

Annual Review of Teaching and Learning - Faculty Evaluation

Note: the following headings can be used as a template for a report or suggested agenda items at a Faculty level meeting, considering these issues.

Name of Faculty:

Academic Year:

Part 1: Digest of issues arising from annual monitoring and periodic review

1 Implementation of procedures

Reflection on the effectiveness of the procedures for programme approval, annual monitoring and periodic review, highlighting any innovations in the way in which procedures have been implemented, and discussing ways in which procedures might be improved for the subsequent year.

2 Previous Annual Monitoring Overview Report

Are there any issues which remain unresolved from your previous Faculty Evaluation? If so, what are these, how are they being resolved, and within what timescale?

3 Trends, issues and innovations

The following headings are designed to act as prompts for the discussion of key trends, issues and innovations that have emerged from the annual monitoring undertaken by Schools and periodic review events managed by Faculties. Please identify one or two examples under each heading of significant changes or developments that may require discussion at institutional level and/or may be of interest or application in other areas of the University.

- Curriculum design, assessment and teaching methods
- Collaborative provision
- Student recruitment, progression and retention
- Approaches to equality and diversity
- External Examiners' reports
- Professional and statutory body visits/requirements
- Student support, representation, feedback and evaluation
- Learning resources
- Innovative practice
- Personalised Learning
- E-learning

Part 2: Reflection on the mechanisms to support excellence in teaching

The following headings are designed to act as prompts for a discussion of the completeness and effectiveness of policies, procedures and structures to support excellence in teaching. This is an opportunity for a Faculty to offer a view of the effectiveness of policies and procedures and the effectiveness of its approach in relation to:

- Staff development and support (including peer observation of teaching)
- Recognition and reward of excellence in teaching (including teaching sabbaticals and awards)
- Use of funds to develop teaching and learning
- Information on teaching and learning (including TQI, student handbooks and web pages)
- Quality framework: structures and procedures and its implementation.
- Assessment framework: principles, policies and procedures and its implementation.
- Student representation
- Feedback to students
- Learning support resources
- Student peer support
- Advice and guidance for students
- Development and management of collaborative provision
- Personalised Learning
- E-learning

Note: The list is extensive and Faculties are encouraged to focus on key development areas to allow TLG to focus its discussions effectively.