

FACULTY SUMMARY REPORT FORM: PEER OBSERVATION

PO3

Name of Faculty (e.g. SSF, SCI, HUM, FMH):	Faculty of Arts and Humanities		
Academic Year:	2013-14 (reporting figures for 2012-14 cycle)		
Name of Associate Dean:	Dr Clive Matthews		
Date Faculty Summary Report Form completed:	November 24 th 2014		
Date considered by FLTQC:	November 26 th 2014		
School Reports Attached from following Schools:	AMS, FTM, HIS, LCS, PHI, PSI		
Number of Faculty staff Observed included in this report:	124	Proportion of Faculty teaching staff included in this annual report (%)	62%
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 provision of a “road map” at the beginning of each session;
- The use of “human interest” stories to flesh out more abstract/complex theories/issues;
- Use of international students as a valuable inter-/cross-cultural resource;
- Greater discussion of the nature/learning outcomes of assessments;
- Team teaching can lead to observation a number of times of the same module;
- Some use of student-led learning – an important development in light of the Faculty’s new strategy on feedback as dialogue.

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 BB site;
- PO3 response considered by FLTQC;
- TDs to share information of good practice with their Teaching Committees

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

- The amalgamation of six Schools into two large Schools, AMA and PPL, has caused some difficulties in persuading colleagues to complete PO2 forms for Schools which no longer exist;
- Variation in the use of learning technology;
- Lack of clarity as to who should submit the observation report;
- The inclusion of ATs in the process.

Signature of Faculty Associate Dean

Clive Matthews

Date:

November 24th 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:	AMS	Academic Year:	2013-2014
Name of Teaching Director:	Dr Hilary Emmett	Date report compiled:	18 Oct 2014
Name of Faculty FLTQC Secretary:	Lorraine Newark	Date report considered by FLTQC:	
Number of staff Observed included in this report:	14	Proportion of school teaching staff included in this annual report (%)	88% (14 out of 16 teaching staff [ATR and ATS]).
<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
There are no major issues arising from the recent round of Peer Observations, other than the need to encourage all staff to take part. All staff observed earned praise for the engagement of the students involved at both lecture and seminar level, from First Year to MA.	Contact individuals who are due/ overdue for observation and encourage them to take part.	TD, early in both semesters 2014-2015.	20 October 2014.

<p>The majority of staff who took part in PO did so in the context of team-taught seminars at MA Level.</p>	<p>The observations reflected a very pleasing level of engagement on the part of our MA students in their core module: Theories of American Culture, but meant that few of the very innovative strategies deployed at undergrad level were on display for peers to observe.</p>	<p>TD to encourage staff to arrange observation at a variety of teaching levels so as to share best practice for teaching different groups of students.</p>	<p>All relevant staff contacted 20 Oct 2014.</p>
<p>There was some administrative confusion around PO as responsibility for its organisation was given to the Deputy HoS as part of the Appraisal process, but was passed back to TD towards the end of the 2013-2014 academic year.</p>	<p>A number of staff chased over the summer and early in 2014-2015 academic year for their observation reports.</p>	<p>TD collected and collated all reports. Clearer instructions to all staff to be issued early in the 2014-2015 academic year.</p>	<p>20 Oct 2014.</p>
<p>Teaching spaces to be more flexible in space and manoeuvrability.</p>	<p>No classes of greater than 15 students to be taught in Arts 1.16.</p>	<p>Audrey Richardson, Arts Hub.</p>	<p>This issue was addressed in April 2014, but has had to be revisited as a result of university-wide timetabling issues.</p>
<p>Some more focus on student-directed learning.</p>	<p>Best practice to be shared regarding use of group work outside seminars for preparation of materials for discussion in class.</p>	<p>TD to approach Dr Tillett, Dr McMahon, and Dr Fear-Segal as those commended for their approaches to student-led seminar discussion to share their strategies at a School-based Away Day/ Teaching afternoon.</p>	<p>Teaching Away Day/afternoon on groupwork held over to Spring as a result of need to prioritise Faculty Feedback Strategy.</p>

