

**LTC15D004**

**Title:** Report on Peer Observation 2014/15 - HUM  
**Author:** Lorraine Newark  
**Date:** 22 September 2015  
**Circulation:** LTC – 21 October 2015  
**Agenda:** LTC15A001  
**Version:** Final  
**Status:** Open

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**Issue**

Faculty of Arts and Humanities Peer Observation report summary for 2014/15 (PO3)

**Recommendation**

Recipients are invited:  
To receive the minutes

**Resource Implications**

None

**Risk Implications**

None

**Equality and Diversity**

N/A

**Timing of decisions**

N/A

**Further Information**

Lorraine Newark, Coordinator & HUM LTQC Secretary, Arts Hub. Tel: 01603 592157, email: l.newark@uea.ac.uk

**Background**

Please find attached the Faculty summary of Peer Observation activity during 2014/15

**Discussion**

None

**Attachments**

PO3

## FACULTY SUMMARY REPORT FORM: PEER OBSERVATION

<b>PO3</b>
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<b>Name of Faculty (e.g. SSF, SCI, HUM, FMH):</b>	Faculty of Arts and Humanities		
<b>Academic Year:</b>	2014-15		
<b>Name of Associate Dean:</b>	Clive Matthews		
<b>Date Faculty Summary Report Form completed:</b>	September 17 <sup>th</sup> 2015		
<b>Date considered by FLTQC:</b>	For the October 7 <sup>th</sup> 2015 agenda		
<b>School Reports Attached from following Schools:</b>	AMA, HIS, LDC, PPL, IIH (Interdisciplinary Institute for the Humanities)		
<b>Number of Faculty staff Observed included in this report:</b>	100	<b>Proportion of Faculty teaching staff included in this annual report (%)</b>	Unknown – see comments below
<p>The Faculty Learning, Teaching and Quality Committee has reviewed the School responses to issues arising from Peer Observation of Teaching and confirms that each School has given appropriate consideration to the issues raised and has prepared an appropriate Action Plan.</p>			
<p><b>The Faculty Learning, Teaching and Quality Committee has identified the following points as being worthy of dissemination:</b></p>			

- A general acknowledgement across the Faculty of the value of peer observation for both the observer and observee no matter the experience of either;
- There is a good deal of informal peer observation across the Faculty aside from the formal observations reported here as a result of team teaching;
- Being observed by a colleague from outside the particular academic specialism particularly valuable;
- Some early career colleagues experience difficulties in time keeping and content management;
- Excellent research-led teaching.

[It is noticeable that the PO2 reports record fewer examples of good practice than previously.]

The Faculty Learning, Teaching and Quality Committee is taking the following steps to disseminate the themes identified above:

- PO2 reports are housed on the FLTQC Blackboard site;
- PO3 response to be considered by FLTQC;
- TDs to share information of good practice with their Teaching Committees and at School Teaching Away Days;
- Issue of lack of compliance to be raised with Heads of School at Faculty Executive meeting.

In addition to the issues identified in the individual School responses, the Faculty Learning, Teaching and Quality Office wishes to draw the following general issues or themes to the attention of the Learning and Teaching Committee of Senate:

- The two new Schools (AMA and PPL) experienced some teething problems in coordinating the process across the old organisational structures; most of the Interdisciplinary Institute were covered by the MA HEP;
- PPL, due to administrative oversight, failed to include some members of the School in this round of observations. These colleagues are to be observed in the Autumn semester 2015-16 on the understanding that these represent 2014-15 observations (and, hence, will be observed again in 2016-17);

- **Problems with inadequate teaching spaces have been raised. To my personal knowledge one seminar group was taught in a storage cupboard through a room booking mistake. Clearly, it is difficult for the best prepared teacher to function in such inadequate spaces;**
- **Each School report comments on the difficulty of monitoring the process. Issues raised include simple matters such as the process of the Teaching Directors receiving the individual reports (and how they should be subsequently stored) to knowing who are on probation (and, hence, should be observed annually rather than biennially). These issues were reported last year in the Faculty's PO3. It is difficult to ensure that observations are actually happening – this is a matter of some concern especially for that small cohort of colleagues who are reluctant to engage with the process. Not all PO2s reported on the percentage of teaching staff observed which made it impossible for this report to record the overall Faculty percentage;**
- **It is not clear from the PO2 forms (PPL and LDC aside) that ATs were included in the process;**
- **It is unclear from the form whether the PO2/3 should be reporting on a two-year period. If this were the case, the compliance rate would need to be 100% each year. At present it is not possible to determine whether Schools are following a rolling programme of peer observation.**

