

UNIVERSITY OF GLASGOW

Academic Standards Committee - Friday 25 May 2007

Departmental Programmes of Teaching, Learning and Assessment:  
Report of the Review of the Department of Celtic held on 2 February  
2007

Mrs Catherine Omand, Clerk to the Review Panel

**Review Panel:**

Professor Andrea Nolan	Vice Principal (Learning and Teaching) [Convener]
Professor Gregory Toner	External Subject Specialist, University of Ulster
Ms Julia Braun	Student member
Dr Catherine Steel	Cognate Member (Department of Classics)
Dr Laura Martin	Senate Assessor on the University Court
Dr Mary McCulloch	Learning and Teaching Centre
Mrs Catherine Omand	Administrator, Senate Office

**A. Introduction**

- A.1 This was the Department of Celtic's second departmental review; the first took place in 1999.
- A.2 The Department had provided a Self-Evaluation Report (SER) and supporting documentation in accordance with the University's requirements for the Review of Departmental Programmes of Teaching, Learning and Assessment. The Panel **commends** the SER as being reflective, identifying the issues, weaknesses and challenges to the Department as well as its strengths.
- A.3 The Review Panel met with Professor Elizabeth Moignard, the Dean of the Faculty of Arts and Divinity, the Head of Department, Professor Thomas Clancy, all members of academic staff and the departmental administrator. The Panel also met with two Graduate Teaching Assistants who represented hourly-paid staff. The Panel met with two postgraduate taught students and seven undergraduate students. There were no probationary members of staff.
- A.4 The Review Panel considered the following range of provision offered by the Department:
- MA Honours Celtic Studies (Single and Joint)
  - MA Honours Gaelic (Single and Joint)
  - MA Honours Celtic Civilisation (Joint)

- contribution to 4 MLitt programmes and 1 MTh programme

A.5 The Review Panel was impressed with the quality of learning and teaching of the overall provision.

## **B. Overall aims of the Department's provision**

B.1 The overall aims of the Department's provision were stated in the SER and were readily available to students. The Panel considered the Department's overall aims to be entirely appropriate and identified no areas of concern. The Panel also considered that the teaching and learning aims were met.

## **C. Undergraduate and Taught-Postgraduate Provision**

### *C.1 Aims*

The Review Panel found the Department's aims for the different undergraduate programmes to be clear, informative and appropriate and were readily available to students through their inclusion in the course handbooks. The Department acknowledged that its course aims pre-dated the development of programme aims, but affirmed that in developing its programmes, the aims were designed to reflect the programmes. If designing a new programme, aims would be developed with regard to the intended subject area, and in line with relevant benchmarking criteria (although none currently exist for Celtic Studies as such), before moving on to develop objectives and any new subsidiary courses.

The Department currently did not offer any MLitt programmes but contributed to other MLitt programmes within the Faculty. However, the Department intended to introduce a MLitt in Celtic Studies from Session 2008-9 and would be convening the MLitt in Gaelic and Scottish Studies from 2007-08, and the MLitt in Medieval Scottish Studies from 2008-09.

### *C.2 Intended Learning Outcomes (ILOs)*

C.2.1 The SER highlighted that, in most cases, ILOs had been introduced to courses already running and had been mapped onto assessment. Although assessment reflected the ILOs, the Panel **recommends** that ILOs should be made more explicit in order for students to be able to measure assessment and, since expectations change, the ILOs should be revised to ensure that assessment met ILOs. The Panel also **recommends** that aims, objectives and ILOs should be established prior to the development of all new courses to ensure effective alignment.

C.2.2 The undergraduate students appeared to have a good understanding of the aims and the ILOs and found the courses to be appropriately challenging.

### *C.3 Assessment*

C.3.1 The Review Panel noted from the SER that the Department complied with the University Code of Assessment (CoA). The External Subject Specialist raised the question regarding progression and how marking was differentiated between levels. He felt that the criteria did not reflect level expectations. It was confirmed that the staff interpreted the CoA according to a 'levels' basis. It was considered that this was a university-wide issue rather than departmental and therefore it was agreed that this matter would be referred to the Clerk of Senate as Convener of the Code of Assessment and that he be invited to respond to the issue raised.