<p>Consider use of flipped lectures in some core First-Year lectures.</p>	<p>Further consideration to be given to “flipping” strategies, with the caveat that AMS does not consider their current lecture/seminar combinations in the First Year to warrant much revision as all work very effectively in ensuring students have access to both lecturers’ expertise and space for discussion of their own responses.</p>	<p>Email from Adam Longcroft on Graham Gibbs’ proposal that lectures are used “too often” in HEI study cascaded to Teaching Committee. Possibility of increasing First Year “lectures” in team-taught modules to 1.5 hours across the School in order to allow for more interactive modes of learning, while not sacrificing time for some necessary information transmission on the agenda for TC meeting on 5 November.</p> <p>Alicia McConnell to present on the use of e-stream to interested members of the School.</p>	<p>5 Nov 2014</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)

Name of School:	Philosophy	Academic Years:	2012/3 and 2013/4 (All observations took place in 2012-13 as part of biennial process)
Name of Teaching Director:	Dr Jerry Goodenough	Date report compiled:	10/11/2014
Name of Faculty FLTQC Secretary:	Lorraine Newark	Date report considered by FLTQC:	
Number of staff Observed included in this report:	9	Proportion of school teaching staff included in this annual report	100% of ATR/ATS

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
Suitability of rooms – especially noise issues	Outside issues affecting teaching should be sorted out with the University.	TD to liaise with LTS over room booking & any particular teaching requirements of individual members of staff.	Ongoing
Variable use of technology – e.g. PowerPoint – between teachers.	School happy to leave choice of technology to individual lecturers if there are sound pedagogical reasons for choice.	TD to ensure that all lecturing staff are familiar with technology, especially updated technology in new or re-fitted lecture rooms.	Ongoing

Variable use of hand-outs. (Should they be made available to students before, during or after lectures?)	School presently has no consistent policy on this.	Matter to be discussed at School teaching away-day.	
Student attendance issues at both lectures and seminars.	School to emphasise importance to lecturers of maintaining online attendance records for seminars and (where practicable) lectures and other teaching events.	TD to liaise with LTS over attendance monitoring follow-up procedures and to raise question of attendance at SSLC.	Ongoing
Student use of technology, e.g. use of PowerPoint and other programs to give presentations.	School to encourage such use for both pedagogical and employability reasons.	TD to liaise with Employability Officer to ensure that all students are aware of any training programs in the use of such technology, and to ensure that individual teachers are prepared to encourage their use.	Ongoing
Generally favourable response of students to enthusiasm, expertise and approachability of staff lecturing or running seminars, as reflected in teaching events themselves, in informal student responses, in SSLC and in outstanding NSS results.	School 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.	N/A	

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

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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

Name of School:	Political, Social and International Studies	Academic Years:	2012/3 and 2013/4
Name of Teaching Director:	Mr Mike Bowker	Date report compiled:	10/11/2014
Name of Faculty FLTQC Secretary:	Lorraine Newark	Date report considered by FLTQC:	
Number of staff Observed included in this report:	34	Proportion of school teaching staff included in this annual report	100% of ATR/ATS

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
The peer review exercise was commenced in Spring Semester, 2013 and completed in Spring 2014. It involved permanent and temporary staff.	n/a	n/a	28 staff in 2012-13 6 staff in 2013-14