<b>Signature of Faculty Associate Dean</b>	<b>Clive Matthews</b>
<b>Date:</b>	<b>September 17<sup>th</sup> 2015</b>

**Please complete this report and return (in electronic format) to the  
Secretary of the Learning and Teaching Committee (LTC)**

**LTC15D004**

**Title:** *SSF LTQC Peer Observation - SSF*  
**Author:** Heather Reynolds  
**Date:** 9/6/15  
**Circulation:** LTC – 21 October 2015  
**Agenda:** LTC15A001  
**Version:** Final Version  
**Status:** Open

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**Issue**

To receive Peer Observation Report (PO3 and PO2s) 2014/15 from SSF LTQC

**Recommendation**

None.

**Resource Implications**

None.

**Risk Implications**

None.

**Equality and Diversity**

N/A

**Timing of decisions**

N/A

**Further Information**

Contact details: Heather Reynolds, Learning and Teaching Coordinator, telephone 01603 592517, email: [h.reynolds@uea.ac.uk](mailto:h.reynolds@uea.ac.uk), for any queries/further information relating to this document.

**Background**

N/A

**Discussion**

N/A

**Attachments**

PO3 and PO2s

## FACULTY SUMMARY REPORT FORM: PEER OBSERVATION

<b>PO3</b>
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All staff must be observed over a two year period and those on probation must be observed annually. Please refer to the Code of Practice notes to determine if an Associate Tutor should be observed.

<b>Name of Faculty (e.g. SSF, SCI, HUM, FMH):</b>	SSF		
<b>Academic Year:</b>	2014-2015		
<b>Name of Associate Dean:</b>	Ratula Chakraborty		
<b>Date Faculty Summary Report Form completed:</b>	08/06/2015		
<b>Date considered by FLTQC:</b>	10/06/2015		
<b>School Reports Attached from following Schools:</b>	YES		
<b>Number of Faculty staff Observed included in this report:</b>	192 (observed in 2014-2015)	<b>Proportion of Faculty teaching staff included in this annual report (%)</b>	68% (192/281 total of all teaching staff eligible for PO in 2014-15 excluding study leave etc)
<b>Total number of probationary staff:</b>	69 (including 5 on maternity leave)	<b>Total non-probationary staff:</b>	213 (including 12 staff on study leave, maternity, etc)
<b>Number observed in current year:% of</b>	64 (100% of all teaching) 93% (64/69)	<b>Number observed in current year:</b>	139 65%

<b>probationers observed in current year:</b>		<b>% of non-probationers observed in current year:</b>	
<b>Number of non-probationary staff observed in previous year:</b>	108	<b>Percentage of staff observed over two year period:</b>	100%
<b>% of non-probationers observed in previous year:</b>	-		
The Faculty Learning, Teaching and Quality Committee has reviewed the School responses to issues arising from Peer Observation of Teaching and confirms that each School has given appropriate consideration to the issues raised and has prepared an appropriate Action Plan.			
<b>The Faculty Learning, Teaching and Quality Committee has identified the following points as being worthy of dissemination:</b>			
<ul style="list-style-type: none"> <li>• It has been pleasing to note in all schools in the faculty there is evidence of excellent practice in the delivery of teaching in both large and small lecture groups</li> <li>• The teaching methods have been found to be appropriate to the levels/years taught</li> <li>• There is increase in technology being used in lectures and worth mentioning the increased use of audience response system in lectures</li> <li>• There is evidence of traditional styles of teaching as well with the use of technology</li> <li>• The prevalence of deep subject knowledge and enthusiasm has been seen in many schools with adding value and “going beyond the textbook” and imparting expert knowledge to students</li> <li>• It has been observed that advanced theory is being presented in lectures but in an accessible manner with contemporary topics being taught in real time</li> <li>• The relaxed teaching styles of certain academics have been commended in certain schools</li> </ul>			

