

FACULTY SUMMARY REPORT FORM: PEER OBSERVATION

PO3

Name of Faculty (e.g. SSF, SCI, HUM, FMH):	SSF		
Academic Year:	2013-14		
Name of Associate Dean:	Ratula Chakraborty		
Date Faculty Summary Report Form completed:	20 November 2014		
Date considered by FLTQC:	21 November 2014		
School Reports Attached from following Schools:	DEV, ECO, EDU, LAW, NBS, PSY, SWK		
Number of Faculty staff Observed included in this report:	225	Proportion of Faculty teaching staff included in this annual report (%)	71%
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:			

- The School reports identify a breadth of good practice in terms of teaching and learning (EDU/NBS/ECO/DEV) including the use of technology, session content, overall structure and delivery to engage students.
- The depth and quality of strongest peer-observation notes was also highlighted (EDU) with a suggestion to share selected case study examples co-ordinated at Faculty/LTQC level with interdisciplinary examples from other Schools.
- The introduction of cross-course observation (EDU) 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). Use of many (not just one) examples to support or illustrate the point being made.
- The use of repetition to reinforce the point being made, the use of questions to generate interest and test the extent to which the material is being understood, the use of software and videos to complement the lecture and enthusiasm for the subject has been seen to be key in good lectures.
- Within faculty use examples of excellent peer reviews as case studies to disseminate good practice among SSF schools.
- That simple good practice of certain house keeping principles, such as - the importance of dealing with student misbehaviour (e.g., chatting) immediately and not ignoring it, the importance of early arrival in order to check that the IT works, creating an atmosphere of mutual respect and last but not the least rewarding student contributions.
- The provision of links between previous lecture and connections to current and future lectures seen to be a sound practice
- Current and topical lecture material with a relaxed and informal style of lecturing has been seen to be well appreciated by students

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

- A report will be made to the Faculty Executive by the AD LTQ reflecting the key themes identified.
- AD and her team of TDs will ensure that a summary of good practice is created and disseminated to all academic staff in the Faculty through school Teaching Executives, teaching team meetings at the start of term and ensure that ATs are not missed out of the dissemination.
- The Faculty will look at further ways to disseminate examples of good practice identified across the school reports – summarising and collating all points for circulation to teaching staff and other FLTQC's.
- AD will also seek to share SSF Faculty best practice with ADs from other faculties at the AD/LTS forum with consent from PVC Academic.

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

Staff

- Need to facilitate further AT mentoring, provide relevant information and nurture team membership (PSY). Induction has been developed and delivered to support this.
- Worthwhile for LTC to consider how best to seek out the best peer review cases from across UEA – anonymise and use during induction of new members of staff, ATs, or use for assisting to support staff who are struggling or even PhD students who are offered some teaching and indeed deliver training workshops.
- AT lecturers including PhD students are part of SWK peer observation cycle. Feedback valuable in raising developmental points, but also boosting confidence about the standard of teaching already achieved.
- The Faculty wishes LTC to consider the appropriateness of seeking the summary from Faculty in a two year cycle as that would allow for the 100% compliance. So for instance next report due for 2014-15 /2015-16 could be in June 2016?

Facilities

- The potential of interactive and engaging activities was somewhat constrained by lecture room environments (e.g. fixed row seating). Additionally seminars rooms varied considerably – contributing to variation in observed sessions (e.g. the same sessions unfolding differently in new JSC classrooms compared to old squash courts in Congregation Hall and CD annexe provision) (PSY).
- NBS identified the importance of early arrival in order to check that the IT works and that all else is in order.
- Issues with IT equipment not working (ECO). ITCS need to ensure all teaching rooms are adequately equipped. The room was not suitable, a basement room with no windows and ‘loose’ chairs, for students coming straight from another lecture without a break (SWK).
- Seminar in chemistry lab with broken window. Cold, and noisy because of rattling blind (SWK).

Process

- The practical implications of managing and monitoring the cycle are not discussed in the UEA policy document on peer observation. Local Support time is essential for the collation of forms. (See comments from EDU).
- A revised monitoring process is underway for SSF to ensure compliance with 100% peer observation across SSF in 2014/15 by April 2015. Data is collated for the Faculty on a regular basis allowing for progress against target to be monitored in year by the AD LTQ
- It would be helpful for the AD and Dir L&T job descriptions to include a summary timeline for key processes/deadlines for key reports to ensure clarity for new role holders and that monitoring and reporting are undertaken in a timely fashion.

Signature of Faculty Associate Dean	
Date:	20/11/2014

**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:	INTERNATIONAL DEVELOPMENT	Academic Year:	2013-14
Name of Teaching Director:	Ed Anderson and Shawn McGuire	Date report compiled:	19 November 2014
Name of Faculty FLTQC Secretary:		Date report considered by FLTQC:	
Number of staff Observed included in this report:	12	Proportion of school teaching staff included in this annual report (%)	33%

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
Too many slides and lecture running out of time.	Discussed ways of how to address this including suggestion to prepare how else to communicate content after lecture.	Lecturer to consider for 2014-15 and to be an item for discussion at the Teaching Retreat.	