- C.3.2 From the SER and from discussions with the staff and Head of Department, the Review Panel noted that conventional assessment methods, predominantly essay-style coursework and examinations, had been adopted. The students commented that they felt that they could see their own progression in essay writing skills. The Panel queried whether or not other forms of assessment had been considered, such as increasing the use of presentations or introducing peer review as part of the assessment process. The undergraduate students commented that they felt that the use of presentations in Level 2 tested other skills and that the award of 20% was appropriate for the amount of work involved. They suggested that it might be useful to have a lecture on presentation skills. The Panel **recommends** that the Department considers broadening the range of assessments at all levels and offer some tuition on presentation skills, early in the student cycle. Support for staff to broaden the range of assessments can be provided by staff in the Learning and Teaching Centre. Furthermore, the Panel **recommends** that the Department ensures that procedures are in place for essay assessments to prevent/avoid student-to-student plagiarism, such as changing essay titles on a yearly basis. The staff gave one-to-one feedback to students on their essays. The students were complementary and appreciative of this formative feedback and thought it supported their development.
- C.3.3 At the meeting with the taught postgraduate students, although only one of the students had submitted an assessment, the student believed that the feedback was appropriate.
- C.3.4 The Panel noted that Level 1 and 2 assessment was demanding. The undergraduate students acknowledged that their workload was heavy but confirmed that they were coping and liked the variety and interdisciplinary aspect of the courses available.
- C.3.5 The Panel was pleased to note that the students found the virtual learning environment helpful, in particular, the on-line Gaelic exercises which allowed them to practice and assess themselves. The Panel **recommends** that the Department develops the use of the VLE further to support student learning.

#### *C.4 Curriculum Design and Content*

- C.4.1 The Panel found the curriculum to be broad and challenging.
- C.4.2 The Panel was impressed with the design of the three undergraduate programmes that were tailored to meet the demands of the different types of student. The Panel **commends** the Department for the role it plays in the promotion of Gaelic within a university context.
- C.4.3 The Panel was pleased to note that the students did not feel any division across the three programmes and did not experience any difficulties in Level 3 when mixed (native speakers, those with Gaelic at Higher level and those with no Gaelic).
- C.4.4 The Department enjoyed close teaching links with History and Archaeology and the Panel **commends** the interdisciplinary aspects of the curriculum.

#### *C.5 Student Recruitment, Support and Progression*

- C.5.1 The Review Panel considered the undergraduate student numbers to be relatively low and proposed that there was room for expansion, particularly in First and Second Year, although it was noted that the Department was hesitant that expanding student numbers might affect the positive learning experience fashioned by smaller student numbers. They were anxious that this would also increase workloads. It was recognised that, although it was difficult to tap into the First Year market since the

subject was not taught at school, other such subjects within the Faculty recruited well. The Panel **recommends** that the Department promotes Celtic Civilisation amongst cognate Level One students and increase its profile within the Faculty, ensuring that all Faculty Advisers of Studies are fully aware of what the programmes involve and that they understand that they are available to non-Gaelic speakers.

- C.5.2 The Panel **recommends** that contact with schools be reinstated to promote the three undergraduate programmes and that they establish a relationship with the recently opened Gaelic High School.
- C.5.3 At the meeting with the staff, the Panel was advised that the Department attracts a substantial number of native-speaking Gaelic speakers and the Panel **recommends** that this be promoted to enhance recruitment.
- C.5.4 The Panel was impressed with the number of international and ERASMUS students and believes that this could be developed further. The Panel suggested that increasing the level of overseas students would enhance the Department's profile within the University and internationally. The Panel **recommends** that the Department liaise with the Directors of the Recruitment, Admissions and Participation Service (RAPS) and the International and Postgraduate Service (IPS) to identify viable student markets in order to recruit more students.
- C.5.5 There was some concern that the Department was keen to enhance its profile by offering a MLitt in Celtic Studies by 2008, but it was unclear how many students this would attract and how staff would be in the position to teach it, based on current teaching loads. However, at the meeting with staff, staff expressed confidence that the MLitt had the potential to recruit. Furthermore, at the meeting with the taught Postgraduate students, one had indicated that she would have found a MLitt in Celtic Studies very attractive. The Panel **recommends** that the Department produces a business plan for introducing the MLitt, based on additional staffing to support this initiative, which would also alleviate some of the current workload pressures, and consult with the International and Postgraduate Service to support marketing and recruitment. The Panel reiterated that the introduction of the MLitt should not increase work loads on staff.
- C.5.6 The Department undertook a substantial amount of teaching at all levels and gave very careful consideration to the well-being, both pedagogic and general, of its students.
- C.5.7 The Panel noted that, although all programmes were implicitly developing student personal skills, the Faculty was developing Personal Development Planning (PDP) and that it would not be too onerous for the Department to introduce such an initiative. The Panel **recommends** that the Department liaise with Dr Catherine Steel, through the Faculty's Undergraduate Studies Committee, to explore opportunities to embed PDP within the Department's courses.
- C.5.8 To improve student retention (first year or second year), the Panel **recommends** that students be made aware of career opportunities, for instance, provide a Careers Day for students and careers / guidance teachers in Schools, and support this with a booklet / on line information that highlights the wide range of careers available to graduates of Gaelic and Celtic Studies.