- It has been noted that attention to ensuring that different needs and capabilities of students in different pathways were being accommodated
- There has been evidence of excellent peer observation notes which reflect on wider definition of teaching
- Strong evidence of peer observation notes of professional pedagogical –oriented dialogues between observer and observee has been noted in one school

**The Faculty Learning, Teaching and Quality Committee is taking the following steps to disseminate the themes identified above:**

- Sharing of best practice examples at SSF LTQC meetings with Teaching Directors
- Possible setting up of a 'Peer-Observation of Teaching' workshop in SSF where the best practices observed can be shared amongst colleagues
- Suggestion that 'good practice' within schools is shared via a session on 'Peer Observation of Teaching' before the next cycle starts
- Discuss with Senior Faculty Manager and School Faculty Managers provision of enhanced administrative support for the peer observation process in the next cycle

**In addition to the issues identified in the individual School responses, the Faculty Learning, Teaching and Quality Office wishes to draw the following general issues or themes to the attention of the Learning and Teaching Committee of Senate:**

- The lack of high quality and suitable teaching space that supports learning is a common problem faced by all SSF schools
- Technological failures in teaching rooms
- During observation periods in several schools it was noted that several students turned up late and some very late to lectures and thereby distracting the lecturer and the class in general

- Using of mobile devices for socialising is often noticed which disrupts the learning environment
- Lack of engagement and often lack of participation in formative group presentations has been noticed
- The general expected teaching materials such as – chalk in classrooms, dusters for whiteboards are often unavailable and results in time wastage by lecturers
- Attention needs to be given to the height of the white boards in certain lecture theatres as some are placed too high making it difficult for some female faculty, who, as a result, can only use the lower half of the board

<b>Signature of Faculty Associate Dean</b>	Ratula Chakraborty
<b>Date:</b>	08/06/2015

**Please complete this report and return (in electronic format) to the  
Secretary of the Learning and Teaching Committee (LTC)**

## SCHOOL SUMMARY REPORT ON PEER OBSERVATION

**For completion by School Teaching Director** (Completed reports to be forwarded to relevant FLTQC secretary)

All staff must be observed over a two year period and those on probation must be observed annually. Please refer to the Code of Practice notes to determine if an Associate Tutor should be observed.

**PO2**

<b>Name of School:</b>	INTERNATIONAL DEVELOPMENT	<b>Academic Year:</b>	2014-15
<b>Name of Teaching Director:</b>	Dr ROB GRANT	<b>Date report compiled:</b>	8/5/15
<b>Name of Faculty FLTQC Secretary:</b>	Heather Reynolds	<b>Date report considered by FLTQC:</b>	
<b>Number of staff Observed included in this report:</b>	30 (in 2014/15)	<b>Proportion of school teaching staff included in this annual report (%)</b>	75% (30/40 total teaching staff eligible for PO this year, excluding colleagues study leave etc.)
<b>Total number of probationary staff:</b>	8	<b>Total non-probationary staff:</b>	34 (including 1 on study leave and 1 leaving)
<b>Number observed in current year:</b>	8	<b>Number observed in current year:</b>	22
<b>% of probationers observed in current year:</b>	100%	<b>% of non-probationers observed in current year:</b>	65% (22/34)

<b>Number of non-probationary staff observed in previous year:</b>	13	<b>Percentage of staff observed over two year period:</b>	100%
<b>% of non-probationers observed in previous year:</b>	Total number of staff 2013-14 unavailable		
<b>Issues identified by Peer Observation of Teaching and School response:</b>			
Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.			
<b>Issue arising</b>	<b>School Response</b>	<b>Follow Up Action</b> (including person responsible & timescale)	<b>Action Completed</b>
Commendations: relaxed teaching styles which encourages student engagement and participation. expert knowledge imparted to students. attention made to accommodate the needs and capabilities of students on different pathways. great use of diagrams and images.	n/a	n/a	
Too much detail and content to be delivered in allotted time.	Module Organisers to be encouraged to tailor content of teaching sessions to fit in with time available.	Teaching Directors to i) feed back to faculty in DEV Teaching Bulleting	

		ii) table this for discussion at next UG and PGT Teaching Committee	
Teaching space not always suitable.	This is an ongoing concern across the teaching programme.	Teaching Directors will continue to raise this matter at LTQC and via other available channels	

**Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC**

## SCHOOL SUMMARY REPORT ON PEER OBSERVATION

**For completion by School Teaching Director** (Completed reports to be forwarded to relevant FLTQC secretary)

**PO2**

All staff must be observed over a two year period and those on probation must be observed annually. Please refer to the Code of Practice notes to determine if an Associate Tutor should be observed.

