reports should contain descriptive comments and factual information that illustrate how the reviewee's teaching practice meets the six selected Dimensions of Teaching to the respective panel members. They must not contain any opinions or judgements.

Also, they should report what has been noticed and not speculate on what may have happened outside the observed timeframe.

In addition to descriptive comments, Summative Peer Review Reports contain ratings for the frequency and effectiveness of examples for each Dimension of Teaching.

Once both reports have been submitted, the Office of the PVCE will check them for completeness and ensure that they are free from opinions and judgements. If there are any concerns, reviewers will be asked to reconsider their reports.

Reviewers are expected to complete their reports independently of each other. If reports consistently and significantly differ from each other, each reviewer will be approached individually and given the opportunity to reconsider their reports. Reviewers will not receive their colleagues' report to ensure they are not biased by their colleague's description of the reviewed teaching session. If reports still consistently and significantly differ after having been reconsidered by their respective authors, the PVCE may consider involving a third reviewer.

After all reports have been checked and, if necessary, amended, they will be de-identified and released to the reviewee via the online portal. The reviewee will be informed of this by a system-generated email.

Rejoinder

Rejoinders offer reviewees the opportunity to respond to any issues identified in the Summative Peer Review Reports they have received. Reviewees can use this opportunity to address and clarify issues raised in the reports. Completion of a Rejoinder is not compulsory.

All rejoinders must be completed in the online portal within one week of receiving the reports. Documents submitted outside the online portal, e.g. via email, will not be accepted.

The online portal does not support graphs or attachments to the rejoinder. It does, however, support hyperlinks to external documents, if required.

Reflections on Summative Peer Review Reports

Reviewees are encouraged to reflect on their Summative Peer Review Reports. Although the process of Summative Peer Review of Teaching does not provide constructive feedback, reviewees will be able to learn about their teaching practice from their reviewers' reports.

Reflections on their reports and amendments made in response to their reports could be useful additions to reviewees' applications. Similarly, they may form the basis for engaging in formative reviews.

Provision of reports and rejoinders to panels

Summative Peer Review Reports will be submitted to HR by the Office of the PVCE. Once applications close, HR supplies a list of applicants to the Office of the PVCE. The Office of the PVCE will supply:

- De-identified Summative Peer Review Reports and Rejoinders for all applicants who have completed for Summative Peer Review of Teaching;
- Certificates of exemption for applicants who have been granted an exemption from Summative Peer Review of Teaching by the PVCE;
- Certificates of non-compliance for all applicants who have not completed Summative Peer Review of Teaching and who have not sought an exemption.

Applicants in research-only positions are automatically exempt from participating in the Summative Peer Review of Teaching program.

Arising issues and concerns

Unexpected events may occur before, during or after reviews. The Office of the PVCE will make every feasible attempt to facilitate a mutually beneficial solution taking into consideration the circumstances leading to the unexpected event. Reviewees will not be penalised for issues outside their control.

Possible issues that can arise include, but are not limited to:

a. Reviewer is no longer available

Reviewers should advise the Office of the PVCE regarding their unavailability as soon as possible via peer.review@unsw.edu.au. Depending on the notice and circumstances, the Office of the PVCE may:

- Reschedule the review;
- Attempt to find a replacement reviewer;
- Grant a second reviewer exemption in consultation with the remaining reviewer;
- Grant a one-off exemption from taking part in the Summative Peer Review of Teaching program.

b. Reviewee is no longer available

The reviewee should advise the Office of the PVCE regarding their unavailability as soon as possible via peer.review@unsw.edu.au. Depending on the notice and circumstances, the Office of the PVCE may:

- Inform the reviewers of the cancellation;
- Reschedule the review;
- Cancel the review;
- Grant a one-off exemption from participating in the Summative Peer Review of Teaching program.

c. Class is significantly disrupted

A significant disruption is an event that occurs during observation of a teaching session which makes it impossible for the teacher to continue teaching and is outside the teacher's control. Examples of significant disruptions are power failure, any event that requires staff and students to evacuate the building or medical emergencies.

If an observation was significantly disrupted, the reviewee and reviewers should report details of the disruption as soon as possible to the Office of the PVCE via peer.review@unsw.edu.au. Depending on the circumstance, the Office of the PVCE may:

- Reschedule the review; OR
- Grant a one-off exemption from participating in the Summative Peer Review of Teaching program.