## C.6 *The Effectiveness of Provision*

- C.6.1 The Review Panel was very concerned regarding the accommodation which it considered to be unsatisfactory. There was no dedicated teaching space, and staff offices were small and overcrowded. It was noted that teaching had taken place throughout the campus up until Session 2006-07. The Department has no control over its immediate environment, having to repeatedly negotiate with both Faculty and

the School of Modern Languages and Cultures for necessary office space. Consequently, it was difficult for students to establish departmental identity, and staff were working in an unsuitable environment. The learning environment and staff accommodation requires considerable enhancement. There was also inadequate provision of GTA space. Furthermore, it was agreed that accommodation played an important role with regard to marketing and recruitment of students, and therefore the Panel **strongly recommends** that Faculty (through the Dean) with Estates and Buildings (through the Director) address this unsatisfactory accommodation as a matter of some urgency and identify office space and some dedicated teaching space for the Department. The Panel, through the Convenor, wishes to receive an update on progress within 6 months of this review.

- C.6.2 The Department **demonstrated good practice** in the range of provision and support offered. However, the Review Panel considered the teaching workload, in particular, that of the Head of Department, as very high, and it was considered that this could not be sustained indefinitely. The Panel **recommends** that the Department review the number of courses available and examine whether or not there was any possibility to rationalise teaching workloads particularly at Level 1 and 2. The panel suggests in support of this, the department review the level of 'team teaching' currently offered. The Panel further **recommends** that they seek support from colleagues in the Faculty as to how teaching loads might be rationalised without detriment to the student learning experience.
- C.6.3 The Panel approved the use of the VLE, Moodle and noted the encouragement given to students to discuss and raise questions in this forum. The Panel **recommends** that the Department further promotes the use of Moodle and Computer-Assisted Language Learning (CALL) packages to support learning and enhance the student experience and proposed that the Department examine all possible funding resources for these developments. The Panel noted that the Department had applied to the Learning and Teaching Development Fund for support for CALL but their application had failed. It was suggested that the Department might seek funding from other internal sources and also consider applying to the Carnegie Trust and the Higher Education Academy to develop CALL.
- C.6.4 The Panel suggested the possibility of applying for funding from the Scottish Higher Education Funding Council directly to offer Easter/Summer schools which would enhance fluency skills in Gaelic.
- C.6.5 The Review Panel were not clear that sufficient opportunities were made available for staff development. It was noted that although, staff were exempt from teaching for 3 monthly intervals to pursue research, the Panel **recommends** that the Department introduce personal development plans to ensure that staff have the opportunity to develop research and scholarship throughout their academic career. The Panel would also encourage the Department to undertake peer review as, although skills were being learnt implicitly, a more formal level enhances staff development. The Panel **recommends** that the Department approach the Learning and Teaching Centre (LTC) for some guidance to develop a programme of peer observation of teaching (POOT).
- In addition, the Panel **recommends** that an induction programme be introduced for new members of staff to ensure that probationary staff have sufficient time to develop their research and their teaching, and are adequately supported.
- C.6.6 At the meeting with the taught postgraduate students', the Panel was pleased to note that the students expressed the view that their studies had been enriched by the expertise within the Department and, although both were interdisciplinary, they felt well integrated into the Department, particularly due to the open communication with staff.

