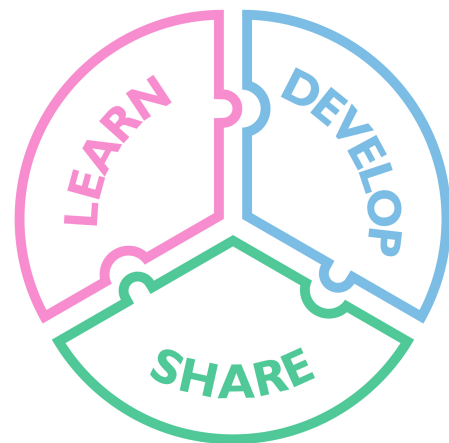




Annual Review of Teaching

*for all staff who
teach, supervise
and/or assess*



Academic Development

academicdevelopment@exeter.ac.uk

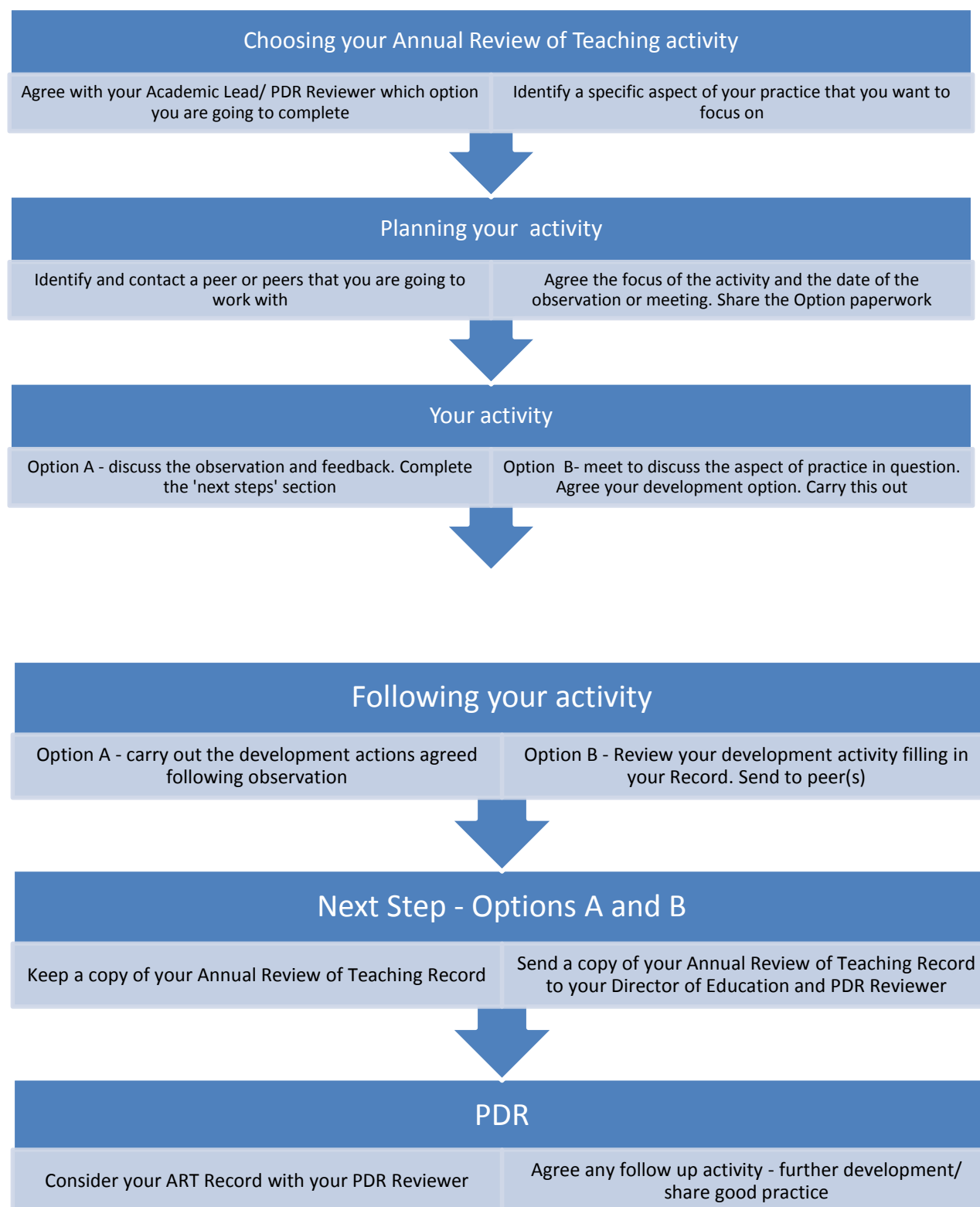
2019/20



Annual Review of Teaching

Annual Review of Teaching is mandatory for those who teach and/or support learning. There are **two developmental options, A and B** to select from and agree with Academic Lead/ Line Managers. **Option A** is an observation of your teaching by a peer and **Option B** is a discussion with one or more peers.

What do I need to do?



Overview - Annual Review of Teaching

1. What is Annual Review of Teaching?

Annual Review of Teaching is the mandatory process designed for all staff at the University of Exeter who teach, supervise, assess and/or support learning, to review and reflect on your practice.

2. What does Annual Review of Teaching aim to do?

Its overall purpose is to enable you to develop your education practice, by engaging with peers to provide you with constructive and critically reflective feedback and by looking together at new ideas and possibilities together.

3. What does it involve?

Annual Review of Teaching is mandatory and requires you to engage in a formal 'Annual Review of Teaching' activity, which you must undertake during the academic year.

4. What kinds of Review can I engage in?

There are two options available to you:

OPTION A) a peer observation of a taught session or supervision meeting;

OPTION B) a peer discussion or review of an identified area of practice: for example, developing a new learning resource or approach; giving feedback to students; use of the ELE virtual learning environment.

Option B could be a group activity and has many possible areas of focus – please see the main Annual Review of Teaching guidance document for more ideas and information about both options.

5. How is this recorded?

You should report on your chosen activity using the appropriate Record Form linked to in each Option above. The forms should be completed at the time of the Review and submitted immediately to your PDR Reviewer. You should discuss the outcome(s) of your activity as part of the PDR process. **The deadline for completing this process each year is 1st August.**

6. How can I comment on any areas I'd like the University to know about?

The feedback sections on the forms invite you to highlight and share identified areas of good teaching-related practice. They also provide you with a specific opportunity to alert your College/Service to any education-related issues that you would like the University to be made aware of.