If reviewees or reviewers encounter any other problems or have concerns, they are advised to contact peer.review@unsw.edu.au.

Exemption from Summative Peer Review of Teaching

Conditions for exemptions

Summative Peer Review of Teaching is a compulsory requirement for all applications for academic promotion or UNSW teaching awards. However, UNSW acknowledges that in exceptional circumstances applicants may not be able to engage in Summative Peer Review of Teaching. Applicants may have grounds for an exemption if they:

- Hold a research-only appointment in the 12 months preceding the application;
- Did not have teaching duties assigned in the 12 months preceding the application;
- Are seconded to another organisation in the 12 months preceding the application;
- Were on approved leave in the 12 months preceding the application.

Applicants do not qualify for an exemption if:

- They claim to have been unaware of the requirement;
- They registered for summative peer review of teaching less than 2 months before the reports/rejoinder are required;
- They have not been assigned teaching duties in the lead up to the application but have taught in the 12 months preceding the application.

Applicants who do not qualify for an exemption, may consider:

- To be reviewed giving a guest lecture
- To submit a suitable recording of a teaching session for review. The recording must provide sufficient evidence for the six chosen dimensions of teaching. It is the responsibility of the reviewee to judge whether the recording provides the required evidence.

Applying for exemption

Any applicant seeking exemption from Summative Peer Review of Teaching must explain their reasons in an email sent to peer.review@unsw.edu.au.

Relevant staff will verify the information provided in the email with the applicant's Associate Dean of Education (or equivalent). Once verified, the information will be presented to the PVCE for consideration.

Authority to grant exemption

Only the PVCE has the authority to grant exemptions from Summative Peer Review of Teaching. The PVCE's decision is final.

Second reviewer exemptions

Conditions for second reviewer exemptions

Each review is to be conducted by two reviewers. However, in exceptional circumstances it may not be possible to allocate two reviewers if:

- An allocated reviewer cancels and a replacement cannot be found in time for the review
- Two reviewers cannot be found because the review takes place at a satellite campus or outside of regular working hours, e.g. in the evening, on weekends.

Applying for second reviewer exemption

If the Office of the PVCE is not able to find a second reviewer due to conditions explained in 4.2.1., authorised staff will contact the allocated reviewer and ask whether they are willing to act as a sole reviewer.

Reviewer one agrees to act as sole reviewer

- The allocated reviewer will be informed of the possibility that they might be the only reviewer. They will be asked whether they agree to be the sole reviewer and made aware that their report can be attributed to them;
- If the sole reviewer agrees to this process, the reviewee is informed of the second reviewer exemption;
- The manager responsible for Summative Peer Review of Teaching will assign themselves as a second reviewer. The manager will not participate in the review.
- Once the sole reviewer has submitted their report in the online system, the manager will enter the following comment against each of the chosen Dimensions of Teaching: “Second reviewer exemption granted. For further information, please contact [full name of manager] (peer.review@unsw.edu.au).”

Reviewer one does not agree to act as a sole reviewer

If the previously allocated first reviewer does not agree to be the sole reviewer, the reviewee will be asked to nominate additional date options.

Authority to grant second reviewer exemption

The manager responsible for Summative Peer Review of Teaching has the authority to negotiate and grant a second reviewer exemption.

If their decision is disputed by the reviewee, the case will be escalated to the PVCE. The PVCE’s decision is regarded as final.

Information and support

Summative Peer Review of Teaching website

The Office of the PVCE maintains the [Summative Peer Review of Teaching](https://teaching.unsw.edu.au/summative-peer-review) website (<https://teaching.unsw.edu.au/summative-peer-review>). This website contains current information regarding:

- The process of Summative Peer Review of Teaching for reviewees and reviewers
- The Dimensions of Teaching
- Approved reviewers
- Registration for information sessions
- The Summative Peer Review of Teaching online portal
- Formative peer review offered by faculties
- Contact details for enquiries

Information Sessions

The Office of the PVCE offers monthly information sessions for reviewees.

Interested staff can register via the most current link on the [Summative Peer Review of Teaching](https://teaching.unsw.edu.au/summative-peer-review) website (<https://teaching.unsw.edu.au/summative-peer-review>).

Contact details

Summative Peer Review of Teaching is managed by Academic Development Services (ADS) within the Office of the PVCE.

Please direct your enquiries to peer.review@unsw.edu.au.