

FACULTY SUMMARY REPORT FORM: PEER OBSERVATION

PO3

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.

Name of Faculty (e.g. SSF, SCI, HUM, FMH):	SSF		
Academic Year:	2015-2016		
Name of Associate Dean:	Ms Ratula Chakraborty		
Date Faculty Summary Report Form completed:	22/09/2016		
Date considered by FLTQC:	12/10/2016		
School Reports Attached from following Schools:	DEV; ECO; EDU; LAW; NBS; PSY; SWK.		
Number of Faculty staff Observed included in this report:	251 (included in 2015-2016 report)	Proportion of Faculty teaching staff included in this annual report (%)	80% (251/314 total of all teaching staff eligible for PO in 2015-16, excluding study leave etc.)
Total number of probationary staff:	73 (applicable)	Total non-probationary staff:	169 (applicable)
Number observed in current year:	70 (applicable)	Number observed in current year:	60
% of probationers observed in current year:	96%	% of non-probationers observed in current year:	36%
Number of non-probationary staff observed in previous year:	126 (applicable)	Percentage of staff observed over two year period:	98%

% of non-probationers observed in previous year:	(75%) Overall Faculty score will exclude extra (unnecessary) POs given to non-probationary staff.		
<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>The Faculty Learning, Teaching and Quality Committee has identified the following points as being worthy of dissemination:</p>			
<p>The Teaching Directors of individual SSF schools are pleased to note that Peer Observtion of Teaching is taken seriously by colleagues and indeed many reports received show commendable effort in making suggestions to improve aspects of teaching, looking into pedagogical aspects, interaction before and after the observation of teaching etc.</p> <p>The aspects that most irk and influence teaching such as availability of the right type and size of rooms have been noted in reports by Peer Observers. This has become a chronic issue over the years and it is impossible for schools to develop any appropriate plans to improve certain aspects of teaching their module if they have no say in the type of room that is suitable to their module or if indeed technology fails more often, than not.</p> <p>Most of the schools in the faculty do very well in their teaching scores despite all the negatives/uncertainties of rooming, timetabling and general administration. This goes to show that SSF colleagues are indeed delivering teaching to very high standards and the students are appreciating the effort being made by staff to do their best.</p> <p>However, having said that, in schools where 100% has not been achieved perhaps staff need to be encouraged to see the positives of Peer Observation of Teaching and plans put in place to ensure that there is no slippage in the future.</p>			
<p>The Faculty Learning, Teaching and Quality Committee is taking the following steps to disseminate the themes identified above:</p>			
<ol style="list-style-type: none"> 1. Discussing the 'good practice' noted in schools at the SSF LTQC meetings, problems faced and actions needed going forward 2. Presenting the information at the SSF Executive to be noted and discussed for dissemination by Heads 3. Possibility of a workshop or delivering a session at the Learning and Teaching Day in 2017 to 'Showcase – excellent teaching practices in SSF' 			

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:

Some common concerns raised via the PO2 form are as follows:

1. Some rooms timetabled for teaching are unsuitable, for example some of the smaller rooms in Blackdale in terms of poor facilities and too many people to fit into the room. This makes for poor teaching and learning conditions.
2. Technology in classrooms also fail often and immediate IT support is not available, such poor service does hamper lectures
3. Lack of teaching rooms resulting in timetabling of lectures at unsuitable times which naturally affect the attendance, delivery and interaction in lectures

Signature of Faculty Associate Dean



Date:

28/9/2016

**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

PO2

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.

Name of School:	DEV	Academic Year:	2015-2016
Name of Teaching Director:	Robert Grant/Edward Anderson	Date report compiled:	12/07/2016
Name of Faculty FLTQC Secretary:	Heather Reynolds	Date report considered by FLTQC:	14/09/2016
Number of staff Observed included in this report:	29 (eligible this year)	Proportion of school teaching staff included in this annual report (%)	91%
Total number of probationary staff:	9 (+ 1 maternity leave)	Total non-probationary staff:	32 (20 eligible)
Number observed in current year:	9	Number observed in current year:	15
% of probationers observed in current year:	100%	% of non-probationers observed in current year:	47%
Number of non-probationary staff observed in previous year:	21	Percentage of staff observed over two year period:	93%
% of non-probationers observed in previous year:	66%		<i>This amount is closest to accurate total, as there are 3 outstanding POs.</i>
Issues identified by Peer Observation of Teaching and School response:			