7. Can I get any professional recognition for engaging in this scheme?

Engagement with the Annual Review of Teaching Scheme can be used as evidence to support an ASPIRE/HEA fellowship application. Specifically, ARTS provides evidence of UK PSF dimension of practice A5: *Engage in continuing professional development in subjects/ disciplines and their pedagogy, incorporating research, scholarship and evaluation of professional practices.*

1. Introduction

Annual Review of Teaching is a key dimension of academic and professional life at the University of Exeter. Through engaging in Annual Review of Teaching, we can find the most creative and successful ways of teaching and assessing our students, of developing academically inspiring, demanding and research-rich curricula, and of ensuring that students have the highest quality guidance and support. This applies through all levels of the curriculum, from first year undergraduate to postgraduate research programmes.

As you are teaching and/or supporting students' learning, you will be part of the University's Annual Review of Teaching, which aims to enhance learning and teaching. This document explains the principles, purposes and process of Annual Review of Teaching, and how this relates to:

- Development of your academic practice
- Annual **PDR (appraisal) processes**
- National recognition for your role through the University's **ASPIRE Fellowships**, which bring with them fellowships of the **Higher Education Academy**

2. What is Annual Review of Teaching?

Annual Review of Teaching is a collegial activity which underpins our ethos as a research and teaching community. The University comprises many subject disciplinary groups, interdisciplinary and professional networks, and communities of practice. Sharing perspectives, experiences and creative ideas within and across these groups can help us focus on key areas and identify priorities for change and development. This activity can support and encourage our development as individual staff members at all stages of our careers; it can also build teams and contribute to a strong team ethos. Peer dialogue occurs as an informal activity on a day-to-day basis; but formal Annual Review of Teaching is a mandatory and recorded activity to identify good practice as well as aspects requiring development for individuals, teams and disciplines.

