

# Peers Enhancing Practice

**A flexible framework to 'PEP' up academic practice?**

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# Intended session outcomes

- Introduce the Peer Review and Development (PEP) Framework at UoP
- Explore opportunities for involving the student voice at various stages in the peer review (PEP) cycle
- Consider the benefits and disadvantages of doing so

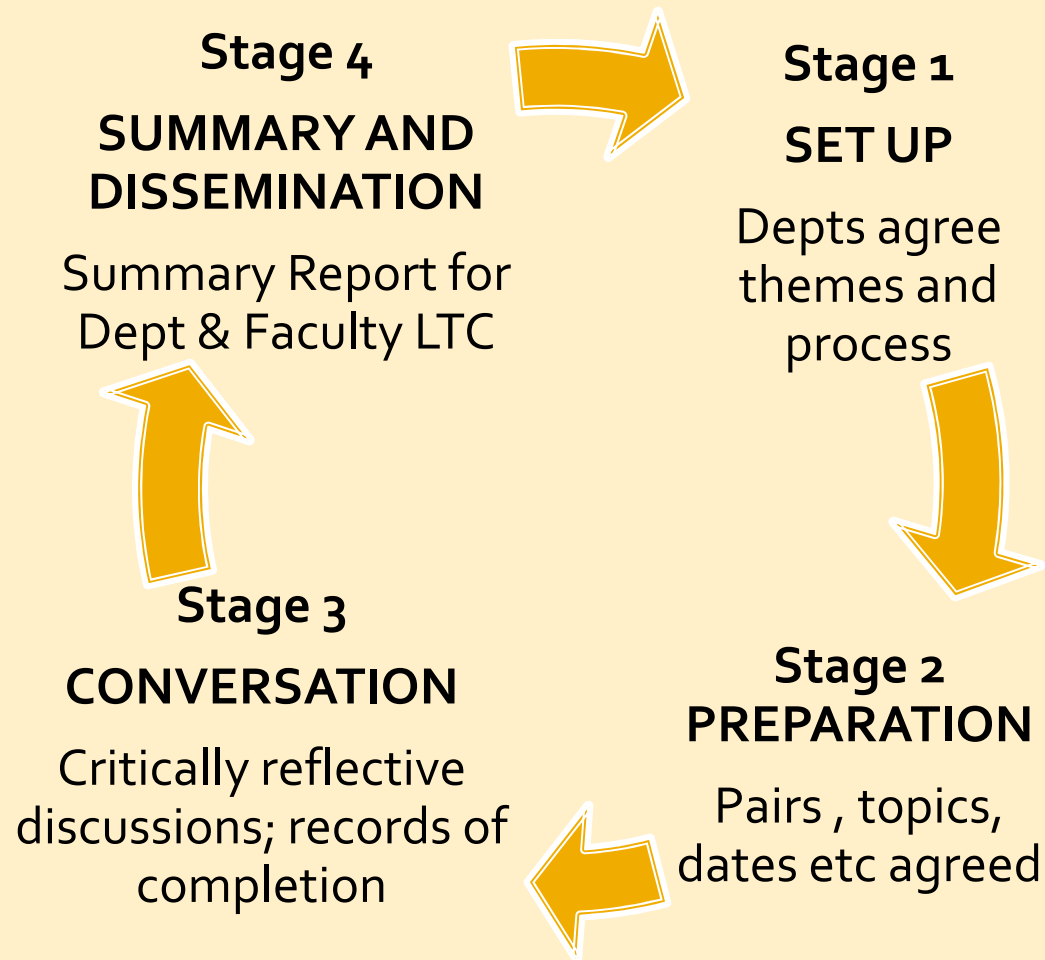
# Gosling's Models of Peer Review

- 1. Evaluative**
- 2. Developmental**
- 3. Collaborative**

# Key differences

	Old Peer Observation	New Peer Review
<b>Why?</b>	Improve teaching competence	Enhance the student learning experience
<b>What?</b>	Observable teaching (eg lectures, seminars etc)	Whole student learning experience (eg online discussion, support for placement or dissertation students, feedback, course design, lectures)
<b>Who?</b>	Restricted to pairs/triads in same academic dept	Flexibility: pairs, groups, teams, inter-department
<b>How?</b>	Same focus each year Tick a box, one way benefit	Responsive to individual & dept need Critically reflective, dialogic

# Peer Review Cycle



# Meetings with departments

- During 2009-2010 held 6 meetings with Heads of Depart & nominated coordinators
- A total of 19 depts represented
- At least 2 from every Faculty
- Also Library

# Report on implementation

Departments welcomed:

- Focus on enhancing the student learning experience
- Flexibility to adopt approaches that suit department context

# Report on implementation

Departments recommended:

1. Change in title
  - Peers Enhancing Practice
2. Not just in pairs, also in groups and teams (bespoke or existing)
3. Involve student voice:
  - to inform choice of theme or topic
  - to inform the critically reflective conversation
  - keep students in the loop by informing them, via SSCCs, of the outcomes of PEP activities



# Activity

**Q 1:** What opportunities might there be for involving students/ student voice in the peer review cycle?

- Set up
- Preparation
- Conversation
- Summary and dissemination

**Q 2:** What are the benefits and disadvantages of doing so?