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What is an ADEPT Taught Route Mentor?
ADEPT Taught Route Mentors are members of QMUL teaching staff (Lecturer grade and above) who are their school or institute’s selected mentor responsible for providing departmental support to colleagues taking qualifications on the ADEPT taught route. Every School or Institute is required to identify at least one named individual to act as the ADEPT TR Mentor. This is distinct from mentoring on the Teaching Recognition Project.

ADEPT Taught Route Mentors provide crucial subject-specific support for teaching staff enrolled on the Centre for Academic and Professional Development’s (CAPD’s) taught route programmes. There are three programmes:

i. Certificate in Learning & Teaching (CILT)
ii. Postgraduate Certificate in Academic Practice (PGCAP)
iii. Postgraduate Certificate in Learning & Teaching in Higher Education

What is the ADEPT Taught Route?
The ADEPT Taught Route comprises the three programmes listed above. Full details are available on the CAPD website. Please familiarise yourself with all three before discussing them with participants. If you still have questions after this, please contact Antony Aleksiev on antony.aleksiev@qmul.ac.uk.

CILT: [http://capd.qmul.ac.uk/what-we-offer/educational-development/developing-learning-and-teaching/adept-taught-route/cilt/](http://capd.qmul.ac.uk/what-we-offer/educational-development/developing-learning-and-teaching/adept-taught-route/cilt/)

PGCAP: [http://capd.qmul.ac.uk/what-we-offer/educational-development/developing-learning-and-teaching/adept-taught-route/pgcap/](http://capd.qmul.ac.uk/what-we-offer/educational-development/developing-learning-and-teaching/adept-taught-route/pgcap/)


Who appoints ADEPT Taught Route Mentors?
Schools or Institutes appoint their own ADEPT TR Mentors. These will normally be a member of staff with significant experience of, or interest in, the development of teaching and learning. The CAPD will contact Heads of Schools and Institutes if an ADEPT TR Mentor is not fulfilling their role as outlined above.

As an ADEPT Taught Route Mentor, what am I expected to do?

i. Read this handbook to familiarise yourself with the role and seek clarification where necessary from one of the staff listed on page 5.

ii. Answer requests from the CAPD teaching observation coordinator to confirm your availability to observe your mentees within three working days

iii. Carry out a teaching observation for at least three of your mentees per academic year
iv. Meet each of your mentees once per semester to review their progress on the ADEPT programme.

v. Provide feedback and share teaching experience with your mentees where possible when they seek this from you (at your meetings or via email).

vi. Attend the two CAPD Meetings for Mentors.

vii. Attend at least one of the following meetings per year:
   a. ADEPT Programme Induction - one in September and one in January each year (An hour is usually scheduled for mentors to meet with their mentees with members of CAPD staff and talk in broad terms about the programme – a buffet lunch is provided).
   b. the CAPD Learning and Teaching Committee in autumn, winter and spring each year.
   c. the CAPD Subject Exam Boards which are in October and June each year.

Dates for all the above meetings will be sent to all ADEPT TR Mentors.

How much work is involved in being an ADEPT Taught Route Mentor?

Each mentor should have between 2 and 6 mentees in any given year. For each mentee we would expect that you would provide at least 4 hours of support per year (including observations, feedback, emails and meetings). In addition we would expect Mentors to join us at CAPD for 4 hours per academic year (2 x 1 hour mentor meetings and attendance at 1 of the three 2-hour activities outlined in point vii, above). Thus for a mentor with 3 mentees this role would involve about 16 hours of work per academic year.

What training and support do ADEPT Taught Route Mentors receive?

The CAPD will host Mentors’ Meetings twice a year. In these meetings we will seek feedback from you about the programme, your mentees experience; we’re also really keen to hear what support you would appreciate from us to help you enhance your mentoring.

In 2016/17 we will be providing two optional face-to-face workshops to support you in your role:

   i. One 2-hour workshop on Mentoring Skills (run by David Wallace, of the Professional Development Team).
   ii. One 2-hour workshop on Effective Teaching Observation and Feedback (run by Head of Education Development Dr Carole Davis).

If you wish to seek individual mentoring in developing as a mentor please contact (professional development team email), mentioning that you are an ADEPT Taught Route Mentor in order to secure this.

We are keen that your work as an ADEPT Taught Route Mentor is formally recognised and the HEA provides a structure for this in the form of Senior Fellowship of the HEA (D3) which is available to those who mentor colleagues in their provision of teaching. Thus we will prioritise support for those mentors who wish to apply for Senior Fellowship of the HEA.

Each School or Institute will have a named contact in the Educational Development team; this person should be your first point of contact if you have any questions about further training or support. Please email adp@qmul.ac.uk if you are not sure who this is.
What do I need to do in meetings with my mentees?

Checklist for termly meetings with mentees:

i. Check with the mentee that they are registered on the ADEPT Taught Route Programme, attending teaching sessions regularly, and on track to complete the programme before any departmental deadline (e.g. probation).

ii. Ask how they are managing the programme workload and if they are on target to complete the assessments on the module.

iii. Inquire about areas of their teaching that they’re developing currently and, when appropriate, offer advice on further subject-specific reading or strategies that you have found helpful.

iv. Inquire about areas of their teaching that they’re particularly pleased with and why/how they mentee thinks they’re going particularly well.

v. Gather any feedback about the programme that they would wish you to share with CAPD on their behalf.

Please keep a record of meetings (and non-attendance), especially where completion of an ADEPT Taught Programme is a criteria of probation for the mentee.