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 commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
<p>100% target not reached in 2015-6 with 3 observations not completed, although 100% of probationers were observed.</p>	<p>The School is committed to Peer Observation (PO) and aims to achieve at least the minimum requirement of all teaching staff being observed every two years, with all probationers observed annually.</p> <p>In 2014-5 this 100% target was reached and in both 2014-5 and 2015-6 there were observations beyond requirements. However, three people due to be observed were not observed during the year 2015-6.</p> <p>As teaching director I support PO by grouping colleagues into cognate areas and circulating a list of suggested pairings each year. Then there are follow up reminders via the DEV Teaching Bulletin, staff meetings and individual emails.</p> <p>During 2015-6 DEV also implemented an urgent action plan in response to poor NSS scores for assessment and feedback. This required a lot of extra work and frequent communication from the teaching directors. I took a conscious decision not to put quite so much pressure on PO completion during this period as the time and goodwill of colleagues had to be focussed on this very pressing issue facing our School. We have all been extremely heartened to see that this year's NSS scores show a very large rise in our feedback and assessment ratings. I attribute this mainly to</p>	<p>(All actions Teaching Director unless otherwise specified)</p> <p>Post list of Peer Observation (PO) to be completed this year on Blackboard, along with suggested pairings.</p> <p>Circulate this information via the DEV teaching bulletin during September.</p> <p>Keep the shared drive spreadsheet up to date as observation forms are submitted (School Manager)</p> <p>Monitor completion rates each month. Circulate reminders at mid semester and at the start of spring semester via the DEV Teaching Bulletin and in staff meetings.</p> <p>Engage with individuals as required during the spring semester to reach full compliance with PO requirements.</p>	

	<p>all the extra effort put in by my colleagues on our new feedback system over the year.</p> <p>For 2016-7 this temporary easing off of pressure on PO can now be ended. As teaching director I will again be following up fully with colleagues to arrive at 100% compliance with PO this year.</p>		

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

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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.

Name of School:	ECO	Academic Year:	2015-2016
Name of Teaching Director:	Dr Duncan Watson	Date report compiled:	12/07/2016
Name of Faculty FLTQC Secretary:	Heather Reynolds	Date report considered by FLTQC:	14/09/2016
Number of staff Observed included in this report:	37 (+2 n/a over both years)	Proportion of school teaching staff included in this annual report (%)	95%
Total number of probationary staff:	11	Total non-probationary staff:	26
Number observed in current year:	11	Number observed in current year:	15
% of probationers observed in current year:	100%	% of non-probationers observed in current year:	58%
Number of non-probationary staff observed in previous year:	11	Percentage of staff observed over two year period:	100%
% of non-probationers observed in previous year:	42%		
Issues identified by Peer Observation of Teaching and School response:			

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 commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
Commendation on efficient allocation of time so that all materials could be covered in the one hour lecture slot.	None	None	n/a
Commendation on the integration of clicker questions and video clips.	None	None	n/a
Issue with students arriving late and not apologising (small sized lecture group).	Identify strategies to deal with late arrivals.	All module convenors to consider this for start of 2016/17 teaching.	
Commendation on the inclusive learning environment that was conducive to active participation and learning.	None	None	n/a

Commendation for good use of real examples in the finance industry and current affairs.	None	None	n/a
Environmental issues due to printed copies of lecture notes being provided when overall attendance is low therefore leading to a waste of resources.	Try to encourage lecturers not to print lecture notes but to post them on the module Blackboard site.	Teaching Director to remind staff of this alternative to printing prior to the start of the 2016/7 academic year.	
Student attendance	Low attendance is something that has become increasingly more prevalent in the past few years. Apart from introducing penalties for non-attendance (not permitted by University regulations) there is very little the School can do at the present time.	To be reviewed by the ECO Teaching Committee	
Student engagement	Consideration should be given on how to further enhance communication and interaction with students to increase their engagement and participation.	To be reviewed by the ECO Teaching Committee	

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

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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.