<b>Name of School:</b>	SCHOOL OF ECONOMICS	<b>Academic Year:</b>	2014-15
<b>Name of Teaching Director:</b>	Dr SUE LONG	<b>Date report compiled:</b>	6/5/15
<b>Name of Faculty FLTQC Secretary:</b>	Heather Reynolds	<b>Date report considered by FLTQC:</b>	
<b>Number of staff Observed included in this report:</b>	20 (in 2014/15)	<b>Proportion of school teaching staff included in this annual report (%)</b>	54% (20/37 total teaching staff eligible excluding 4 non-teaching and maternity leave staff)
<b>Total number of probationary staff:</b>	10 (inc. 1 on maternity leave)	<b>Total non-probationary staff:</b>	31 (including 3 not teaching 14-15)
<b>Number observed in current year:</b>	9	<b>Number observed in current year:</b>	11
<b>% of probationers observed in current year:</b>	90%	<b>% of non-probationers observed in current year:</b>	35% (11/31)
<b>Number of non-probationary staff observed in previous year:</b>	24	<b>Percentage of staff observed over two year period:</b>	100%

<b>% of non-probationers observed in previous year:</b>			
<b>Issues identified by Peer Observation of Teaching and School response:</b> Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.			
<b>Issue arising</b>	<b>School Response</b>	<b>Follow Up Action</b> (including person responsible & timescale)	<b>Action Completed</b>
<b>Commendations:</b> Student participation opportunities in lectures. Good combination of more traditional teaching styles with technology. Key contemporary topics being taught in real time. Presenting advanced theory in an accessible manner.	Good practice to be highlighted in modules during the School's Annual Teaching Review and reported back to the School to encourage other staff to adopt.	Good practice to be highlighted in modules during the School's Annual Teaching Review and reported back to the School to encourage other staff to adopt.	
<b>Issues:</b> Lack of student engagement. Lack of participation in formative group presentations. More eye contact with students should be encouraged. Text on slides too small.	All issues to be reviewed as appropriate at the School's Annual Teaching Review.	All issues to be reviewed as appropriate at the School's Annual Teaching Review.	

Two hour lectures without a break. Low student attendance at lectures. Students arriving late and packing up early.			

## SCHOOL SUMMARY REPORT ON PEER OBSERVATION

**For completion by School Teaching Director** (Completed reports to be forwarded to relevant FLTQC secretary)

**PO2**

All staff must be observed over a two year period and those on probation must be observed annually. Please refer to the Code of Practice notes to determine if an Associate Tutor should be observed.

<b>Name of School:</b>	School Education and Lifelong Learning	<b>Academic Year:</b>	<b>2014-15</b>
<b>Name of Teaching Director:</b>	Dr Lee Beaumont	<b>Date report compiled:</b>	5 May 2015
<b>Name of Faculty FLTQC Secretary:</b>	Heather Reynolds	<b>Date report considered by FLTQC:</b>	
<b>Number of staff Observed included in this report:</b>	34	<b>Proportion of school teaching staff included in this annual report (%)</b>	79% (34/43 teaching staff)
<b>Total number of probationary staff:</b>	13 (inc 1 on maternity leave)	<b>Total non-probationary staff:</b>	34 (inc 3 not teaching in 2014-15)
<b>Number observed in current year:</b>	12	<b>Number observed in current year:</b>	22
<b>% of probationers observed in current year:</b>	92% (12/13)	<b>% of non-probationers observed in current year:</b>	65% (22/34)
<b>Number of non-probationary staff observed in previous year:</b>	11	<b>Percentage of staff observed over two year period:</b>	100%

