

FACULTY SUMMARY REPORT FORM: PEER OBSERVATION

PO3

Name of Faculty (e.g. SSF, SCI, HUM, FMH):	<i>SCI</i>		
Academic Year:	<i>2013-14</i>		
Name of Associate Dean:	<i>Dr Ben Milner</i>		
Date Faculty Summary Report Form completed:	<i>1st October 2014</i>		
Date considered by FLTQC:	<i>1st October 2014</i>		
School Reports Attached from following Schools:	<i>BIO, CHE, CMP, ENV, MTH, PHA</i>		
Number of Faculty staff Observed included in this report:	118	Proportion of Faculty teaching staff included in this annual report (%)	46%
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:			

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

*Peer observation reports are stored on the Faculty's Blackboard site and DLTs and LSO have access to this Blackboard site.
SCI LTQC have considered the reports.
DLTs will share best practice in their own Schools.*

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:

Staff on probation should be reviewed each year, but the form does not ask for confirmation that this has happened.

Signature of Faculty Associate Dean	Ben Milner
Date:	3/10/14

**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:	Chemistry	Academic Year:	2013/14
Name of Teaching Director:	Dr N J Clayden	Date report compiled:	7/11/2014
Name of Faculty FLTQC Secretary:	Jean Whiting	Date report considered by FLTQC:	
Number of staff Observed included in this report:	25	Proportion of school teaching staff included in this annual report (%)	76%
<p>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.</p>			
Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
Poor attendance at lectures	Consider anonymous paper based method to explore reasons those attending the lecture thought the others were not attending	Director of Learning and Teaching Semester 2 2014/15	

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:	Computing Sciences	Academic Year:	2013-14
Name of Teaching Director:	Dr Geoff McKeown	Date report compiled:	
Name of Faculty FLTQC Secretary:	Jean Whiting	Date report considered by FLTQC:	
Number of staff Observed included in this report:	13	Proportion of school teaching staff included in this annual report (%)	48%
<p>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.</p>			
Issue arising	School Response	Follow Up Action (including person responsible & timescale)	Action Completed
All reports were satisfactory	n/a	n/a	n/a

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2016/17	Year:	FLQCN		(reports to be forwarded to relevant FLTQC secretary)
15 October 2014	r:			
Responsible & timescale)				
Date of Estate case with job were signaled				

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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:	School of Pharmacy	Academic Year:	2013/14
Name of Teaching Director:	Dr James Desborough	Date report compiled:	15/10/2014
Name of Faculty FLTQC Secretary:	Jean Whiting	Date report considered by FLTQC:	
Number of staff Observed included in this report:	26	Proportion of school teaching staff included in this annual report (%)	70%

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
On a few peer observations much of the discussion was regarding how to engage students more in a lecture setting, particularly ensuring we do not just engage a small proportion of the room with questions.	The school has organised staff training sessions on active learning and one approach call team based teaching(TBL). In 2014/15 each module in third year has replaced a few lectures with a team based teaching session which supports greater engagement and active learning from all students.	Jeremy Sokhi and Paul McDermott are TBL champions and support staff with active learning in a lecture setting. 2014/15 modules have timetabled sessions and success of these session will influence wider uptake of this approach across pharmacy courses.	Yes and ongoing