Name of School:	EDU	Academic Year:	2015-2016
Name of Teaching Director:	Dr Lee Beaumont	Date report compiled:	12/07/2016
Name of Faculty FLTQC Secretary:	Heather Reynolds	Date report considered by FLTQC:	14/09/2016
Number of staff Observed included in this report:	37 (+4 ATs, +3 new staff, 1 mat. leave and 2 n/a PD facilitators, +1 based in MED)	Proportion of school teaching staff included in this annual report (%)	77%
Total number of probationary staff:	12 (+ 3 new staff and 1 maternity leave)	Total non-probationary staff:	25 (+2 n/a facilitators, +1 based in MED)
Number observed in current year:	12	Number observed in current year:	7
% of probationers observed in current year:	100%	% of non-probationers observed in current year:	28%
Number of non-probationary staff observed in previous year:	18	Percentage of staff observed over two year period:	100%
% of non-probationers observed in previous year:	72%		

Issues identified by Peer Observation of Teaching and School response:

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 commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
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<p>Best Practice: Depth and quality of strongest peer-observation notes.</p>	<p>Share selected ‘case study’ examples across EDU in next peer observation cycle.</p>	<p>Perhaps this might be best co-ordinated at Faculty/LTQC level with interdisciplinary examples (or examples from other Schools)?</p>	
<p>Best Practice: Peer-observation notes reflect wider definition of teaching (i.e. placement observations, outreach work, supervisory tutorials).</p>	<p>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.</p>	<p>Potential use as induction resource for staff unfamiliar with ‘wider’ teaching possibilities (or probationary staff).</p>	
<p>Best Practice: Strong evidence in peer observation notes of professional pedagogical-oriented dialogue between observer and observee (rather than a ‘judgemental’ approach).</p>	<p>High quality of discussion around teaching issues leading to staff/peer learning. Also confirms widespread ‘research-informed teaching’.</p>	<p>An efficient way of extending this CPD potential would be to draw on specific examples during EDU staff meetings.</p>	
<p>Best Practice: Introduction of cross-EDU course peer observation (this was trialled last academic year)</p>	<p>Following a trial last year, 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 within specific programmes); this has been especially fruitful considering the range and diversity of EDU courses.</p>	<p>Consider highlighting examples of cross-course best practice at EDU staff meetings.</p>	
<p>For Attention: Some staff failing to meet the initial deadlines for submission within the peer observation cycle set within the School</p>	<p>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.</p>	<p>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.</p>	
<p>For Attention: Enhanced administrative support for the peer-observation process, and synergy with Faculty and University cycles</p>	<p>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</p>	<p>Raise at SSF LTQC.</p>	

	sustainable; although it must be noted that this process has improved considerably since the last academic year.		
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Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQ

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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.

Name of School:	LAW	Academic Year:	2015-2016
Name of Teaching Director:	Claudina Richards	Date report compiled:	21/07/2016
Name of Faculty FLTQC Secretary:	Heather Reynolds	Date report considered by FLTQC:	14/09/2016
Number of staff Observed included in this report:	35 (32 applicable)	Proportion of school teaching staff included in this annual report (%)	91%
Total number of probationary staff:	13	Total non-probationary staff:	19
Number observed in current year:	13	Number observed in current year:	5
% of probationers observed in current year:	100%	% of non-probationers observed in current year:	26%
Number of non-probationary staff observed in previous year:	13	Percentage of staff observed over two year period:	97%
% of non-probationers observed in previous year:	68%		

Issues identified by Peer Observation of Teaching and School response:

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 commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
<p>Some rooms timetabled for teaching are unsuitable, for example some of the smaller rooms in Blackdale in terms of poor facilities and too many people to fit into the room. This makes for poor teaching and learning conditions.</p>	<p>The university needs to address the fact that there are poor facilities in some teaching rooms and either stop using them, or invest to bring them up to the requisite level. In addition, the university must reassess the appropriate number of people seminar rooms can feasibly hold – at present, the university significantly over-estimates how many students can comfortably use a room when they need space for their materials and laptops. The School cannot be held responsible for these matters which translate into student dissatisfaction in surveys such as the NSS.</p>	<p>The university must address these problems as soon as possible.</p>	
<p>Due to the lack of teaching rooms on campus, classes are having to be timetabled at unsuitable times, eg into the evening, which does not make of optimal learning and teaching.</p>	<p>The university needs to find a solution to this problem which will continue to grow when the university aims to increase student numbers, but without having a short-term solution to the lack of teaching space. Faculty are somehow expected to put up with such teaching conditions, but yet are held responsible, via the School, for NSS results. The School is not, and will not be, responsible for this translating into student dissatisfaction in the NSS.</p>	<p>The university must address the lack of sufficient teaching space as soon as possible.</p>	
<p>Peer observation reports show a high quality of teaching amongst faculty, with all those who have been observed working hard to provide a good learning experience for students.</p>			

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

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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.