<b>% of non-probationers observed in previous year:</b>			
<b>Issues identified by Peer Observation of Teaching and School response:</b>			
Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.			
<b>Issue arising</b>	<b>School Response</b>	<b>Follow Up Action</b> (including person responsible & timescale)	<b>Action Completed</b>
<b>Best Practice:</b> Depth and quality of strongest peer-observation notes.	Share selected 'case study' examples across EDU in next peer observation cycle.	Perhaps this might be best co-ordinated at Faculty/LTQC level with interdisciplinary examples (or examples from other Schools)?	
<b>Best Practice:</b> Peer-observation notes reflect wider definition of teaching (i.e. placement observations, outreach work, supervisory tutorials).	These provide excellent vignettes of the wider 'teaching' possibilities for peer observation. These have the potential to be used in a wider context as exemplars to enhance teaching and learning.	Potential use as induction resource for staff unfamiliar with 'wider' teaching possibilities (or probationary staff).	
<b>Best Practice:</b> Strong evidence in peer observation notes of professional pedagogical-oriented dialogue between observer and observee (rather than a judgemental approach).	High quality of discussion around teaching issues leading to staff/peer learning. Also confirms widespread 'research-informed teaching'.	An efficient way of extending this CPD potential would be to draw on specific examples during EDU staff meetings.	
<b>Best Practice:</b> Introduction of cross-EDU course peer observation	The introduction of cross-course observation has allowed for the development of new ideas and sharing of practice beyond the specific topic/subject areas or disciplines (previously colleagues tended to observe each other	Consider highlighting examples of cross-course best practice at EDU staff meetings.	

	within specific programmes); this has been especially fruitful considering the range and diversity of EDU courses.		
<b>For Attention:</b> Some staff failing to meet the initial deadlines for submission within the peer observation cycle set within the School	The submission cycle within the School provided generous timescales responding to the various patterns of EDU courses, but some staff did not complete the process at the first attempt and even after several reminders.	To consider the best means to encourage prompt and accurate return of documents by all staff, avoiding the inefficiencies of several reviews/ reminders to capture the full return.	
<b>For Attention:</b> Enhanced administrative support for the peer-observation process, and synergy with Faculty and University cycles	The practical implications of managing and monitoring the peer observation cycle are not discussed in the UEA policy document on peer-observation. Local support time is essential for the collection and archiving of forms. A way forward needs to be considered in making this process sustainable.	Raise at SSF LTQC.	

**Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC**

## SCHOOL SUMMARY REPORT ON PEER OBSERVATION

**For completion by School Teaching Director** (Completed reports to be forwarded to relevant FLTQC secretary)

**PO2**

All staff must be observed over a two year period and those on probation must be observed annually. Please refer to the Code of Practice notes to determine if an Associate Tutor should be observed.

<b>Name of School:</b>	Law	<b>Academic Year:</b>	2014/15
<b>Name of Teaching Director:</b>	Claudina Richards	<b>Date report compiled:</b>	11/05/15
<b>Name of Faculty FLTQC Secretary:</b>	Heather Reynolds	<b>Date report considered by FLTQC:</b>	
<b>Number of staff Observed included in this report:</b>	23	<b>Proportion of school teaching staff included in this annual report (%)</b>	94% (31/33 total teaching staff eligible excluding 2 non-teaching and 1 on study leave)
<b>Total number of probationary staff:</b>	13 (inc 2 on maternity / sick leave)	<b>Total non-probationary staff:</b>	22 (including 2 not teaching and 2 on study leave)
<b>Number observed in current year:</b>	11	<b>Number observed in current year:</b>	13
<b>% of probationers observed in current year:</b>	84% (11/13)	<b>% of non-probationers observed in current year:</b>	59% (13/22)
<b>Number of non-probationary staff observed in previous year:</b>	10	<b>Percentage of staff observed over two year period:</b>	100%

<b>% of non-probationers observed in previous year:</b>			
<b>Issues identified by Peer Observation of Teaching and School response:</b> Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.			
<b>Issue arising</b>	<b>School Response</b>	<b>Follow Up Action</b> (including person responsible & timescale)	<b>Action Completed</b>
<p>The peer observation forms all recorded examples of good teaching across a wide range of classes, large lecture groups (compulsory UG modules) to smaller seminar groups. The teaching methods were appropriate to the levels/students taught, with colleagues adopting styles with which they were comfortable to create conducive learning environments. Interaction with students was good, and the focus was on deep learning. There was use, where relevant, of appropriate learning technology, such as audience response devices and/or videos.</p>	<p>It is pleasing to see so many colleagues receive positive feedback from their peers.</p>	<p>School to continue to encourage informal dialogue between colleagues regarding teaching practice and to share ideas.</p>	

