**SCS Peer Review Scheme Annual Report 2022/23**

# Background

The new LJMU Teaching Quality Scheme (TQS) commenced in 2020/21 during COVID lockdown. Peer review is part of the TQS and [Faculty guidance](http://wowie.ljmu.ac.uk/FacultyLTA/resources/talking%20about%20teaching%20final.pdf) has been agreed with Subject Leads and Directors. Within the Faculty, Peer Review is known as ‘Talking about Teaching’.

*“Talking about Teaching is a formalised and substantive conversation between academics, dedicated to exploring an identified theme within educational practice that is not a part of their other scheduled obligations”*

Approved Faculty Guidance

From 2022, there are two distinct pathways for completing peer review. In Pathway A, staff are assigned to peer review pairs and an overarching theme for discussions may be agreed. In Pathway B, staff participate in teaching-related discussion events organised by the Subject Lead or School. Subsequent conversations in smaller groups on related themes are then encouraged.

# Themes

In 2022/23, these depended on the participant’s School:

* BES: Followed pathway B and subject teams held discussions around the theme of employability.
* PBS: Followed pathway A and peer review pairs were encouraged to include discussions on online examinations.
* SPS: Followed pathway B and activity centred on two large-scale discussion events in September 2022 relating to the themes around learning community, assessment and feedback.

# Participation Summary for 2022/23

The TQS requires that is an ‘auditable record’ of activity. For Pathway A, participation was recorded via an online form. For Pathway B, participation was noted via event attendance lists submitted by Subject Leads.

|  |  |  |  |
| --- | --- | --- | --- |
| School | No of staff | Participated | % |
| BES | 70 | 62 | 89 |
| PBS | 81 | 56 | 69 |
| SPS | 84 | 62 | 74 |
| SCS | 235 | 180 | 77 |

## Conclusion and 2023/24 actions

This outcome represents the highest-ever Faculty response rate and all Schools surpassed last year’s average (68%). Anecdotal evidence suggests that the provision of coffee vouchers to stimulate discussions was worthwhile and we acknowledge the support of the Teaching and Learning Academy.

Phil Denton, ADE, 6/6/22 Received FEC 14/6/22