<p>Most reports were enthusiastic about the quality of teaching being undertaken across the School and the range of activities and approaches that were being employed in order to generate a dynamic and engaging teaching environment. In terms of identifying 'best practice', a number of features can be highlighted; see below</p>	<p>On the basis of these reports, topics for possible discussion at teaching-focused events in the School, notably the annual away day, might include;</p> <ul style="list-style-type: none"> ○ How to improve the learning experience of overseas students in the classroom – this would include addressing issues around lecture and seminar content, levels of participation, expectations of students and staff and the demands of independent research e.g. undergraduate and Masters' dissertation ○ Planning and organising modules with inputs from a range of colleagues ○ Assessment strategies – with a particular focus on the range of assessments that are used and how to better prepare students for the demands of each ○ Using new technologies to facilitate the learning process 	<p>PSI awayday to discuss these matters</p>	<p>04/06/2014</p>
<p>A number of reports discussed the importance of making connections between individual sessions, the overall subject area and particular learning objectives/outcomes. In these instances, colleagues spent time linking the current topic with previous sessions as well as future aims and objectives. This not only allows students a chance to revisit previous debates but links different themes and topics, thereby placing the current session into the overall structure of the module. It is</p>	<p>See above</p>		

<p>worth noting, here, that modules that are co-taught may particularly benefit from this procedure. To this end, one report, discussed the valuable contribution of the module leader in providing a clear and coherent 'brief' for each contributor to the teaching programme. This is also something that should be addressed where seminars are taught by colleagues who are not responsible for the lecture / module</p>			
<p>In terms of providing context for the wider session, a number of reports noted the value of including a short overview of the session. This provides students with a 'road map' for the content to come and, in particular, allows them to anticipate key concepts, authors or case studies. This may be of particular importance for students with English as a second language.</p>	<p>See above</p>		
<p>While the range of content and activities was commended across the reports, some reviewers noted the importance of using 'human interest' stories and/or persona experience to illustrate some of the more abstract or complex theories or issues.</p>	<p>See above</p>		
<p>A number of reports remarked upon the value of asking international students to contribute examples from their own countries for two primary reasons. First, in order to more effectively incorporate them into group discussions or other class-room activities. Second, to offer an alternative perspective on wider academic or policy debates that are often grounded in particular, usually Western, contexts.</p>	<p>See above</p>		

<p>While this type of approach needs to be handled carefully, so as to not make overseas students feel uncomfortable or 'picked on', drawing on their knowledge of other social settings enables them to make a valued contribution to the session as well as providing an important comparative perspective for all those present, including the lecturer</p>			
<p>While this may not be suitable for all sessions, it was argued that a range of focused activities may be more successful in engendering a 'culture of active involvement'. Not only do different activities change the pace of the session but they also enable students with different skills and knowledge bases to participate at particular times</p>	See above		
<p>A number of reports noted the value of spending time discussing, in some detail, the requirements for each type of assessment and, perhaps, providing examples from past years.</p>	See above		
<p>Colleagues commented on the importance of allowing students to work through difficult issues to highlight gaps in their knowledge. Sometimes there is a tendency to 'jump in' when students begin to struggle or when discussions begin to drift. Here it was argued that these periods of 'reflection' are a key part of the learning process.</p>	See above		
<p>The value of presentations was highlighted, both in examining knowledge and communication and team-work skills. However, the issue of whether such sessions, which generally</p>	See above		

only focus on the work of a small number in the group, allowed others to 'coast' was raised.			
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Please forward a copy of the completed PO2 report to the Faculty LTQC

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

PO2

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

Name of School:	Language and Communication Studies	Academic Years:	2012/3 and 2013/4
Name of Teaching Director:	Dr Giulio Pagani	Date report compiled:	29 May 2014
Name of Faculty FLTQC Secretary:	Lorraine Newark	Date report considered by FLTQC:	
Number of staff Observed included in this report:	19	Proportion of school teaching staff included in this annual report	100% of ATR/ATS

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
2012-13 was the first year that LCS made a concerted effort to engage with the University's Code of Practice on Peer Observation of Teaching. Compliance was generally good although a number of colleagues did fail to be observed during 2012-13.	Colleagues have been reminded not only of the importance but also the benefits of the process. New junior appointments either combined the observation as part of their MA-HEP reports or treated it as a separate process.	During 2013-14, Teaching Director has been pro-active in managing the process so that all colleagues have been paired and have had observations booked. The aim was to ensure 100% compliance over the combined period 2012/13-2013/14.	100% completion achieved by May 2014.