<p>There were a few instances where staff were not completely familiar with the structure of the course and where their material fitted in to the module, course and in the case of the MPharm is relevance to practice</p>	<p>All new staff who are not practicing pharmacists should shadow one of our teacher practioners every 3-5 years to help put their teaching in perspective. This is an ongoing rolling programme of visits.</p> <p>To support greater awareness of the course we have had two school away days in 2014 where the course structure was presented to all faculty. Year leads are meeting four times a year with module organisers in their year to talk through what is being taught where to facilitate integration of material. We are encouraging teaching teams to be formed in the creation of all new material and assessments with representation from all four cognate areas.</p> <p>All module organiser had a module review meeting with DLT and deputy head of school to discuss content of module and consider integration</p>	<p>DLT is responsible for co-ordinating shadowing visits. Year leads have started the quarterly integration meetings for the 2014/15 academic year to make changes ready for 2015/16.</p> <p>All module review meeting occurred through July-September 2014</p>	<p>Yes and ongoing</p>
<p>Several peer observation reports contained minimal information and often focussed on basics of audibility and use of visual aids only.</p>	<p>In April 2014 the teaching committee prepared revised summary guidance based on UEA policy which was attached to the PO1 form and sent round to all staff with the aim of increased the benefit of undertaking peer observation.</p>	<p>DLT and teaching committee circulated guidance and have reminder staff about rhe importance of undertaking and engaging fully with the peer observation process.</p>	<p>Completed.</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:	Biological Sciences	Academic Year:	2013-14
Name of Teaching Director:	Dr Helen James, to 31 July 2014. Dr Mark Coleman from 1 August 2014	Date report compiled:	26 November 2014
Name of Faculty FLTQC Secretary:	Jean Whiting	Date report considered by FLTQC:	
Number of staff Observed included in this report:	12	Proportion of school teaching staff included in this annual report (%)	22.6

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 peer observation was conducted on an <i>ad hoc</i> basis largely outside of the formal process. Twelve staff were observed and no issues reported to DLT.	For 2014-15 and subsequent years peer observation will be conducted in accordance with the formal process as described in the 'University Code of Practice of Peer Observation of Teaching' document and using the PO1a form.	Mark Coleman, DLT, Emma Godbold, PA to Head of School	

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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:	ENV	Academic Year:	2013-14
Name of Teaching Director:	Charlie Wilson (Assistant Director of Teaching with responsibility for peer observation and staff teaching development)	Date report compiled:	17 Nov 2014
Name of Faculty FLTQC Secretary:	Jean Whiting	Date report considered by FLTQC:	
Number of staff Observed included in this report:	23	Proportion of school teaching staff included in this annual report (%)	36%

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><u>General comments</u></p> <p>The peer observations as a whole indicate that the overall quality of ENV teaching is very good, students are engaged, content is well designed and structured, delivery is well paced and clear, and many examples of good practice are clearly evident. This general comment reaffirms the findings of the 2011-13 peer observation report.</p>	<p>ENV has established a new Assistant Director of Teaching (ADT) position with responsibility for peer observation and staff teaching development.</p> <p>The ADT will manage the peer observation process and synthesise and share best practice.</p>	<p>Draft and circulate guide to best practice in ENV teaching (ADT, Spring 2015).</p> <p>Solicit feedback from ENV teaching faculty on usefulness of guide (ADT, Spring 2015).</p>	

<p>The detail, thoughtfulness, and range of points covered in the peer observation forms also indicates that the peer observation process is useful for generating teacher-specific feedback as well as examples of good practice for sharing within ENV.</p> <p>Points noted in the pre-observation discussions indicate issues of concern to ENV teaching faculty, including:</p> <ul style="list-style-type: none"> - Knowing the level at which to pitch material to diverse student groups to avoid risk that some get left behind. - How to best convey difficult theories and concepts. - How to engage students and encourage note taking. - Ensuing a good pace of delivery with appropriate amount of material. <p>These issues are all addressed through examples of good teaching practice (covered below) in terms of:</p> <ol style="list-style-type: none"> (1) structure & content (2) delivery (3) teaching material (4) student engagement. 	<p>The initial focus for the ADT (spring 2015) is to draft and circulate a short and simple guide to best practice among ENV teaching faculty. The guide will summarise points learnt from peer observations, and the experiences of ENV teaching faculty in what works and what should be avoided. The guide will also provide links to available CSED training.</p> <p>If the guide proves useful and effective, subsequent versions can be expanded to include specific examples, and links to faculty 'mentors' on particular issues. Workshops may also be organised internally to focus on particular issues salient to ENV teaching faculty.</p>		
<p><u>Structure & content of teaching</u></p> <p><i>Examples of good practice in ENV teaching:</i></p> <ul style="list-style-type: none"> - Positioning teaching activity within overall module, emphasising links to previous module content (and recap of main points covered) and to forthcoming content. - Emphasising links to wider context, societal concerns, policy-relevance. Cross-referencing to other material, examples and applications. 	<p>The many examples of good practice within ENV teaching are reflected in the positive overall tenor of the peer observations. These examples will be synthesised and shared as a resource to support teaching within ENV.</p>	<p>Develop best practice guide to be circulated within ENV as teaching resource (ADT, Spring 2015).</p> <p>Review and circulate library BoB facility to record and use recent radio and TV programmes in teaching (ADT, continuous).</p>	