Name of School:	NBS	Academic Year:	2015-2016
Name of Teaching Director:	Naresh Pandit	Date report compiled:	18/07/2016
Name of Faculty FLTQC Secretary:	Heather Reynolds	Date report considered by FLTQC:	14/09/2016
Number of staff Observed included in this report:	68 (eligible) 72 (overall)	Proportion of school teaching staff included in this annual report (%)	86%
Total number of probationary staff:	14 (eligible)	Total non-probationary staff:	54 (eligible)
Number observed in current year:	14	Number observed in current year:	4
% of probationers observed in current year:	100%	% of non-probationers observed in current year:	7%
Number of non-probationary staff observed in previous year:	50	Percentage of staff observed over two year period:	100%
% of non-probationers observed in previous year:	93%		

Issues identified by Peer Observation of Teaching and School response: 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.			
Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
Commendation for comprehensive feedback from each observer. Some of the forms contained more detail than others, but each form provided sufficient and constructive feedback.	None	None	N/A
Commendation for use of clickers, videos and Q&As in lectures. Also expression of interest from a number of colleagues to learn how to incorporate clickers into lectures by attending training sessions provided by CSED.	None	None	N/A

<p>On some occasions reference to students arriving late and not apologising. Recommendations made by a number of observers on how to address this e.g. stress importance of attending on time, adopt a professional approach.</p>	<p>Address a consistent approach to dealing with late arrivals</p>	<p>Communicated to all Module Organisers prior to 2016-17 academic year.</p>	
<p>In some cases, reference made to too much teaching material e.g. number of PowerPoint slides, tasks covered within one session.</p>	<p>Mention to lecturers not to cover too much material/too many slides in one teaching session.</p>	<p>ADOTLQ to mention to staff the importance of taking a focused approach to teaching prior to 2016-17 academic year.</p>	

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

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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.

Name of School:	PSY	Academic Year:	
Name of Teaching Director:	Neil Cooper	Date report compiled:	12/07/2016
Name of Faculty FLTQC Secretary:	Heather Reynolds	Date report considered by FLTQC:	14/09/2016
Number of staff Observed included in this report:	25 (applicable)	Proportion of school teaching staff included in this annual report (%)	96% (applicable total)
Total number of probationary staff:	9 (+ 1 maternity leave)	Total non-probationary staff:	15 (+ Executive Dean)
Number observed in current year:	7	Number observed in current year:	9
% of probationers observed in current year:	78%	% of non-probationers observed in current year:	60%
Number of non-probationary staff observed in previous year:	7	Percentage of staff observed over two year period:	82%
% of non-probationers observed in previous year:	50%		

Issues identified by Peer Observation of Teaching and School response:

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 commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
<p>Ongoing AT support and mentoring. <i>Peer obs of ATs indicated that there was still some variation in confidence in the classroom across the AT group.</i></p>	<p>Building upon earlier initiatives we are continuing to develop support for ATs (regular meetings, and ongoing marking training). Enhanced induction to classroom teaching orientated towards specific PSY modules is required.</p>	<p>Initial 'PSY approach to the classroom' induction for ATs and new staff scheduled for workshops 20.9.16 facilitated by Kamena Henshaw, Vicky Scaife and Neil Cooper.</p> <p>Framework of support to act as template for developing PSY specific PGR training.</p>	<p>Due 20.9.16</p>
<p>Peer Obs and building connections across PSY provision. <i>The peer obs reports indicate that the process provides an informal mechanism through which lectures can grasp the teaching content and approach of lectures in related modules.</i></p>	<p>As the School grows opportunities for inter-module connections can be augmented by highlighting this potential.</p>	<p>Rather than peer observation allocation being random or informal this year (2016-17) we will try to target observers and reviewers who can mutually benefit from exposure to specific cross programme exchange, (e.g. 3rd year biological lecturer observing 1st / 2nd year biological sessions).</p>	<p>Due across 2016-17</p> <p>26.10.16 (First teaching meeting of new year) and publicised via School bulletin.</p>
<p>Room Issues. <i>As in previous years the Peer Observation process identified that interactive and engaging activities can be constrained by room environments.</i></p>	<p>This is <i>not</i> a School issue. This was especially noted in classes observed in the Congregation Hall when even the projector system was unbecoming for large group teaching.</p>		

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

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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.