Annual peer observation of teaching has traditionally been part of University life and this is useful for new colleagues, as part of the induction and professional formation process, as well as for established colleagues as part of continued professional development. Peer observation also provides a third perspective, helping to moderate the views of students and the individual member of staff. Annual Review of Teaching scheme extends the peer observation activity, engaging colleagues in a focused opportunity to discuss and explore practice, to identify areas for individual or team development and to share good practice for the benefit of the wider community.

3. What does Annual Review of Teaching at Exeter aim to do?

The overall purpose of Annual Review of Teaching is to enable you to develop your individual and collective practices in relation to your teaching, by asking one or more colleagues to provide you with constructive and critically reflective feedback and by looking together at new ideas and possibilities together. The 'Annual Review of Teaching' approach is designed to promote creative thinking around what you do.

This scheme requires a formally recorded, annually monitored, peer review process in relation to teaching. Teaching is defined here in the broadest sense and incorporates any activities which support student learning, curriculum development and assessment. The scheme is designed to enable all staff who teach, supervise and/or support students' learning to gain feedback from one colleague, or from a group of colleagues where appropriate, as part of the process of reflecting on their own practices. The guidelines which follow describe the essential elements of the University of Exeter's scheme. However, to complement the Annual Review of Teaching process, Colleges may choose to devise detailed procedures and variations which reflect particular disciplinary traditions, processes and approaches to teaching.

Please note that these guidelines do not incorporate procedures for observations or reviews of teaching which are triggered by poor performance. In these circumstances separate procedures are required, which are best considered in a policy relating specifically to performance management.

4. What does it involve?

Annual Review of Teaching is mandatory and requires each of us to engage in a form of 'Annual Review of Teaching' activity, which you must undertake during the academic year.

Any activity selected for review will involve peers in working alongside each other and commenting on a colleague's work. The Review activity should be a two-way conversation, in which each participant questions and learns from the other. It should entail an open, honest but constructive conversation, in which creative ideas for development and enhancement are the key focus. It is therefore important to follow the protocols of the Review process.

The Annual Review of Teaching at Exeter offers **two developmental options, A and B**, from which staff can select, under the guidance of their Academic Leads and/or line managers. It is likely that different options will be appropriate for different roles and at different times in each colleague's career.

Option A is based on the more traditional observation of a teaching session. This is strongly recommended for all staff in the early years of their teaching career, including all those on probation, and can continue to be highly useful for more experienced staff.

Option B provides a flexible framework for more established staff to focus on and *actively develop and improve* an identified area of practice, and may take place in addition to peer observation of teaching. Possible themes include but are not limited to:

- Curriculum design
- Developing a research informed inquiry led learning and discovery approach
- Internationalisation
- Designing innovative assessment methods (formative and/or summative)
- Improving feedback practices
- Doctoral supervision
- Development of resources, for example the ELE (Exeter Learning Environment)
- Teaching diverse student groups
- Personal/ academic tutoring

Option B allows for developmental dialogue between pairs (as with the traditional peer teaching review exercise), but also allows for discussion and review among small groups; this can be particularly helpful when a common issue has been identified for a programme or subject area.

. How is this recorded?

You should report on your chosen activity using the appropriate form highlighted in section 4 above. The outcome of your activity should be discussed with your PDR reviewer as part of the PDR process. A summary of Annual Review of Teaching activity should then be noted in the Annual Review of Modules and the college Annual Student Experience Review (ASER)/ Professional Service Directorate review. The forms should be completed at the time of the ART review and submitted immediately to your PDR Reviewer. The deadline for completing this process each year is 1st August.