<ul style="list-style-type: none"> - Emphasising links to faculty's own research and experiences to help personalise and animate content. - Objectives, structure, and order of teaching activity outlined clearly to students. - Well planned and carefully designed teaching activity. - Mix or balance of activities (e.g., discussions, calculations, activities). - Breaking up lecture midway with an activity. - Moving stepwise through complex theory, concepts, technical information, using a range of examples. - Wrapping up with re-emphasis of key points. - Using examples or applications to support explanation of theory and concept. <p><i>Issues arising to be addressed:</i></p> <ul style="list-style-type: none"> - Too much content or detail risks rushed delivery, content missed out, over-running, or tiring students. - Lack of references or recommendations for further reading. 	<p>Issues noted in the peer observations were most commonly the absence of examples of good practice (see above).</p>	<p>Provide specific feedback & training suggestions in response sections of peer observation forms (ADT, early 2015).</p> <p>Flag issues as things to avoid in best practice guide (ADT, Spring 2015).</p>	
<p><u>Delivery of teaching</u></p> <p><i>Examples of good practice:</i></p> <ul style="list-style-type: none"> - Well paced, not rushed, spaces for students to digest information (all enabled by appropriate amount of content and well designed structure). - Movement, circulating among students, open / approachable body language. 	<p>The many examples of good practice within ENV teaching are reflected in the positive overall tenor of the peer observations. These examples will be synthesised and shared as a resource to support teaching within ENV.</p>	<p>Develop best practice guide to be circulated within ENV as teaching resource (ADT, Spring 2015).</p> <p>Publicise and attend CSED training on ['Driving' the Lecture Theatre, and Performance Element of</p>	

<ul style="list-style-type: none"> - Establishing authority and credibility, demonstrating subject knowledge. - Clear voice, measured, well projected, not too quiet. - Enthusiasm, animation, passion, humour. - Use of multiple media (e.g., slides, whiteboard, props). - Use of whiteboard to work stepwise through complex theory, concepts and models. - Explaining and expanding upon material on slides, rather than reading point-by-point. <p><i>Issues arising to be addressed:</i></p> <ul style="list-style-type: none"> - Lack of familiarity with technology resulting in delays or distractions. 	<p>Related training opportunities offered by CSED will be publicised among staff.</p> <p>Issues noted in the peer observations were most commonly the absence of examples of good practice (see above).</p>	<p>Lecturing] and summarise in best practice guide (ADT, continuous).</p> <p>Provide specific feedback & training suggestions in response sections of peer observation forms (ADT, early 2015).</p> <p>Flag issues as things to avoid in best practice guide (ADT, Spring 2015).</p>	
<p><u>Teaching material</u></p> <p><i>Examples of good practice:</i></p> <ul style="list-style-type: none"> - Well designed and prepared materials. - Balance or mix of text, imagery, figures, video, colour, animation. - Use of props. - Blanking out or covering up parts of slides or handouts to 'reveal' information and encourage note taking. 	<p>The many examples of good practice within ENV teaching are reflected in the positive overall tenor of the peer observations. These examples will be synthesised and shared as a resource to support teaching within ENV.</p>	<p>Develop best practice guide to be circulated within ENV as teaching resource (ADT, Spring 2015).</p>	

