

LTC14D101

Title: *FMH Peer Observation*
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**RSC Peer Review of Teaching
 2012-13 / 2013-14 Cycle**

The UEA Code of Practice for Peer Observation of Teaching applies to all staff in roles which involve teaching. It is a requirement that peer observation is undertaken

- for staff on probation on a yearly basis
- for other staff a **minimum** of every two years.

In RSC in the 12-13 and 13-14 (two year) cycle there were 36 staff involved in teaching our students¹.

Of those 36 (@ 05.07.14) –

Review year	No. expected	No. reviewed
2012-13	13	12
2013-14	24 ²	21
		33 (91.6%)

- 3 were pending

Overall compliance = 33/36 = 91.6%

¹ This number does not include 4 Professors who are not engaged in teaching activity and one member of RSC staff who was seconded to CSED for an 18 month – 2 year period.

² 1 carried over from 2012-13 cycle.

PO2

SCHOOL SUMMARY REPORT ON PEER OBSERVATION

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

Name of School:	Nursing Sciences	Academic Year:	2013/2014
Name of Teaching Director:	Julia Hubbard	Date report compiled:	11 th July 2014
Name of Faculty FLTQC Secretary:	Julia Jones	Date report considered by FLTQC:	
Number of staff Observed included in this report:	67	Proportion of school teaching staff included in this annual rport (%)	100%

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 observations used a variety of opportunities for observation from 20 minutes skills sessions to whole day workshops. Interestingly very few lectures and many many interactivate sessions (suturing using ox tongue is one example!).	Pleasing to review such a variety of interactive sessions, particularly as past student feedback has commented on the over use of Power Point.	Module organisers to continue to use a blended learning approach. CD's and School AD's Teaching and Learning review timetables in the autumn term.	
There were many many clear master classes with colleagues described as inspiring, motivational, knowledgeable, captivating, engaged with audience, student centered (this is not an exhaustive list).	Colleagues are clearly engaged in exciting activities and are passionate when disseminating and sharing their knowledge.	Expose more colleagues to different teaching practices by encouraging selection of an observer other than someone they would usually work with. Line manager/appraiser academic year 14/15.	
Lecturers choose close work colleagues to observe them. The positive aspect was the were relaxed and felt safe, the negative aspect they weren't possibly exposed to feedback about different approaches to the teaching session.	Most lecturers choose close working colleagues to observe them. This did not however reduce the amount of constructive feedback or suggestions for development and observers offered top tips for future sessions.	Some of the top tips were extremely useful and a summary sheet as it would be useful for all lecturers. Teaching Director, end of July 14See comment above in relation to selection of an observer, academic year 14/15.	

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

FACULTY SUMMARY REPORT FORM: PEER OBSERVATION

PO3

Name of Faculty (e.g. SSF, SCI, HUM, FMH):	FMH		
Academic Year:	2013-14		
Name of Associate Dean:	Rosie Doy		
Date Faculty Summary Report Form completed:	08/10/14		
Date considered by FLTQC:	November 2014		
School Reports Attached from following Schools:	MED HSC (NSC and RSC as they were previously)		
Number of Faculty staff Observed included in this report:	59 (MED numbers to come)	Proportion of Faculty teaching staff included in this annual report (%)	NSC (100% over the 2 year period) RSC 96.1% Over the 2 year period MED numbers to come
<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>			

MED The MS suite of programmes is delivered almost entirely through the online channels. This enables all staff student interaction to be recorded and monitored if required, but does not fit into the processes identified by the University for peer review. A form for reporting peer review of online teaching is currently under development within the school, and should be complete within the next 2 months. To enhance the systematic recording of information relating to Peer Review (PR is being undertaken, and is well supported within school) the School is developing a web form, which all those undertaking peer review will be required to complete in order to notify the school that it has happened. The appraisal process within med is under review, and the form similarly. A specific item relating to peer review will be included in the new form. Ensure all staff submitting applications for confirmation of appointment or promotion demonstrate in their application that they have complied with the University peer review policy.

There does not appear to be dedicated peer review information on the med staff blackboard pages. As part of implementing the web reporting form, relevant resources and information will be made available for staff.

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

ADLTE sharing these MED initiatives with HSC Deputy Head of School for further consideration alongside staff development and appraisal processes in 14/15; also to HSC colleagues for consideration for ways to enhance peer review process within online modules (UEA Health Online).

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

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

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

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