<p>One common issue is the lack of appropriate teaching space and/or fully functioning IT facilities which hinder innovative teaching. One class observed took place at a time when the whole university IT system failed and the lecturer was not able to show the Powerpoint presentation, nor videos or use the audience participation devices as planned (however, demonstrating good practice, they made suitable on-the-spot adjustments to their class, but had lost time while waiting to be able to log into the system).</p>	<p>This is an issue over which the School has no control but would be grateful if it could be addressed higher up.</p>		
<p>There is rarely any chalk in rooms with blackboards which can be a problem for those timetabled in such rooms. Where there are whiteboards, there is nothing to use to clean the boards during or at the end of a class.</p>	<p>Whilst the School can provide faculty with chalk, can they reasonably be expected to always carry some with them? These issues need to be addressed higher up.</p>		

Both issues lead to a loss of time for lecturers looking for necessary teaching materials.			
Whiteboards in some rooms are placed too high for some female faculty who, as a result, can only use the lower half of the board.	Again, this is not an issue over which the School has any control and needs to be considered higher up and, in particular, when new teaching spaces are being fitted out.		

**Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC**

## SCHOOL SUMMARY REPORT ON PEER OBSERVATION

**For completion by School Teaching Director** (Completed reports to be forwarded to relevant FLTQC secretary)

**PO2**

All staff must be observed over a two year period and those on probation must be observed annually. Please refer to the Code of Practice notes to determine if an Associate Tutor should be observed.

<b>Name of School:</b>	NBS	<b>Academic Year:</b>	2014-15
<b>Name of Teaching Director:</b>	Naresh Pandit	<b>Date report compiled:</b>	7/5/15
<b>Name of Faculty FLTQC Secretary:</b>	Heather Reynolds	<b>Date report considered by FLTQC:</b>	
<b>Number of staff Observed included in this report:</b>	63	<b>Proportion of school teaching staff included in this annual report (%)</b>	100% (63/63)
<b>Total number of probationary staff:</b>	23 (inc 1 on maternity leave)	<b>Total non-probationary staff:</b>	47 (inc 5 on leaving / sick)
<b>Number observed in current year:</b>	22	<b>Number observed in current year:</b>	41
<b>% of probationers observed in current year:</b>	96%	<b>% of non-probationers observed in current year:</b>	87% (41/47)
<b>Number of non-probationary staff observed in previous year:</b>	2 (considerably less because of biennial cycle)	<b>Percentage of staff observed over two year period:</b>	100%

<b>% of non-probationers observed in previous year:</b>			
<b>Issues identified by Peer Observation of Teaching and School response:</b> Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.			
<b>Issue arising</b>	<b>School Response</b>	<b>Follow Up Action</b> (including person responsible & timescale)	<b>Action Completed</b>
<b>Commendations:</b> The widespread use of questions during lectures and seminars allowing for interaction. The challenging of conventional wisdom in order to generate interest. The increasing use of technology to generate interest and interaction. Particularly audience response systems. The practice of adding value by “going beyond the textbook”: complementing and not substituting the textbook. The prevalence of deep subject knowledge and enthusiasm. Connecting the lecture to a module overview.	Good practice to be communicated via a presentation during a forthcoming meeting of the NBS Teaching Executive. The presentation to be circulated to all teaching staff.	DoLTQ responsible. Presentation planned for final NBS TE meeting of 2014-15.	

<p>The availability of some high quality teaching space that supports teaching: TPSC Lecture Theatre.</p>			
<p><b>Issues:</b>  Low attendance.  Late arrival of some students.  Teaching large classes where the majority of students are Chinese.  Use of phones/tablets/laptops during lecture.  Technological failures in the teaching room.  Students talking during the lecture.  Too many slides. Too much content per slide.  Failure to state learning outcomes at the beginning and so failure to revisit outcomes at the end.  The lack of high quality teaching space that supports teaching.</p>	<p>Major issues to be communicated via a presentation during a forthcoming meeting of the NBS Teaching Executive. The presentation to be circulated to all teaching staff.</p>	<p>DoLTQ responsible. Presentation planned for final NBS TE meeting of 2014-15.</p>	

**Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC**

## SCHOOL SUMMARY REPORT ON PEER OBSERVATION

**For completion by School Teaching Director** (Completed reports to be forwarded to relevant FLTQC secretary)

**PO2**

All staff must be observed over a two year period and those on probation must be observed annually. Please refer to the Code of Practice notes to determine if an Associate Tutor should be observed.