<p>Problem with engaging students in class.</p>	<p>Ways to encourage students to feel more confident and relaxed to participate in group discussions to be explored.</p>	<p>Lecturer to consider possible solutions in 2014-15 and to be an item for discussion at the Teaching Retreat.</p>	
<p>POINTS OF COMMENDATION</p> <ol style="list-style-type: none"> 1. Active engagement of students. 2. Enthusiasm and passion of the subject conveyed to students. 3. Current and relevant material. 4. Excellent use of technology and visual aids. 5. High expectations of the students. 6. Relaxed and informal lecturing style, clearly appreciated by students. 			

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:	ECONOMICS	Academic Year:	2013-14
Name of Teaching Director:	Dr Susan Long	Date report compiled:	14 November 2014
Name of Faculty FLTQC Secretary:		Date report considered by FLTQC:	
Number of staff Observed included in this report:	37	Proportion of school teaching staff included in this annual report (%)	37/41 (90.24%)

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
Students arriving late into the class.	Teachers to remind students of lecture times and importance of arriving on time.	Convenors to remind students at every opportunity.	
Students using PCs for other purposes and using mobile phones.	Teachers looking at ways to deter students from doing this.	Convenors to remind students at every opportunity this is not acceptable.	

Reluctance of students to respond to questions in seminars.	Teachers to look into different methods of teaching to engage students more effectively.	All teachers and to possibly be included as a theme for the Annual Teaching Review.	
Difficulty of only having one member of staff present during a computer session – if two were present it would enable one to show how to do the exercise and the other be available to help students.	This would be a good idea but would be problematic to introduce due to resource implications.	n/a	
Difficulties arising from the diverse cultural background of students especially with student engagement.	See above	All teachers and to possibly be included as a theme for the Annual Teaching Review.	
Issues with IT equipment not working.	ITCS to ensure all teaching rooms are adequately equipped.	ITCS	
Good practice – using real world examples and data.			

<p>Good practice – including a wide range of good teaching techniques, such as Socratic mid-wife approach, slow and clear speaking pace, asking open questions, encouraging students with positive feedback</p>			
<p>Good practice – using clickers in seminars which include a high proportion of international students seems to promote engagement</p>			
<p>Good practice – a quick review of the previous lecture seemed to get the students attention at the beginning of the session.</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:	EDU	Academic Year:	2013-14
Name of Teaching Director:	Dr Lee Beaumont	Date report compiled:	19 th November 2014
Name of Faculty FLTQC Secretary:	Heather Reynolds	Date report considered by FLTQC:	
Number of staff Observed included in this report:	24	Proportion of school teaching staff included in this annual report (%)	Approx. 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
Best Practice: 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)?	
Best Practice: 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).	

<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 equal opportunity matters and ‘sensitive’ 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</p>	<p>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 deadlines for submission within the peer observation cycle</p>	<p>The submission cycle provided generous timescales responding to the various patterns of EDU courses, but some staff did not complete the process 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 sustainable.</p>	<p>Raise at SSF LTQC.</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:	LAW	Academic Year:	2013/14
Name of Teaching Director:	Claudina Richards	Date report compiled:	20.11.14
Name of Faculty FLTQC Secretary:		Date report considered by FLTQC:	
Number of staff Observed included in this report:	26	Proportion of school teaching staff included in this annual report (%)	76.5%

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
In 2013/14 the School had a high number of faculty members taking part in peer observation, either as observer or observe. A number of those on probation were even observed more than once, generally	The School will continue to comply with the university requirements on peer observation and to encourage everyone to see it as a standard part of professional development.	DLT to remind all colleagues of the university requirements on peer observation and the Faculty Manager will maintain the on-going records of who has been observed by whom.	

<p>by a colleague in LAW and their advisor on the MA HEP.</p> <p>The DLT is not aware of any issues arising from the observations, which ties in with the School's return of 95% for 'teaching on my course' in the NSS.</p>			
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SCHOOL SUMMARY REPORT ON PEER OBSERVATION

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

Name of School:	NBS	Academic Year:	2012-13 2013-14
Name of Teaching Director:	Naresh Pandit	Date report compiled:	18/11/14
Name of Faculty FLTQC Secretary:	Heather Reynolds	Date report considered by FLTQC:	
Number of staff Observed included in this report:	83	Proportion of school teaching staff included in this annual report (%)	85%

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
<ol style="list-style-type: none"> 1. Use of many (not just one) examples to support or illustrate the point being made. 2. The use of repetition to reinforce the point being made. 	<p>The School's DoLTQ was tasked by NBS's Teaching Executive to review all completed Peer Observation reports and summarise the best practice contained therein. Eighteen items of best practice were identified and are stated in the first column to the left (issue arising). There</p>	<p>The School's DoLTQ reported the eighteen items of best practice at a Teaching Executive meeting and then circulated wider to all School faculty members.</p>	<p>Yes.</p>