Name of School:	SWK	Academic Year:	2015-2016
Name of Teaching Director:	Jeanette Cossar	Date report compiled:	12/07/2016
Name of Faculty FLTQC Secretary:	Heather Reynolds	Date report considered by FLTQC:	14/09/2016
Number of staff Observed included in this report:	16 (+4 ATs)	Proportion of school teaching staff included in this annual report (%)	56%
Total number of probationary staff:	5 (+1 maternity leave)	Total non-probationary staff:	10
Number observed in current year:	5	Number observed in current year:	4
% of probationers observed in current year:	100%	% of non-probationers observed in current year:	40%
Number of non-probationary staff observed in previous year:	6 60%	Percentage of staff observed over two year period:	100%

% of non-probationers observed in previous year:			
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Issues identified by Peer Observation of Teaching and School response:

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 commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
No issues arising. School is 100% compliant. Yvonne Johnson			

FACULTY SUMMARY REPORT FORM: PEER OBSERVATION

PO3

Name of Faculty (e.g. SSF, SCI, HUM, FMH):	Faculty of Arts and Humanities		
Academic Year:	2015-16		
Name of Associate Dean:	Nick Selby		
Date Faculty Summary Report Form completed:	October 8 th 2016		
Date considered by FLTQC:	Discussion of issues relating to reports at 5 th October LTQC (school report forms supplied by TDs by 8 th Oct)		
School Reports Attached from following Schools:	AMA, HIS, IIH, LDC, PPL		
Number of Faculty staff Observed included in this report:	72 (though larger numbers have been observed informally because of team teaching)	Proportion of Faculty teaching staff included in this annual report (%)	~44%
<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>The Faculty Learning, Teaching and Quality Committee has identified the following points as being worthy of dissemination:</p>			
<ul style="list-style-type: none"> • By far the most concerning aspects of the school reports are the numerous serious comments about the administrative difficulties that TDs have faced in the running of the PO process, and in compiling their reports. These include comments on the ‘Byzantine’ process of sending PO1 forms back and forth between observer, observed and TD; difficulties in storing and retrieving information on peer observation; the amount of effort needed to ensure PO is happening; issues of the confidentiality of the information 			

gathered, and how / where remedies can be sought if problems are detected (this is an issue of line-management). Consequent on such difficulties are problems of ensuring compliance of colleagues with the Code of Practice on PO. This is concerning as these comments continue similar ones from last year.

- It is, however, very clear that colleagues across the faculty see PO as beneficial and of real value to acknowledging and developing their teaching excellence.
- Teaching across the faculty is uniformly excellent, with highly innovative and inventive teaching practices. A number of reports highlight excellent use of AV in the classroom. Student-centred approaches ensure that students are fully involved in the process of intellectual enquiry. Colleagues, that is, are delivering excellent research-led and research-informed teaching.
- There is a good deal of informal peer observation across the Faculty because of team teaching.
- Lack of clarity in some areas about PO in relation to early career colleagues and ATs.
- Timetabling and room allocation (inappropriate room for type of teaching event) is sometimes a problem.

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.
- Discussion with HoS and School managers about administrative difficulties and ensuring 100% compliance across the observation 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

NOTE: I am especially concerned about the following issues because they repeat ones expressed last year **and** the previous year by TDs and the previous Associate Dean.

- The school reports comment on the difficulty of monitoring the PO process, and the complexity and burden of the administrative system supporting it. While colleagues value PO, and it clearly supports teaching excellence, an urgent system fix is needed so that it doesn't become seen as unnecessary because too cumbersome to administer, or – worse – a mere tick-box exercise.

- Problems with inadequate teaching spaces have, yet again, been raised. Despite having to teach in spaces entirely inappropriate to the particular learning event, colleagues are still managing to deliver excellent teaching. But the strain of this is showing.
- Though EC colleagues and ATs are included in this round of PO (this wasn't clear last year) a lack of clarity still remains about the relationship between this PO process and that associated with the MA-HEP (and PGR training).
- Last year's PO3 noted that compliance rates should be being reported as 100% if the system is on a two year cycle. This also seems to be the case this year. The percentages given on PO2s report the number of colleagues observed as a proportion of all staff in the school, rather than as a proportion of those due to be observed in that particular year. Thus the figure of ~44% for the faculty does seem to indicate that most (if not all) colleagues due to be observed this year have been observed.

CONCLUSION: much clearer guidance to TDs, HoSs and school managers on the processes and system for PO is needed as a matter of urgency. The PO system itself urgently needs rethinking – currently it is (well, in fact, for at least the last two years it has been) cumbersome, over-complicated and administratively inefficient.