<b>Name of School:</b>	School of Psychology	<b>Academic Year:</b>	2014/15
<b>Name of Teaching Director:</b>	Neil Cooper	<b>Date report compiled:</b>	22.04.15
<b>Name of Faculty FLTQC Secretary:</b>	Heather Reynolds	<b>Date report considered by FLTQC:</b>	
<b>Number of staff Observed included in this report:</b>	11 (5 Faculty plus 6 Associate Tutors)	<b>Proportion of school teaching staff included in this annual report (%)</b>	22% (5/22 Faculty) 24% (6/25 ATs)
<b>Total number of probationary staff:</b>		<b>Total non-probationary staff:</b>	27
<b>Number observed in current year:</b>		<b>Number observed in current year:</b>	11
<b>% of probationers observed in current year:</b>		<b>% of non-probationers observed in current year:</b>	41% (11/27)
<b>Number of non-probationary staff observed in previous year:</b>	36	<b>Percentage of staff observed over two year period:</b>	100%

<b>% of non-probationers observed in previous year:</b>			
<b>Issues identified by Peer Observation of Teaching and School response:</b> Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.			
<b>Issue arising</b>	<b>School Response</b>	<b>Follow Up Action</b> (including person responsible & timescale)	<b>Action Completed</b>
Inadequate teaching rooms Several comments were made in observation feedback about how the lecturer had managed the geography of the teaching space, with comments relating to how 'the room was smaller than needed' and that 'students were tightly packed in...this didn't help create a calm learning environment.	This is not a School issue, but one which is frequently encountered	Room difficulties have been highlighted in other reports (such as the QAR documentation process), this PO2 is relayed up through SSF AD to indicate further difficulties in this area.	Not a School issue
During observation periods it was also noted that students frequently came in late or were distracted with mobile devices and this could disrupt the learning environment.	Learning and classroom etiquette to be further embedded in the induction process	BSc programme leader Vicky Scaife to ensure this issue is embedded at induction. (Although there are some systemic issues too, with pm classes starting at '10 past the hour' this means that student can arrive as the clock moves towards 20 past.)	Due Sept 2015
AT seminar good practices.	Observation by faculty members have identified a range of good practices across	As the School grows we need to consider how good practice and	Due teaching away day and

<p>(e.g. Timing and pacing of material. Ensuring equity in student contribution to discussion etc.)</p> <p>How to we foster and maintain this?</p>	<p>AT seminar provision. It is important that as ATs (especially PGR students) build up expertise that this is transmitted and shared to enable effective succession planning. The teaching team are considering how to develop a notion of thematic AT teams (e.g. Research methods, Core Psychology) which would enable PGR students to learn from each other including sharing of classroom time and more opportunity to experience modules across the range of provision.</p>	<p>teaching knowledge can be embedded into the flow of PGR students. Neil Cooper (TD) and Vicky Scaife (BSc programme director) to consider how thematic teams can be operationalised with support from module leaders, and potentially a coordination role from a lead academic who could facilitate PGR development while ensuring programme AT needs are met.</p>	<p>module review, July 2015.</p>
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**Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC**

## SCHOOL SUMMARY REPORT ON PEER OBSERVATION

**For completion by School Teaching Director** (Completed reports to be forwarded to relevant FLTQC secretary)

All staff must be observed over a two year period and those on probation must be observed annually. Please refer to the C Practice notes to determine if an Associate Tutor should be observed.