- C.6.7 At the meeting with both the undergraduate and taught postgraduate students, the students confirmed that they enjoyed their programmes of study and liked being part of a small department as it was more inclusive which made it easier to know staff and students. They commented that staff were approachable, friendly and helpful and that their experience within the Department was superior to that experienced in larger departments. The students commented that the small size of the department added positively to the learning experience.
- C.6.8 The undergraduate students commented that they appreciated the opportunity to choose their own essay topics which allowed them to carry out some research during the Honours' years.
- C.6.9 The Panel noted that Celtic Civilisation was cognate to History and Archaeology and consequently a substantial number of postgraduate students came from these areas.
- C.6.10 From the Review Panel's discussions with the Graduate Teaching Assistants (GTAs), it was evident that they were well supported by staff, meeting with tutors before courses commenced and encouraged to work through course booklets. The GTAs covered a range of duties at Levels 1 and 2, taking tutorials, lectures, conversational classes, marking essays and, one occasion, wrote an examination paper, approved by the relevant member of staff. The Panel noted that an experienced GTA held the position of senior tutor who gave support and training with regard to marking. Marking was also moderated amongst tutors. In addition, all assessment was second marked by a member of staff. The Panel was advised that guidelines were given in respect of matching teaching to learning outcomes. Both GTAs agreed that they would welcome the opportunity to teach at a higher level in the curriculum. The Review Panel **recommends** that the Department consider further use of GTAs and Language Assistants at all levels of the curriculum, recognising possible financial constraint and limited supply of GTAs.

It was noted that one of the GTA's experienced problems getting on the GTA module: "Approaches to Teaching, Learning and Assessment", which was not a required course. This was a one-off misunderstanding and there had never been any problem of this sort in the past.

## **D. The Maintenance and Enhancement of Standards of Awards**

### *D.1 Maintenance of Standards*

The Review Panel was confident that the Department was operating effective measures to maintain the standards of awards. The SER had indicated that assessment procedures, external examiners' reports, grade profiles and student feedback were being monitored and responded to where necessary as required by the University.

## **E. The Maintenance and Assurance of Quality**

- E.1 The Panel was pleased to note the External Examiner reports, which were highly satisfactory and provided good feedback to the Department. Any issues that had arisen had been dealt with appropriately by the Department.
- E.2 The Review Panel **commends** the level of student feedback given on essays. However, a more systematic engagement of students would ensure that feedback loops are closed with regard to any developments or changes to the courses. The Panel **recommends** that feedback from Staff/Student Liaison committees is formalised and distributed to all students within an appropriate timescale.

- E.3 In terms of administration and management, the Department had identified that quality assurance procedures were not clearly embedded within the Department and that, due to its small size, it relied on good staff/student relationships, responding to issues on an *ad hoc* basis. Whilst sympathetic to this approach, the Panel **strongly recommends** that a formal and systematic timetable of quality assurance procedures be established by the beginning of the next academic session (07/08), reviewing teaching and assessment, research and course monitoring in a structured and scheduled approach. It was believed that, although this would initially be onerous on staff, it was agreed that a more systematic template would assist the Department and alleviate some of its administrative and management burdens. The panel would wish to be reassured that these procedures are in place within 6 months of the department receiving this report.

## **F. Enhancing the Student Learning Experience**

- F.1 The Review Panel considered the student learning experience to be very positive, and attributed that to the approachable and knowledgeable staff and the Department's 'open door' policy. It was thought that students gained significant support and guidance. The students at both the undergraduate and postgraduate meetings endorsed this.
- F.2 Students at both the undergraduate (7 students present) and taught postgraduate (2 students) meetings had commented that they had found the Department's website helpful and that the speed of the response to their enquiries had encouraged them to apply to the Department rather than elsewhere. In addition, they confirmed that the information provided by the Department via the open day, website, course handbooks and distributed reading material, had prepared them well for what to expect in the courses.
- F.3 The Review Panel was interested to note at the meeting with the undergraduate students, that although the accommodation was unpleasant, they liked the close proximity of the Department to other modern languages. The Panel noted that there were also benefits for the Department to be co-located with Modern Languages as resources such as language laboratories and computing facilities could be shared.
- F.4 Resources appeared to be satisfactory, although there had been some comments regarding the difficulty of obtaining some core course books from the library. The Panel **recommends** that the Department continue to liaise with the Library to ensure that appropriate numbers of course textbooks are available.
- F.5 The Panel was pleased to note the number of international students (study abroad students and Erasmus) taking Level 1 or 2 Celtic Civilisation courses and Gaelic 1B and some taking Honours courses and considered whether or not there was any possibility for introducing exchange programmes into the curriculum to further enhance the international experience for home students.
- F.6 The Review Panel discussed with the staff whether there were any opportunities for the Department in relation to the new Gaelic legislation. The Panel noted that this would strengthen employment opportunities for graduates with Gaelic and that the Department's programmes placed it in a good position to capitalise on this. The Panel **recommends** that the Department position itself to take full advantage of this.