6. How can I comment on areas I'd like the University to know about?

The feedback sections on the ART forms invite you to highlight and share identified areas of good teaching-related practice. They also provide you with a specific opportunity to alert your College/Service to any issues regarding good teaching-related practice which you would like the University to be made aware of.

7. Institutional minimum requirements

- **All staff who teach, including those who only supervise postgraduate research students**, must engage in a recorded Annual Review of Teaching activity (either Option A or Option B) once a year. This activity may be dialogue on a one-to-one basis, or may, with the guidance of the Academic Lead/ Line Manager, involve a wider group. Each individual must participate annually, both as a reviewer and as a reviewee, using the activity to inform their practice.

A summary of each colleague's annual review activity is included on the Annual Review of Teaching Record. This summary record is discussed at the individual's subsequent PDR appraisal meeting and also sent to the relevant Director of Education or Programme Lead 31 August each year to inform Annual Review of Modules/Annual Student Experience Review.

9. Annual Review of Teaching: Links with the annual PDR (appraisal) process

- The Performance and Development Review (PDR) is intended to enable all staff who teach, supervise and/or support students' learning to perform at the highest level, by facilitating discussions related to performance, personal development and career progression.
- If you are a member of academic staff, outcomes from the Annual Review of Teaching activity should be discussed and recorded in the 'Education' section of your PDR; these will be areas of good practice as well as developmental actions being taken by the individual as a result of the feedback. For Professional Services staff who teach or support students' learning, your annual PDR can be used flexibly to record the outcomes of your Annual Review of Teaching activity, depending on the nature of your role and the scope of the Annual Review of Teaching activity undertaken.
- For all staff, the Annual Review of Teaching activity should be considered to be part of your continuing professional development (CPD), and discussions about your future CPD may usefully include consideration of future areas on which to focus in the next round of Annual Review of Teaching activities.
- This record will also provide useful evidence of your commitment to developing your own academic and/or professional practice where you are pursuing professional recognition through the [ASPIRE framework](#).

10. Annual Review of Teaching (ART) and ASPIRE

You can use both the formal process of Annual Review of Teaching (ART) and more informal peer discussion as evidence of your professionalism at all stages of your career, should you choose to apply for recognition of your teaching-related role. Gaining national recognition happens at the University of Exeter through the [ASPIRE](#) framework, which offers Higher Education Academy (HEA) accredited Fellowships in the Associate, Fellow, Senior Fellow and Principal Fellow categories.

For more information on the ASPIRE framework, and how you can gain an internationally recognised award for your teaching-related role, please see the ASPIRE Guidance Pack and application forms available through the ASPIRE website at <http://as.exeter.ac.uk/aspire/>.



Option A: ART Observation of a taught session

The purpose of peer observation at Exeter is to enable the colleague being reviewed to invite a colleague's views on all, or selected, areas of practice *relating to the delivery of a taught session*. This could be a lecture, seminar, practical class, tutorial or field trip; it may also relate to the supervision of postgraduate research students. It is important to make time after the session for genuine discussion of areas of practice; **this is not about one-directional feedback, but an informed discussion, so that both the reviewee and the reviewer learn from the experience.**

What are the steps needed for Option A?

- 1. Identify a taught session you wish to reflect upon**, and agree with your Academic Lead/ line manager colleague who will be able to observe you and give you constructive feedback.
- 2. Provide your observing colleague with a copy of the ART Session Observation AND Feedback form** in advance of the session, once you have completed the brief description of the session and focus for the observation. Note the areas that the observer will be expected to comment on. The focus for the observation is particularly important – for example, engaging students in active learning; use of resources; issues of inclusion and equality; eliciting student feedback.
- 3. Plan time to talk through the observations** noted on the form, ideally this should be immediately after the session. In particular, you should discuss:
 - ➡ **Areas of good practice** which should be noted to share with other colleagues (as appropriate) and inform the reviewee's PDR
 - ➡ **Areas which would benefit from being developed further:** How will you work on these? How will you know whether the developments have been successful?
 - ➡ **New ideas for practice**, *for both the reviewee and the reviewer*, emerging from the dialogue

What should be done with the ART Peer Observation and Feedback Record?