<b>PO2</b>
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<b>Name of School:</b>	SWK	<b>Academic Year:</b>	2014-15
<b>Name of Teaching Director:</b>	Jeanette Cossar (Jane Dodsworth Acting TD until 30/4/15)	<b>Date report compiled:</b>	17/4/15
<b>Name of Faculty FLTQC Secretary:</b>	Heather Reynolds	<b>Date report considered by FLTQC:</b>	
<b>Number of staff Observed included in this report:</b>	12 (in 2014-15)	<b>Proportion of school teaching staff included in this annual report (%)</b>	67% (11/18 all staff eligible excluding 1 on study leave)
<b>Total number of probationary staff:</b>	2	<b>Total non-probationary staff:</b>	17 (including 1 on study leave)
<b>Number observed in current year:</b>	2	<b>Number observed in current year:</b>	10
<b>% of probationers observed in current year:</b>	100%	<b>% of non-probationers observed in current year:</b>	59% (10/17)
<b>Number of non-probationary staff observed in previous year:</b>	6	<b>Percentage of staff observed over two year period:</b>	100%
<b>% of non-probationers observed in previous year:</b>	31.57%		

<p><b>Issues identified by Peer Observation of Teaching and School response:</b>  Teaching Directors should use the grid below to identify issues arising from Peer Observation of Teaching and any actions planned or the reasons for not taking action. The final column may be used to track the progress of planned actions when the Action Plan is reviewed and should be completed once planned actions have been completed. Please list issues of <u>commendation</u> as well as issues requiring attention.</p>			
<b>Issue arising</b>	<b>School Response</b>	<b>Follow Up Action</b> (including person responsible & timescale)	<b>Action Completed</b>
To ensure that we keep to a rolling programme of peer observations	This has been discussed & agreed at PQ meeting. All staff are aware of when their next peer observation is due	TD to ensure that this is undertaken by regular review	ongoing

**Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC**

**LTC15D004**

**Title:** Report on Peer Observation 2014/15 - SCI  
**Date:** 22 September 2015  
**Circulation:** LTC – 21 October 2015  
**Agenda:** LTC15A001  
**Version:** Final  
**Status:** Open

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**Issue**

Faculty of Science Peer Observation report summary for 2014/15 (PO3)

**Recommendation**

Recipients are invited:  
To receive the minutes

**Resource Implications**

None

**Risk Implications**

None

**Equality and Diversity**

N/A

**Timing of decisions**

N/A

**Background**

Please find attached the Faculty summary of Peer Observation activity during 2014/15

**Discussion**

None

**Attachments**

PO3

## FACULTY SUMMARY REPORT FORM: PEER OBSERVATION

<b>PO3</b>
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<b>Name of Faculty (e.g. SSF, SCI, HUM, FMH):</b>	SCI		
<b>Academic Year:</b>	2014/5		
<b>Name of Associate Dean:</b>	Professor David Stevens		
<b>Date Faculty Summary Report Form completed:</b>	7 <sup>th</sup> October 2015		
<b>Date considered by FLTQC:</b>			
<b>School Reports Attached from following Schools:</b>	BIO, CHE, CMP, ENV, MTH, PHA		
<b>Number of Faculty staff Observed included in this report:</b>	211	<b>Proportion of Faculty teaching staff included in this annual report (%)</b>	92%
<p>The Faculty Learning, Teaching and Quality Committee has reviewed the School responses to issues arising from Peer Observation of Teaching and confirms that each School has given appropriate consideration to the issues raised and has prepared an appropriate Action Plan.</p>			
<p><b>The Faculty Learning, Teaching and Quality Committee has identified the following points as being worthy of dissemination:</b></p>			

The matching of teaching facilities to teaching activities came up in two schools and has come up in previous years. We must have better mechanisms/processes to ensure that this takes place.

The Faculty Learning, Teaching and Quality Committee is taking the following steps to disseminate the themes identified above:

Associate Dean has considered reports and taken chairs action – to be reported at next SCI LTQC.

DLTs will share best practice in their own Schools and discuss common issues as next SCI LTQC.

In addition to the issues identified in the individual School responses, the Faculty Learning, Teaching and Quality Office wishes to draw the following general issues or themes to the attention of the Learning and Teaching Committee of Senate:

The PO2 form should be modified to make it clear whether policy is being complied with. The percentage of staff observed in the current annual report is superfluous and should be replaced with the percentage of probationers observed during the year and the percentage of all staff observed in last two-year period. I note that this point was also raised by my predecessor.

Signature of Faculty Associate Dean	
Date:	8 <sup>th</sup> October 2015

Please complete this report and return (in electronic format) to the Secretary of the Learning and Teaching Committee (LTC)