<p>The submitted reports raised no serious issues of concern and, indeed, highlighted a number of areas of good practice and excellent engagement with the students.</p>	<p>Colleagues I have discussed the process with have been enthusiastic about its benefits. Since these benefits apply as much to the observer as the observee, it is important that subsequent years allow for wider dissemination of ideas.</p>	<p>A simple way of achieving this is to ensure that different observers are paired with different observees during the next round of observations. TD to oversee this in 2014/15-2015/16 round.</p>	<p>Ongoing process.</p>
<p>The <i>interactivity</i> that is designed in to much teaching in the school is frequently commented upon by observers - in terms of the benefits generated.</p>	<p>Excellent practice in this respect noted.</p>	<p>Excellent practice disseminated at School level via TD reports at School meetings.</p>	<p>Ongoing process.</p>
<p>The main issues of concern relate more to administrative issues rather than professional outcomes. It can be difficult to ensure that all colleagues are properly engaging with the process.</p>	<p>Significant input from TD in issuing many reminders both at School meetings and via e-mail.</p>	<p>This system could be ripe for an 'automated' online reporting system similar to that currently being trialled for Module and Course Reviews. This would reduce the burden on TD to monitor and chase. TD to feed in to LTQC and LTS.</p>	
<p>Colleagues were unclear whether the observer or observee was to forward the report to the Teaching Director; in certain cases the result was that the document was submitted by neither resulting in time-consuming chasing up later.</p>	<p>Significant input from TD in issuing many reminders both at School meetings and via e-mail.</p>	<p>See comment above re. automation. TD to feed in to LTQC and LTS.</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:	History	Academic Year:	2012/13 – 2013/14
Name of Teaching Director:	Dr Matthias Neumann	Date report compiled:	03/11/2014
Name of Faculty FLTQC Secretary:		Date report considered by FLTQC:	
Number of staff Observed included in this report:	40	Proportion of school teaching staff included in this annual report (%)	100%
<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
The School has started to implement peer-observation of teaching in the academic year 2012-13 in line with the University Code of Practice. Numerous peer-observations were undertaken,	Colleagues have been frequently reminded not only of the importance but also the benefits of the process.	During 2013-14, Teaching Director has been pro-active in managing the process so that all colleagues organised a peer-observation that hadn't been peer-observed in 2012-13. The aim was to ensure 100% compliance over the combined period 2012/13-2013/14.	Yes

<p>though an audit of the observation reports highlighted that not all members of staff were observed over the course of the year. New members of staff, who are enrolled on the MA-HEP, were observed regularly as part of this course.</p>			
<p>Overall, the observations raised no particular issues and concerns. Observers were overwhelmingly pleased with the delivery of teaching, the range of teaching activities and 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</p>	<p>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 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</p>	<p>Encouraging colleagues to recruit observers from other sectors TD to oversee this in 2014/15-2015/16 round.</p> <p>Excellent practice should be disseminated at School meetings and as far as assessment/feedback is concerned in the Annual Review of Moderation and Assessments.</p>	<p>Ongoing</p> <p>ongoing</p>

<p>before classes and seminars are 'flipped'.</p> <p>Issues with the teaching provision / quality of teaching were identified with two colleagues.</p>	<p>strategy. Several tutors have reduced the number of lecturers and extended seminars at level 5.</p> <p>These were addressed by the School management team and have been permanently resolved.</p>	<p>No further actions needed</p>	<p>yes</p>
<p>As highlighted in the PO2 report by LTCS, the main issues of concern relate more to administrative issues rather than professional outcomes. It can be difficult to ensure that all colleagues are properly engaging with the process.</p>	<p>TD had to send out several reminders both at School meetings and via e-mail.</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>

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