## **G. Summary of Key Strengths and Areas to be Improved or Enhanced in relation to Learning and Teaching and Conclusions and Recommendations**

### *Key Strengths*

- Dedicated and well motivated department that provides high quality teaching and excellent support to its students
- Good engagement with students where students have a strong sense of identity with the Department
- Student experience was very good due to staff commitment, the small number of students and the accessibility of staff
- The interdisciplinary aspects of the curriculum
- The level of student feedback given on essays
- Excellent GTAs, highly supportive of the Department and willing to contribute as much as they can
- The reflective nature of the Department, identifying its weaknesses and challenges as well as its strengths

### *Areas to be improved or enhanced*

- Accommodation requires urgent attention
- High teaching workloads for some staff
- Quality assurance procedures, these required to be systematically embedded
- Student recruitment- promote Programmes of Studies to Faculty Adviser of Studies and develop relationships with schools, particularly, the new Gaelic school based in Glasgow
- International student recruitment – liaison with IPS
- Engagement with the provision of Personal Development Planning for the department's students
- Staff development with the introduction of personal development plans to ensure that staff have the opportunity to develop research and scholarship throughout their academic career
- Greater variety of assessment and improved procedures to avoid plagiarism
- Induction programme for new members of staff

## **Conclusions and Recommendations**

### *Conclusions*

The Review Panel highly commends the Department for the overall quality of its provision, and for its conscientious approach to the student experience and to teaching in general, at all levels. Staff were enthusiastic, approachable and responsive to students. However, the Review Panel was extremely concerned over the high workloads that placed some staff under significant and sustained pressure. The Panel recognises that such problems often occur in small departments but considered the workloads prevented effective staff development. The Review Panel proposed that



student numbers could be increased, both home and overseas students, which would raise the Department's profile and enhance their case for additional staffing thereby supporting the Dean and HoD to address workload issues.

The inadequate accommodation greatly concerned the Review Panel and it requests that the Director of E&B meet with the Dean as a matter of priority to address staff accommodation and the provision of appropriate dedicated teaching space for them.

## **Recommendations**

### *Recommendation 1:*

The Panel requests that the Dean and the Director of Estates and Buildings consider the provision of dedicating teaching and office space to the Department, as a matter of priority. (*Paragraph C.6.1*). The Panel wishes to be updated on this action within 6 months.

**Action:** Dean of the Faculty of Arts and Divinity and Director of Estates and Buildings

### *Recommendation 2:*

The Panel requests that a formal and systematic timetable of quality assurance procedures be established to review teaching and assessment, research and course monitoring in a structured and scheduled approach, and that these systems be embedded by the start of the next academic session (07/08). (*Paragraph E.3*) The Panel wishes to be updated on this action within 6 months.

**Action:** The Head of Department

### *Recommendation 3:*

The Panel recommends that feedback from Staff/Student Liaison committees is formalised and distributed to all students within an appropriate timescale. (*Paragraph E.2*)

**Action:** The Head of Department

### *Recommendation 4:*

The Panel recommends that the Department review the number of courses available and examine whether or not there is flexibility in the design of courses, particularly at Level 1 and 2, to increase student self-directed learning, and consider whether the level of team teaching could be reduced to decrease the teaching contact hours of some staff. (*Paragraph C.6.2*)

**Action:** The Head of Department

### *Recommendation 5:*

The Panel recommends that the Department consider further use of GTAs and Language Assistants throughout the curriculum, provided appropriate support is given. (*Paragraph C.6.10*)

**Action:** The Head of Department

*Recommendation 6:*

The Panel recommends that the Department produces a business plan following discussion with IPS, for introducing the MLitt, and that on the basis of additional income; it puts a case to the FMG for additional staffing. (*Paragraph C5.5*)

**Action:** The Head of Department and the Dean

*Recommendation 7:*

The Panel recommends that the Department introduce personal development plans for staff to ensure that staff have the opportunity to develop their research interests and scholarship throughout their academic career. (*Paragraph C6.5*)

