

FACULTY SUMMARY REPORT FORM: PEER OBSERVATION**PO3**

Name of Faculty (e.g. SSF, SCI, HUM, FMH):	FMH		
Academic Year:	2014-15		
Name of Associate Dean:	Rosie Doy		
Date Faculty Summary Report Form completed:	09/11/15		
Date considered by FLTQC:	Will be considered on 25 th November 2015		
School Reports Attached from following Schools:	MED HSC		
Number of Faculty staff Observed included in this report:	199	Proportion of Faculty teaching staff included in this annual report (%)	88.23% for HSC 48.7% - MED
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.			
The Faculty Learning, Teaching and Quality Committee has identified the following points as being worthy of dissemination:			

MED The Communication skills has a comprehensive programme for ensuring that all staff delivering consultation skills teaching have the opportunity to be peer reviewed at least every 2 years. Peer observation will be specifically discussed at annual appraisal (line manager/appraiser).

Following a change in PBL director, the proportion of PBL tutors undergoing peer review dropped last year. The new director has now established a matching system to encourage PBL tutors to identify appropriate peer reviewers.

Junior doctors FY2 are used as PBL tutors. While not all PBL tutors have undergone peer observation within the last 2 years it is anticipated that most will have done so by the end of the next academic year.

Please note that Clinical Contracted staff are not required to have peer observation – the Teaching Director will contact all to encourage engagement with this process.

Staff complete peer observation within the last 2 years

Category of staff	Total	Number observed	Percentage observed
Associate tutor	73	23	32%
ATR	64	26	41%
ATS	39	26	67%
PBL tutor	34	15	44%
Other	8	7	88%
TOTAL	218	97	45%

HSC Differing models for facilitation of PBL / EBL and the different results for student engagement / independence / learning. This appears as a positive and potential difficulty in the feedback from the peer observations. Staff are commended on the ways they adapt their facilitation to best suit the group of students in front of them. For example, there are a number of observations which commend staff for finding novel ways of engaging very quiet members of EBL / PBL groups, or managing a challenging group dynamic.

At the same time there are recommendations in some observations that colleagues arrange to observe other facilitation groups to gain tips and ensure greater parity of student experience. As part of the curriculum review process being undertaken in the School a series of

workshops are planned, one or more of which will consider EBL /PBL in detail – exploring and sharing the different ways these pedagogies are utilised across the School.

Commended: use of group work: A large number of staff are commended in their peer observations for the mechanisms they use to encourage student engagement in sessions, and in particular increasing student confidence in speaking out in both large and small group sessions.

A range of strategies are used, including small group work to begin with, with a ‘roving’ academic, and the small groups to then feed back to the larger groups having tested out their ideas on each other.

Commended: Extensive use of multi-media, different methods of audience participation, and different presentation methods: Across the staff in the School there are numerous commendations for innovative use of different learning techniques, technologies and presentations. A number of staff make use of the Audience Response systems we have in the school; there is extensive use of audio, video and interactive mechanisms for the presentation of materials. In a number of practical sessions the use of photography (via ipads) to share techniques and peer / self assess is used.

Commended: Direct use of personal & professionally relevant examples to support sessions: The interweaving of personal or professional examples to support the topic under consideration is praised. This creates an appropriate atmosphere of trust, but also real-life examples and passing on of experience between academic and student.

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

Workshops, Teaching Committees and team/co-teaching opportunities. Both Schools continue to explore ways to link Peer Observation with Appraisal and staff development.

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:

That the peer review process for online teaching and learning activities be explored

Signature of Faculty Associate Dean	Rosie Doy
Date:	8 October 2014

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