1. Keep your copy of the ART Peer Observation and Feedback Record Form.
2. **Send a copy of the ART Form to your Director of Education and PDR Reviewer, by 1st August each year.** The summaries considered by wider teams will be anonymized and will inform Annual Review of Modules and other evaluations.
3. **A copy of the ART Peer Observation AND Feedback Record will be filed in your PDR portfolio** for discussion with your Academic Lead/line manager under the 'Education' heading.
4. Ideas developed by the *reviewer* as a result of the observation and subsequent dialogue can be included as evidence of CPD in her/his own PDR.
5. Both the reviewee and reviewer can use this activity as evidence of self-development in application for an **ASPIRE/HEA fellowship**.

Planning an observation of teaching

- Make sure that you give the colleague(s) providing you with feedback enough background to understand the context of the taught session or developmental activity.
- Agree in advance which aspects of the work should be the focus of the observation. The reviewer(s) may be invited to attend to very specific features of work or you may give them the freedom to comment on any aspect of the activity.
- Decide whether (and what) to tell any students who might be present in a session
- Agree on the way the feedback discussion will work for example, who will speak first? Is there a preferred way of approaching the positive and negative comments? It is often considered good practice for the person who has been observed to speak first.
- Jointly decide the outcomes of the Peer Observation and how these will be recorded and on how/when the records will be submitted formally to the College.

During the observation of a taught session

The observer should remain unobtrusive and not get involved in the session unless you have discussed and agreed otherwise. Be mindful of the language used in writing the record:

- Stick to the agreed focus.
- Record particular events, behaviours and talk as concrete examples for investigation that might provide insights about teaching and learning.
- Avoid judgmental statements or interpretations that are not based on evidence available through specific examples.

Debriefing and feedback

The style of dialogue in the debriefing will depend on the relationship between the members of staff involved. It is widely advised that a debriefing after a taught session is best opened with the teacher's own comments and feelings about the activity. It is also advisable for the observer to begin feedback with some positive comments, following with constructive criticism or challenging of practice and ending with suggestions about how practice might be developed further.

The process of any developmental dialogue is intended to build confidence and identify possible future action. Throughout it is important to listen attentively and to aim for a genuine, evidence-informed exchange of ideas. Feedback should be specific, clear, constructive and honest.

Confidentiality

Your colleague(s) should not use the information/record of your ART Peer Observation & Feedback Record for any purpose without prior agreement. The person observed should be able to use the information from the review in any way they consider appropriate, e.g. for PDR (appraisal), promotion, teaching awards and ASPIRE/HEA Fellowships.

Option B: ART focusing on a selected area of practice

The aim of ART dialogue is to enable you to improve an aspect of your teaching-related practice, with the assistance of one or more colleagues. It involves a meeting with your reviewer(s): this may be done in small groups, or in pairs. Before the meeting, agree to focus on an area of your own practice as a point of focus. Possible changes and improvements are explored. In the meeting discuss the focus of your practice and agree what you can do to progress that development of your chosen area of practice. Following development of your practice, reflect on this activity completing the ART Review form and send this to your reviewer for comment.

What are the steps needed for Option B?

- 1. Identify an area of your practice that you wish to improve**, and contact a colleague or small group of colleagues who might be able to assist you.
- In the meeting, Discuss the area of your practice you wish to develop and identify what you intend to do and how you will evaluate the development you wish to implement. **You should complete a record of the meeting and set a date for subsequent review.**
- 3. Implement the development in practice which you have identified**, and **gather the evaluative evidence** as identified in your preliminary meeting. Complete the review section of the ART Record Form.
- 4. Send your ART Record Form** to your reviewer(s) for them to consider and comment on your developments and evaluation.