**Action:** The Head of Department

*Recommendation 8:*

The Panel recommends that the Department further promotes the use of Moodle and Computer-Assisted Language Learning (CALL) package to support learning, enhancing the student experience without increasing teaching loads. (*Paragraph C.6.3*)

**Action:** The Head of Department

*Recommendation 9:*

The Panel recommends that the Department promotes Celtic Civilisation amongst cognate Level One students, and increases the profile of this programme and other programmes within the Faculty, ensuring that all Faculty Advisers of Studies are fully aware of what the programmes involve and that they understand that they are available to non-Gaelic speakers. (*Paragraph C.5.1*)

**Action:** The Head of Department/chief advisers of study

*Recommendation 10:*

The Panel recommends that contact with schools be re-instated to promote the three undergraduate degree programmes (Gaelic, Celtic Studies and Celtic Civilisation) and that they establish a relationship with the recently opened Gaelic High School. (*Paragraph C.5.2*)

**Action:** The Head of Department

*Recommendation 11:*

The Panel recommends that the Department considers use of a wider range of assessment, and offers some additional tuition on presentation skills. (*Paragraph C.3.2*)

**Action:** The Head of Department / Director of the Learning and Teaching Centre

*Recommendation 12:*

The Panel recommends that, if essay-writing is to continue as the main form of assessment, the Department ensure that procedures are in place (such as changing essay titles on a yearly basis) to avoid student-to-student plagiarism. (*Paragraph C.3.2*)

**Action:** The Head of Department

*Recommendation 13:*

The Panel recommends that the Department promotes the fact that it attracts a substantial number of native-speaking Gaelic speakers to enhance recruitment. (Paragraph C.5.3)

**Action:** The Head of Department/ Director of RAPS

*Recommendation 14:*

The Panel recommends that the Department continues to liaise with the Library to ensure that appropriate numbers of course textbooks are available in the University library. (Paragraph F.4)

**Action:** The Head of Department/Director of Library

*Recommendation 15:*

The Panel recommends that the Department seeks support from the Faculty to address high teaching loads, without affecting the high quality student learning experience. (Paragraph C.6.2)

**Action:** The Head of Department/ Dean

*Recommendation 16:*

The Panel recommends that Intended Learning Outcomes (ILOs) should be made more explicit and since expectations change, the ILOs / assessment methods should be revised to ensure that assessment meets ILOs. (Paragraph C.2.1)

**Action:** The Head of Department

*Recommendation 17:*

The Panel recommends that aims, objectives and ILOs should be established prior to the introduction of any new course. (Paragraph C.2.1)

**Action:** The Head of Department

*Recommendation 18:*

The Panel recommends that the Department liaise with the Directors of the Recruitment, Admissions and Participation Service (RAPS), and the International & Postgraduate Service (IPS) to identify viable student markets in order to recruit more students. (Paragraph C.5.4)

**Action:** Director of RAPS and IPS / The Head of Department

*Recommendation 19:*

The Panel recommends that an induction programme be introduced for new members of staff to ensure that probationary staff have a manageable workload and are supported adequately. (Paragraph C6.5)

**Action:** The Head of Department

*Recommendation 20:*

The Panel recommends that the Department develops more learning opportunities within the virtual learning environment, MOODLE. (*Paragraph C.3.5*)

**Action:** The Head of Department/ Director of Learning & Teaching Centre

*Recommendation 21:*

The Panel recommends that the Department positions itself to take full advantage of opportunities offered by the new Gaelic legislation. (*Paragraph F.6*)

**Action:** The Head of Department

*Recommendation 22:*

The Panel recommends that students be made aware of career opportunities. (*Paragraph C.5.8*)

**Action:** The Head of Department in liaison with the Director of the Careers Services

*Recommendation 23:*

The Panel recommends that the Department liaise with Dr Catherine Steel (Associate Dean) to explore the possibilities to embed PDP within the curriculum. (*Paragraph C.5.7*)

**Action:** Head of Department and Dr Catherine Steel.

*Recommendation 24:*

The Panel recommends that the Department approach the Learning and Teaching Centre for guidance to develop a programme of peer observation of teaching (POOT). (*Paragraph C.6.5*)

**Action:** The Head of Department

*Prepared by: Catherine Omand, Senate Office*

*Last modified on: Wednesday 21 March*