<p>- Clear handouts, worksheets, notes booklets with available space for note taking.</p> <p><i>Issues arising to be addressed:</i></p> <p>- Overly-dense text-based slides or handouts.</p>	<p>Issues noted in the peer observations were most commonly the absence of examples of good practice (see above).</p>	<p>Provide specific feedback & training suggestions in response sections of peer observation forms (ADT, early 2015).</p> <p>Flag issues as things to avoid in best practice guide (ADT, Spring 2015).</p>	
<p><u>Student engagement</u></p> <p><i>Examples of good practice:</i></p> <p>- Structuring in activities for students to participate actively in lectures (particularly midway, or linked to particular slides).</p> <p>- Creating opportunities for teacher to check understanding of key material (e.g., students coming up to work on the board).</p> <p>- Asking specific questions and soliciting answers, rather than 'is everyone following?'</p> <p>- Allowing opportunities for students to ask questions, not just at the end of lecture.</p> <p>- Repeating students' questions back to the class to broaden resulting discussion.</p> <p>- Facilitating student note taking by appropriately paced delivery and pauses, and well designed handouts or worksheets.</p>	<p>The many examples of good practice within ENV teaching are reflected in the positive overall tenor of the peer observations. These examples will be synthesised and shared as a resource to support teaching within ENV.</p> <p>Related training opportunities offered by CSED will be publicised among staff.</p>	<p>Develop best practice guide to be circulated within ENV as teaching resource (ADT, Spring 2015).</p> <p>Compile specific examples of activities to include in lectures (ADT, Spring 2015).</p> <p>Publicise and attend CSED training on [Making the Most of Lecture Theatre Time and Space] and summarise in best practice guide (ADT, continuous).</p>	

<p><i>Issues arising to be addressed:</i></p> <ul style="list-style-type: none"> - Relying on students reacting to questions asked by teacher, rather than encouraging active engagement. (See points of good practice). - Not noticing and adapting to natural feedback from students (e.g., note taking, attentiveness, asking questions, answering questions, participating in activities, asking questions after class, punctuality, good attendance, not checking mobile phones, mutual support or rapport within class). 	<p>Issues noted in the peer observations were most commonly the absence of examples of good practice (see above).</p>	<p>Provide specific feedback & training suggestions in response sections of peer observation forms (ADT, early 2015).</p> <p>Flag issues as things to avoid in best practice guide (ADT, Spring 2015).</p> <p>Publicise and attend CSED training on [Making the Most of Lecture Theatre Time and Space] and summarise in best practice guide (ADT, continuous).</p>	
<p><u>Other</u></p> <p><i>Examples of good practice:</i></p> <ul style="list-style-type: none"> - Establishing class norm of punctuality, managing late arrivals (e.g., by asking reasons for lateness, arriving early to prepare classroom, always starting on time). - Arranging room to be conducive to teaching activity. - Audio/video recording lectures to support ESL students and students missing due to illness. <p><i>Issues arising to be addressed:</i></p> <ul style="list-style-type: none"> - Inappropriate classroom and/or technology (e.g., too large room, too small room, too warm room, lack of visualiser, old blackboards, poor acoustics, background noise, positioning of AV equipment). 	<p>These examples will be synthesised and shared as a resource to support teaching within ENV.</p> <p>Related training opportunities offered by CSED will be publicised among staff.</p> <p>These issues fall under the purview of LTS. ENV requests that LTS note the importance of matching teaching facilities to teaching activities, and</p>	<p>Attend CSED training on [eStream], and trial as a test case with monitoring of download numbers (ADT or substitute ENV faculty, spring 2015).</p>	

- Late access to room as previous lecture over-ran.	consider means of strengthening norms of punctual use of rooms.		
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Please forward a copy of the completed PO2 report to the Secretary of the Faculty LTQC

