

## TEACHING ENHANCEMENT SCHEME (TES) POLICY

The University of Leeds strategy for Student Education is based on **inspiring our students** to develop their full potential. This aim is underpinned by the **delivery of an exceptional student experience** centred on inspirational learning and teaching and by **translating excellence in research and scholarship into learning opportunities for students**.

Delivering this strategy depends upon the dedication, commitment and skills of teaching staff at all levels. All teachers can enhance their teaching quality and indeed have a responsibility to maintain the highest possible standard of delivery of student experience.

Currently staff are required to engage in the Peer Review process, largely based on peer observation of teaching. To facilitate broader enhancement of teaching this is being replaced by a more flexible, supportive and developmental scheme. The TES is designed with minimal formal expectations but ONE objective, to enhance teaching and learning.

### **Underpinning the Leeds TES are the following principles.**

Engagement with the scheme will:

1. be supportive, developmental (not judgemental) and promote self-reflection;
2. be collaborative and mutually beneficial for all staff involved in the process;
3. be underpinned by the belief that all teachers have the capacity to enhance their teaching;
4. focus on the enhancement of student education rather than just teaching practise to encompass areas such as assessment, use of the VLE and other media.;
5. be a normal expectation for all Schools and Services involved in teaching;
6. be a normal expectation for all teaching staff;
7. reflect rather than add to individual and school priorities and responsibilities with incorporation of existing enhancement activities;
8. be confidential to the participants but with the normal expectation that good/innovative practice or other outcomes will be disseminated;
9. provide evidence in support of individual career development
10. be distinct from management processes, other than for monitoring participation.

### **Key requirements of the scheme**

The Head of School should have a system to record participation of staff in the TES.

All teaching staff should engage with the TES process on an ongoing basis.

TES groups should feedback any agreed outcomes to their School on an annual basis, where appropriate.

Schools should feedback their experiences and good practice of TES through the annual review cycle with the Faculty/University.

### **Implementation of the TES**

1. TES provides a framework to accommodate local flexibility in its operation. The Head of School is responsible for local delivery but may delegate operational management.
2. Requirements of the scheme are minimal to provide flexibility in local implementation to suit School objectives. Importantly, the scheme is **developmental** and should enhance the teaching and learning experience of both students and staff. Many schools already have excellent practice in place and the scheme is intended to support such activities which can be identified by the school as meeting TES objectives.
3. All staff (including where appropriate postgraduates and externally appointed staff) involved in teaching will be part of the TES and will be engaged in a TES cycle on an ongoing basis. Projects may need to extend, beyond one academic year.
4. Schools may set their own priorities for the operation of the TES. This may reflect some key issue that the Head of School or Director of Student Education wish to encourage staff to engage with in a particular cycle, for example action plan issues. Alternatively, the School may encourage staff to explore their own priorities, for example to implement or investigate new approaches to teaching and/or assessment. The strategy for a new TES cycle could, perhaps, be agreed at a School Away Day to ensure staff engagement. For ongoing high quality activities this may also involve ratifying staff involvement in such activities/projects.
5. The TES allows for pairs, groups or teams of staff, particularly at programme level, to meet and promote a supportive, collegiate, non-confrontational approach to enhancing teaching quality. Such activities already exist in some schools. A key feature should be the sharing of good practice. Staff might be grouped, or group themselves, either in module teams, cross-subject groups or by specialist interest areas. Equally projects may span Schools, Faculties and Services.
6. The Head of School should nominate an individual to co-ordinate the TES and to record staff participation in the TES (Form 1). It is anticipated that staff will discuss their engagement with TES at an annual academic or other review or SRDS meeting, allowing them the opportunity to highlight their contributions. A summary of TES activities will be reported at Annual Health Checks and other Student Education Review meetings.
7. Discussions within the TES process will be 'owned' by the staff involved and should remain as confidential as those involved wish. In the spirit of the scheme, however, non-confidential outcomes should be disseminated via a brief final report of non-confidential outcomes (Form 2) to the School Taught Student Education Committee and perhaps at staff meetings, local teaching meetings, and more widely through Casebook or other media or fora.
8. The TES is intended to facilitate reflection upon individual teaching practice. Staff are encouraged to maintain a record of teaching activities, achievements and innovations as evidence to support the quality of their teaching. Such information, in the form of a Personal Development Record or CV, will be of value in supporting career development and promotion. The TES also offers opportunities for more junior colleagues to gain academic leadership experience through leading TES activities.
9. The TES is distinct from management processes of probation and poor performance. Staff currently on probation would still be expected to participate in TES as it is a development scheme. Poor performance should be managed through HR processes.
10. Any training needs associated with the scheme that cannot be accommodated locally should be referred to SDDU in the first instance.

### **Teaching Enhancement web site**

There is a web site associated with the TES that contains information relating to the scheme, downloadable forms, case studies, examples of implementation across the institution and examples of good practice.

<http://www.leeds.ac.uk/qat/tes>

### **References**

Bennett, S. and Barp, D., 2008. Peer Observation - a case for doing it online. *Teaching in Higher Education*, 13 (5), 559 - 70

Blackmore, J.A., 2005. A critical evaluation of peer review via teaching observation within higher education. *International Journal of education management*, 19 (3), 218 – 232

Gosling, D., & Mason O'Connor, K., 2006. From Peer Observation of Teaching to Review of Professional Practice (RPP): a model for Continuing Professional Development (CPD). *Educational Developments 7.3*, SEDA

Gosling, D., & Mason O'Connor, K., 2009. Beyond the Peer Observation of Teaching. SEDA Paper 124, London: SEDA

Kell, C., & Annetts, S., 2009. Peer Review of Teaching - Embedded Practice or Policy Holding Complacency. *Innovations in Education and Teaching International*, 46 (1) 61 - 70

McMahon, T., Barrett, T. and O'Neill, G., 2007. Using observation of teaching to improve quality: finding your way through the muddle of competing conceptions, confusion of practice and mutually exclusive intentions. *Teaching in Higher Education*, 12: 4, 499 - 511

Swinglehurst, D., Russell J. & Greenhalgh, T., 2008. Peer observation of teaching in the online environment: an action research approach. *Journal of Computer Assisted Learning*, 24, 383-393

UCU Guidelines for Higher Education Branches: Peer Review and Observation of Teaching, August 2000 [http://www.ucu.org.uk/media/docs/a/d/ucu\\_peerreviewguide\\_1.doc](http://www.ucu.org.uk/media/docs/a/d/ucu_peerreviewguide_1.doc)

### **Resources**

ESCALATE Peer Observation Resources, Higher Education Academy Subject Centre for Education <http://escalate.ac.uk/resources/peerobservation/>

Peer Review of Learning and Teaching (PRLT), Cardiff University, <http://learning.cf.ac.uk/themes/supporting-enhancement/peerreview/>

PRODAIT (Professional Development for Academics Involved in Teaching), University of Birmingham <http://www.prodait.org/approaches/observation/>

Race, P., 2009 Using peer observation to enhance teaching. Leeds Metropolitan University. <http://alt-resource.teams.leedsmet.ac.uk/peer-observation>

York scheme: <http://www.york.ac.uk/staff/teaching/sharing/sharing-practice/peer-support/>

Nottingham scheme: <http://escalate.ac.uk/resources/peerobservation/09.html#ideas>