OPTION B – group activity in Subject-Specific Teaching Groups

With the approval of your College, it can be effective for groups within a particular subject discipline or professional area use the ART scheme to support and develop their work. This encourages subject groups to take ownership together and address the developmental needs of the group as a whole. For example, in any one year a group may wish to adopt a strategic focus, using **Option B** of the scheme, on a particular aspect of teaching that has arisen through monitoring or student feedback. The details decided by the group can include:

- the types of teaching activities that will be reviewed/observed each year;
- the people who will undertake the reviews each year;
- the timetable for review;
- how to share the outcomes of the review

Facilitating successful Group Annual Review of Teaching

As a group, discuss the Annual Review of Teaching process first and agree that group peer dialogue would be a useful activity for all members of that group.

In many institutions teaching groups facilitate the professional development activities identified in peer observations. This is an effective way of taking the outcomes of peer observations forward. You are welcome to contact the Academic Development Team if you would like further guidance or support with this activity.

What should be done with the ART Records?

1. Keep your copy of your ART Record form safely.
2. **Send a copy of the ART Record form to your Director of Education and PDR Reviewer by 1st August each year.** All Annual Review of Teaching records will be summarised and anonymized and will inform Annual Review of Modules and other evaluative reviews as appropriate.
3. **A copy of the ART Record Forms should also be filed in your PDR portfolio** for discussion with your Academic Lead/line manager under the 'Education' heading.
4. Ideas developed by the reviewer as a result of ART can be included as evidence of CPD in their own PDR.
5. Both the reviewee and reviewer can use this activity as evidence of self-development in application for an **ASPIRE/HEA Fellowship at Associate, Fellow, Senior Fellow or Principal Fellow levels.**



Annual Review of Teaching Scheme (ARTS)

Option A: peer observation

Reviewee name (person being observed)			
Reviewer(s) name			
Date		Number of students	
Subject, level, type of session			
Session topic			
Focus of observation			
Session element (and prompts):	Notes:		
<p><u>Session content and structure:</u> Were aims and ILOs made clear? Was there a logical and coherent structure to the session? Was signposting used? Comment on:</p> <ul style="list-style-type: none"> • Research-informed • International perspective • Transferable skills 			
<p><u>Learning activities, resources and student engagement:</u> Were appropriate learning technologies used effectively? Were resources constructively aligned to ILOs? Learner-centred approach used? Were learners actively engaged?</p>			
<p><u>Assessment for learning:</u> What methods of informal assessment were used (i.e. to check session ILOs being met)? How is this session linked to summative assessment?</p>			
<p><u>Summary and consolidation of learning:</u> Was there a summary provided? What consolidation work was set?</p>			

Feedback Section (for discussion)

Areas of good practice (include specific evidence from the session observed):		Suggestions for sharing good practice (including discipline/service-, College-, university-, sector-wide):
1.		
2.		
3.		
Areas for development (include specific evidence from the session observed):		Suggested activity to support development (e.g. CPD, literature) – be specific:
1.		
2.		
3.		
Summarise any next steps which have been agreed following this feedback discussion:		
Signature of reviewee (person observed)		Date:
Signature of reviewer		Date:

Annual Review of Teaching Scheme (ARTS)

Option B: discussion on an aspect of teaching practice

Activity to be undertaken as a pair or small group in agreement with Academic Lead/ Line Manager or equivalent.

Name of reviewee			
Name of reviewer(s)			
Date		College/Programme	
Which area of practice do you wish to address?			
What actions will you take to address this area of practice?			
How will you evaluate this change? For example, what mechanisms for student feedback, peer review, or education scholarship might you use?			
Proposed date for follow-up review:			

Practice Development Record (after change has been implemented)

Date		Name of reviewer (s) (if different from above)	
Briefly describe the change implemented:			
What was the outcome of the change implemented? Use specific evidence from your evaluation of practice.			
Summarise any recommendations or developments for your own future practice:			
Are there any further points of note or good practice to record?			
Aspects that you would like to make known to your College/Service and/or University, and through which forum:			
Summary of reviewer(s) comments:			
Signature of reviewee			Date:
Signature of reviewer(s)			Date:
Additional follow-up required? If so, proposed date?			