Signature of Faculty Associate Dean	 Nick SELBY
Date:	October 8th 2016

**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

PO2

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

Name of School:	AMA	Academic Year:	2015-16
Name of Teaching Director:	Sanna Inthorn	Date report compiled:	06/10/16
Name of Faculty FLTQC Secretary:	M Pavey	Date report considered by FLTQC:	
Number of staff Observed included in this report:	23	Proportion of school teaching staff included in this annual report (%)	43%

Issues identified by Peer Observation of Teaching and School response:

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 commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
Staff across all modules on which teaching was observed commented on the excellent use of audio-visual aids, the clear structure of classes and the ability of staff to engage students in debate. Some observers of associate tutor teaching suggested that tutors could provide more formative feedback in seminars and try to engage students	Teaching observations have been scheduled for all associate tutors teaching in 2016/17. In addition, departments are planning support workshops to address associate tutors' training needs. The teaching director will liaise with the school PGR director to communicate training needs to the faculty graduate school.	Teaching Director to gather feedback from associate tutors and observers at the end of semester 1 and 2.	End of semester 1 and end of semester 2.

<p>in debate more. The latter was mentioned with regards to the support of international students in particular. Not all associate tutors seemed to have teaching strategies to support students who struggle to communicate their ideas in confidence, in English.</p>			
<p>There were several administrative challenges: Two of the three departments that comprise AMA did not fully engage with the peer observation process and the peer observation forms that did exist were not centrally held in the School Office.</p>	<p>Teaching observations have been scheduled for all members of staff whose teaching was not observed 2015/16.</p> <p>The School Office will retain copies of all peer observation forms (Teaching Director to liaise with School manager).</p>	<p>End of semester 1: Teaching Director to send reminder about the requirement to complete peer observations by the end of semester 2.</p> <p>End of semester 2: Teaching Director to report to the Head of School (update on % of staff who engaged with the peer observation process; proposals for how process is managed in 2017/18).</p>	<p>End of semester 1 and end of semester 2.</p>

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SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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

Name of School:	Interdisciplinary Institute for the Humanities	Academic Year:	2015/2016
Name of Teaching Director:	Dr Francisco Costa	Date report compiled:	30/09/2016
Name of Faculty FLTQC Secretary:		Date report considered by FLTQC:	
Number of staff Observed included in this report:	8	Proportion of school teaching staff included in this annual report (%)	80%

Issues identified by Peer Observation of Teaching and School response:

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Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
The IIH was first established as a department in 2014. Since then, 2015-2016 was the first academic year when there was a concerted effort across the Institute to conduct peer observations. There are no major issues arising from this first round of peer observations, other	Contact individuals who are due/overdue for observation and encourage them to take part.	Director of Learning and Teaching, early in both semesters.	Ongoing.

<p>than the need to encourage all staff to take part. The individual peer observation reports produced showed across the board excellence in teaching standards, engaging and interesting content, and innovative methods of teaching delivery. All staff observed earned praise for the engagement of the students involved.</p>			
<p>All staff who took part in PO did so in the context of seminars.</p>	<p>The observations reflected a very pleasing level of engagement on the part of HUMFY students in their core modules.</p>	<p>Director of Learning and Teaching to encourage staff to arrange peer observations across different learning and teaching contexts (seminar, study group, lecture, workshop, etc.), so as to share best practice.</p>	<p>Ongoing.</p>
<p>Generally favourable response of students to enthusiasm, expertise and approachability of staff running seminars, as reflected in teaching events themselves, in informal student responses, and in SSLC.</p>	<p>Institute is happy to commend staff on the generally high level of teaching and to seek out any ways of supporting staff to maintain these results.</p>	<p>n/a</p>	<p>n/a</p>

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

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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

Name of School:	HIS	Academic Year:	2015-16
Name of Teaching Director:	Matthias Neumann	Date report compiled:	06/10/2016
Name of Faculty FLTQC Secretary:		Date report considered by FLTQC:	
Number of staff Observed included in this report:	15 After the concerted push to have all members of HIS staff peer-observed in the two year cycle before the QAA, a significant number of study leave, maternity leaves, and research buyouts meant that only 15 colleagues were peer observed in 2015-16. All members of staff not observed in 2015-16 will be observed in the current academic year.	Proportion of school teaching staff included in this annual report (%)	about 40%