<p>3. The use of questions to generate interest and test the extent to which the material is being understood.</p> <p>4. The use of software and videos to complement the lecture.</p> <p>5. The importance of speaking slowly and clearly.</p> <p>6. The importance of not putting too much information on a slide.</p> <p>7. The importance of enthusiasm for the subject.</p> <p>8. The importance of dealing with student misbehaviour (e.g., chatting) immediately and not ignoring it.</p> <p>9. The importance of early arrival in order to check that the IT works and that all else is in order.</p> <p>10. The importance of rewarding student contributions.</p> <p>11. Use of slide animation in PowerPoint so that information is delivered a bit at a time.</p> <p>12. High value of being perceived as authoritative.</p>	<p>were no “problem” issues within the reports.</p>		
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13. The importance of smiling.			
14. Engaging students by providing incomplete handouts which are completed during the lecture.			
15. The importance of sufficient preparation time.			
16. The importance of up-to-date theory and practice.			
17. The importance of stating learning outcomes at the start and revisiting them at the end.			
18. The provision of links between current lecture and past/future lectures.			

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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:	PSYCHOLOGY	Academic Year:	2013-14
Name of Teaching Director:	Dr. Neil Cooper	Date report compiled:	5.11.14
Name of Faculty FLTQC Secretary:	Heather Reynolds (LTS) (H.Reynolds@uea.ac.uk)	Date report considered by FLTQC:	
Number of staff Observed included in this report:	31 / 36 teaching team staff (including ATs)	Proportion of school teaching staff included in this annual report (%)	86%

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
AT support. Need to facilitate further AT mentoring, provide relevant information and nurture team membership.	Lead person on teaching practice identified (Dr. Kamena Henshaw), to coordinate induction, observation and routine support of ATs.	Induction session organised (and occurred) for 2014-15 Regular support sessions introduced. Planned continuation of routine observation of teaching to provide developmental feedback to ATs.	Completed

Room Issues	<p>Not a School issue.</p> <p>Peer Observation identified that the potential of interactive and engaging activities was somewhat constrained by lecture room environments (e.g. fixed row seating).</p> <p>Additionally seminars rooms varied considerably – contributing to variation in observed sessions (e.g. the same sessions unfolding differently in new JSC classrooms compared to old squash courts in Congregation Hall and CD annexe provision).</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:	SWK	Academic Year:	2013/2014
Name of Teaching Director:	Jeanette Cossar	Date report compiled:	20.11.14
Name of Faculty FLTQC Secretary:		Date report considered by FLTQC:	
Number of staff Observed included in this report:	12	Proportion of school teaching staff included in this annual report (%)	85%

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: Good session which actively engaged students in thinking about piece of forthcoming summative assessment: allowing students to mentor peers, and stretch the higher performing students	Lecturer felt that all objectives for the lecture had been met.	Further peer observation in two year cycle	

<p>Commendation: good example of research led teaching led by international expert.</p> <p>Issue: several students late to beginning of session</p>	<p>Agreed that lecturer was right to start on time to model the importance of punctuality and show respect to those who do attend on time.</p>	<p>Reminder to cohort of importance of attending on time (especially as this is a professional course): course director</p>	
<p>Issue: Observation of a seminar in which the leader needed to give the students enough time to respond, before providing the answer</p>	<p>Observee acknowledged the issue and requested a further observation.</p>	<p>Further observation undertaken. Similar issues present. Further discussion with module organiser who proposed remedial action which effectively addressed the issue. A further peer observation within 12 months</p>	
<p>Commendation: Highly engaging session which linked legislation effectively to practice experience and the students' own experiences and expertise</p> <p>Points for development: timing in second part, was a rushed to fit in the material</p>	<p>Lecturer acknowledged her own fascination with the material and need to be mindful of the time to cover it without rushing towards the end</p>	<p>Further peer observation in two year cycle</p>	
<p>Commendation</p> <p>AT lecturer (PhD student) demonstrated excellent facilitation</p>	<p>AT lecturers including PhD students are part of the peer observation cycle. Feedback should be valuable in raising developmental points, but</p>	<p>Continue to include PhD students working as ATs within the school in the peer observation process. TD - ongoing</p>	

<p>skills and showed a good grasp of theory.</p> <p>Point for development: pitch: lecturer could raise his expectations of student knowledge a little</p>	<p>also boosting confidence about the standard of teaching already achieved.</p>		
<p>Issue arising (multiple mentions):</p> <p>The room was not suitable, a basement room with no windows and 'loose' chairs, for students coming straight from another lecture without a break.</p> <p>Seminar in chemistry lab with broken window. Cold, and noisy because of rattling blind.</p>	<p>School TD, HoS, school manager have requested support with timetabling/room issues in SWK.</p>	<p>Report currently being considered by Pro VC (Academic).</p>	

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