**SCS Teaching Observation Scheme Annual Report 2018-19**

# Background

2018-19 represents the fourth and final year of a Faculty observation scheme that follows the University’s most recent [Learning and Teaching Framework](https://www.ljmu.ac.uk/~/media/sample-sharepoint-libraries/policy-documents/144.pdf?la=en). As in previous years, Faculty Form A is used by the observer and observee to record outcomes of the observation and associated discussions. Form B is used to notify the ADE of any issues with accommodation and to record observed good practices for dissemination.

At the start of the year, School Directors or nominees were invited to allocate observation pairs, the ADE identifying those staff due to take observer or observee roles based on the scheme’s biennial cycle. Any observations that did not take place in the preceding year were rolled-over into the current year if both observer and observee remained eligible. Observers were emailed in September/October with the identity of their observation partner.

# Summary for 2018/19

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | Faculty-scheduled observation\* | PGCert- scheduled observation | Total scheduled observations | Actual observations | % of Observations completed |
| NSP | 39 | 14 | 53 | 50 | 94% |
| PBS | 35 | 1 | 36 | 34 | 94% |
| SPS | 27 | 1 | 28 | 26 | 93% |
| SCS | 101 | 16 | 117 | 110 | 94% |

\*Includes 2 observations carried over from the previous year.

No Schools attained the Faculty LTA plan target of 100% but the overall annual Faculty observation rate remains in a strong position, being over 90% for a third consecutive year. As previously, the involvement of Directors and Subject Leaders was critical in following-up observations where no scheduled date for the activity had been recorded within the Faculty’s online declaration tool, deployed during Semester 2 after last year’s success.

Comments from the 14 Faculty PGCert observations remain confidential and are not considered here. Nearly 7,000 words of comments have been collated from 101 Faculty observation forms.

## Issues beyond control of observee

The full set of issues are listed in the [Appendices](http://wowie.ljmu.ac.uk/FacultyLTA/Actionplansandreports/201819%20Teaching%20Observation%20Scheme%20Report%20Appendices.docx) and are assigned to five identified themes, the proportion of sessions reporting an issue being shown below (with last year’s figure in brackets). Issues were reported in 27% of sessions, half that in the previous academic year. It is apparent that upgrades to Marybone have contributed to this outcome.

* Noise, 2% (5%): Reported to Estates

e.g. HC/119: *“The air conditioning was also quite loud, which I think made listening at the back of the room challenging at times.”*

* Lighting, 1% (2%): Reported to Estates

e.g. Marybone: *“would benefit from a brighter lighting option between scheme 2 and all lights being on.”*

* Classroom design, 6% (12%): Reported to Estates

e.g. HC/123: “This room is not suitable for large class teaching. There are large concrete pillars that make it impossible to see all of the students when teaching. The concrete pillars make it difficult to create a high quality experience for the students.

* Temperature, 8% (10%): Reported to Estates

e.g. BS/317: *“The room was quite cold. X asked me to check the windows, but the windows were closed. It was not possible to turn on the radiator.”*

* Classroom AV and fittings 10%, (10%): Reported to Byrom-AV

e.g. BS/322: “The slides looked bit dark, this could have been due to the projector, for example lamp near to the end of life.”

# Dissemination of observed good practices

These were reported in 93% (93%) of sessions and the full set of comments has been redacted and will be shared with programme teams for consideration at the first meeting of 2019/20. Redacted comments are in the [Appendices](http://wowie.ljmu.ac.uk/FacultyLTA/Actionplansandreports/201819%20Teaching%20Observation%20Scheme%20Report%20Appendices.docx).

## Conclusion

The exceptionally-high participation rates and volume of comments (~7000 words) returned in Form B indicate that staff engaged with the scheme in 2018/19. This provides sufficient evidence to suggest that the principal objectives of the scheme, “To provide an opportunity for staff to reflect on their practice and to engage academic staff in self-reflection and critical discourse” are being realised. The sharing of good practice comments with programme team meetings is new for 2019/20 and its efficacy will be considered at the June 2020 programme leader away day.

**Phil Denton, ADE, 9/7/19**