Issues identified by Peer Observation of Teaching and School response:

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 commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
Overall, the observations raised no particular issues and concerns. Observers were overwhelmingly pleased with the delivery of teaching, the range of teaching activities and	Several observers noted the benefits of peer-observation involving colleagues from sectors (modern, medieval, early modern, landscape). In doing so, the observer and observed could	TD to report on best practice and teaching innovation at the Away Day. Excellent practice should be disseminated at School meetings and as far as assessment/feedback is concerned in the	Ongoing

<p>lecture/seminar setups. All members of staff observed made good use of audio-visual material in their teaching.</p> <p>Many of the HIS 3rd year 60credits modules are taught collectively and informal peer-review is therefore taking place several times during the academic year.</p> <p>At level 3 all HIS modules are taught solely by seminars. Students have to undertake extensive preparation before classes and seminars are 'flipped'.</p>	<p>exchange ideas about sector-specific teaching methods and approaches.</p> <p>This appears to be best-practice and in line with the university's wider teaching and learning strategy. Several tutors have reduced the number of lecturers and extended seminars at level 5.</p>	<p>Annual Review of Moderation and Assessments.</p>	<p>ongoing</p>
<p>Once again, I would like to stress that there are major administrative issues with the process. It can be difficult to ensure that all colleagues are properly engaging with the process. It is also time-consuming for the Teaching</p>	<p>TD had to send out several reminders both at School meetings and via e-mail.</p> <p>We will employ the school manager to deal with some of the administrative issues.</p>	<p>An automated online system could be put in place that ensures the process is followed. This would reduce the administrative burden for the TDs.</p>	<p>TDs to feed to LTQC and TPPG</p>

<p>Director to find out whether a junior colleague is being peer-observed as part of the MA-HEP in a given year or not, and when a colleague has completed his/her probationary period and therefore only needs to be peer-observed once every two years.</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

PO2

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

Name of School:	Politics, Philosophy, Language and Communication Studies (PPL)	Academic Year:	2015-16
Name of Teaching Director:	Dr Mike Gough	Date report compiled:	26/9/16
Name of Faculty FLTQC Secretary:		Date report considered by FLTQC:	
Number of staff Observed included in this report:	11	Proportion of school teaching staff included in this annual report (%)	20%

Issues identified by Peer Observation of Teaching and School response:

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 commendation as well as issues requiring attention.

Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
A comparatively small number of staff took part in observations this year – this was intentional, and the vast majority are due in the year 2016-17. But those reports which were completed showed continued excellence in teaching standards, engaging and interesting content,	The system of observation seems to be valued by colleagues and the roles of observer and observee are being taken seriously. There is clear evidence that both parties are viewing the scheme as method of sharing good practice.	Teaching Director attempts, wherever possible, to pair colleagues with different observers in each observation cycle as a way of maximising the exchanges of good practice. This will continue in future years.	Ongoing process.

<p>and innovative methods of teaching delivery. Some suggestions for improvement were offered by observers, but everyone's teaching was highly praised.</p>			
<p>AT colleagues continue to be involved in the observation process, as permitted by the most recently published version of the university's observation policy.</p>	<p>This was targeted at ATs delivering subsidiary language teaching since these ATs operate with the most autonomy (often being module organisers themselves).</p>	<p>Subsidiary language programme coordinator arranged and performed all observations.</p>	<p>Ongoing process.</p>
<p>Compliance with the peer observation process has greatly improved in PPL. The 2014-15 report highlighted that significant numbers of staff had not completed the observations they were required to. These had to be "caught up" in the autumn of 2015-16. As far as the</p>	<p>Giving colleagues a wider window of time in which observations can be conducted has helped to improve compliance, as have the frequent reminders from Teaching Director and School Manager.</p>	<p>These measures will be maintained in future years.</p>	<p>Ongoing process.</p>

<p>2015-16 cycle is concerned, all those asked to participate this year did so. As mentioned above, most colleagues are not due to be observed until 2016-17.</p>			
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SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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

Name of School:	Literature, Drama and Creative Writing	Academic Year:	2015-16
Name of Teaching Director:	Jo Poppleton	Date report compiled:	07.10.16
Name of Faculty FLTQC Secretary:	Michele Pavey	Date report considered by FLTQC:	
Number of staff Observed included in this report:	15	Proportion of school teaching staff included in this annual report (%)	34%

Issues identified by Peer Observation of Teaching and School response:

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Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
To repeat the observations I made last year, about which nothing seems to have been done: the process is currently too administratively complex (too much back and forth of the form; a lack of clarity about <i>how</i> or in what format to get the forms to the TD, and where the forms are to	TD and Teaching Committee, alongside the School Office have tried several measures to manage this Byzantine process . We have constructed spreadsheets logging who has done peer observation and who has not; we have instituted a 'Peer Observation Week' during both semesters, where all members of staff were required to participate in Peer Observation in	The Peer Observation week has not been an entire success, in that without 100% participation, the records will remain hard to track. Please can I request <i>again</i> from the Learning and Teaching Committee that we have an electronic system, for both tracking and submission , so that the TD can do more to implement the policy	

<p>be 'stored'; no useable system with which either myself or members of staff can keep track of, or be prompted with, when an observation is due; a lack of clarity on how the process is to be administratively managed.</p>	<p>order to start records again from a zero point; and we have sent repeated reminders to staff reminding them of the importance of Peer Observation of Teaching.</p>	<p>effectively? 2016-17 academic year, preferably. This would also ensure that we get a higher percentage than 40% (which is nevertheless an improvement on last year), since it would ensure that all of the Peer Observations which take place are logged and recorded (I suspect that 34% does not represent the amount of observations which took place, and take place on a regular basis, since the majority of our modules are team-taught).</p>	
<p>As above: see the 14-15 report. It's problematic that the Code of Practice asks and encourages a single individual to make judgments and suggestions about another member of staff's teaching practices, in isolation from other colleagues. Although the final box in the form is completed by the TD in order to fill in the P02 summary, the Code of Practice also insists that the completed form is shared with the colleague who has been observed. This means (a) that the process is slowed up, since the TD cannot fill in the P02 until they can be sure there are no dissatisfactions with their comments; and (b) that there is a</p>	<p>The process ought ideally to be consultative, and run via a Committee, rather than entrusting it to a single individual (whatever their seniority). If this would not constitute a breach of confidentiality, the TD will distribute the forms amongst members of LDC Teaching Committee, and institute a regular Peer Observation item at LDC Teaching Committee to report back (in an anonymised way) on any problems or modes of best practice noted. This would also lighten the administrative burden for the TD.</p>	<p>HoS / TD: Spring 2017, and ongoing.</p>	

<p>potential danger that junior colleagues, and/or those whose teaching observations are not entirely positive, might distrust the process, or feel unfairly judged (despite the fact that the form offers 'proposals for improvement').</p>			
<p>The School is to be commended on the seriousness with which peer observation is being carried out. The forms show a genuine commitment to the value and benefits of the process, both in their acute and frank observations, and in the useful and sensitive suggestions for improvement.</p>	<p>There needs to be wider dissemination of the range of ways we teach in LDC, both across the School, and across the Faculty. The P02 – or a School-friendly version of it - should be a Teaching Committee discussion item, and should appear as an item at School Meetings and / or Teaching Days.</p>	<p>TD / HoS: Autumn 2016 and ongoing</p>	
<p>Highlights:</p> <p>Calm, focused, relaxed, engaged discussions, individually and in groups; the encouragement of reticent students; involving students in the process of intellectual enquiry; skills in drawing out good ideas from students; student-centred teaching; close reading activities prompting broader discussion; open questions.</p> <p>Exemplary teaching materials</p>	<p>As above</p>	<p>As above</p>	

<p>(module dossiers in particular, but also Blackboard resources and multi-media seminars); ambitious, and carefully structured and prepared teaching and curricula.</p>			
<p>Lowlights</p> <p>Malfunctioning technology; oddly shaped rooms, or rooms not suitable for a seminar discussion.</p> <p>Low student attendance or students arriving late.</p> <p>A few worries about the value of class presentations; the occasional problem with time management; insufficient general guidance on reading, or insufficient seminar preparation work; the occasional tendency to intervene in discussion too early.</p>	<p>The timetabling system should ensure that rooms are suitable for literature teaching.</p> <p>Mainly because these observations happened in the later part of the semester (weeks 11 and 12)</p> <p>Class presentations are something of a hangover from when it was possible to receive marks for them: their value and purpose needs broader school discussion, as does the more general principle of providing seminar preparation questions (which I think students now expect as a matter of course).</p> <p>No action on other points. Individual staff development.</p>	<p>No action.</p> <p>TD: Teaching Committee, Autumn 16 / Spring 17.</p>	

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