Observing teaching

Once your mentees are enrolled on the core module ADP7101, the Observation Co-ordinator will email you any relevant observation requests for your mentees. We ask that, when possible, you observe your mentees to provide discipline-specific feedback on their teaching. They will be reflecting on this feedback in the course of their assessment for ADP7101.

Observation feedback is recorded on the CAPD Teaching Observation Pro-Forma, an updated copy of which will be sent to you once you have confirmed that you can observe a teaching session for your mentee. More guidance for mentors on observations is provided in Appendix 1.

Useful contacts in the CAPD

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Educational Development</td>
<td>Carole Davis</td>
<td><a href="mailto:carole.davis@qmul.ac.uk">carole.davis@qmul.ac.uk</a></td>
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<td>0207 882 2820</td>
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<tr>
<td>Observations Co-ordinator</td>
<td>Fryni Panayidou</td>
<td><a href="mailto:f.panayidou@qmul.ac.uk">f.panayidou@qmul.ac.uk</a></td>
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<tr>
<td>Admissions Tutor</td>
<td>Claire Williams</td>
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<td>CILT Co-Ordinator</td>
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<td>0207 882 2805</td>
</tr>
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If you are unsure who to contact, email adp@qmul.ac.uk and we will direct your email to the appropriate person.
APPENDIX 1: Teaching Observation Guidelines for Mentors

ADEPT Programme: Teaching observations

INFORMATION FOR MENTORS

If you have any questions about the teaching observation process, please contact adp_teachingobservation@qmul.ac.uk.

Why teaching observations?

Observation of teaching is an important part of reflective teaching practice and continuous professional development. Both being observed and having the opportunity to observe others’ teaching can be extremely valuable experiences for teachers. Observation can take place in a wide variety of settings including lectures, seminars, problem-based learning groups, dissections, demonstrations, bedside or chairside teaching or online teaching.

ADP7101: Teaching and Learning in Higher Education

Teaching observations play an important role in the ADEPT taught route’s core module ADP7101: Teaching and Learning in Higher Education. Module participants must have their teaching observed either by a School Academic Development Mentor or a member of CAPD. This observation is organised by CAPD and participants request an observation via the module QMPlus area. Participants must also complete two further peer observations which they organise independently.

Participants should be considering whether there are particular aspects of their teaching they would like feedback on, if there are any techniques or types of teaching they would like to see in action, or if observing and being observed by a colleague from a different disciplinary background could offer useful opportunities for exchange of practice and cross-disciplinary learning. CAPD encourages participants to seek out a colleague from a different disciplinary background for their peer observations.

All three of these observations need to be completed before the second assessment for the module is due, as the observation feedback forms must be appended to this assignment.

The Mentor’s Role

Mentors are asked to observe the teaching of participants from their school. This forms part of the mentoring relationship which is built between mentors and participants across their course. If the mentor is unable to conduct the observation at either of the times offered, then a CAPD colleague will conduct the observation.

If you are interested in observing colleagues outside of your school please contact the Teaching Observations Co-ordinator at adp_teachingobservation@qmul.ac.uk and you can be sent observation requests for colleagues from other schools.

Arranging the teaching observation

Participants will submit a request for a teaching observation to CAPD. The observation coordinator will then email you with two options for observation. Please reply and let us know if you are able to make either of these dates.

The course participant will then complete the Observation Pro-forma with more details about the session to be observed including class size, composition and intended learning
outcomes. They will send this form to you ahead of the session. You will then use the form to record your feedback after the session.

The observation process

You should ideally meet with the observee in advance of the teaching session to discuss the context for the teaching and whether there are any developmental areas they would like the feedback discussion to focus on. You should agree where you will sit or stand in the session, how you will be introduced to the students and schedule a date and time for the feedback discussion.

CAPD encourages participants to undertake some self-evaluation following the teaching session and before they receive feedback from the observer, to ensure that they have reflected on their performance individually before hearing others’ views. The feedback discussion you hold with them should then take place within a week of the session.

You might find it beneficial to hold the feedback discussion a few days after the observed session in order to give you and the observee time to reflect and an opportunity to consider the feedback you will offer in more detail.

Following the discussion you should complete the observation proforma and send it back to the observee. Please also copy the form to adp_teachingobservation@qmul.ac.uk, or let us know that the process is complete.

What to observe

The teaching observation proforma provides a suggested structure for what to observe:

- Learning objectives
- Planning and organisation
- Teaching and learning methods
- Delivery and pace
- Content
- Student engagement and participation

You can also discuss with the observee in advance of the session whether there are any specific areas of practice they would like feedback on. This could including trying out an innovative teaching method or approach, resolving a particular problem or issue they have been having, or future plans for developing their practice.

The feedback discussion

The feedback discussion is the most important element of the observation process and gives the observed teacher an opportunity to reflect on how they thought the session went and to focus on planning for further development of their teaching practice.

Some suggested prompts for a feedback discussion:

- How do you think the session went?
- How did it compare to your other seminars/lectures?
- How well did you know the students?
- What is the background and composition of the student group?
ADEPT Taught Route Mentors’ Handbook 2016-17

- Were the teaching methods appropriate to the level of the students?
- What do you think the strengths of the session were?
- What would you do differently if you taught this session again?
- Do you have any wider concerns or issues with your teaching?
- What do you think your strengths and weaknesses are as a teacher more generally?
- How can you plan to further develop these areas in future?
- What support do you need with this? From whom?
- Have you thought about sharing areas of best practice with colleagues?

The feedback session should close with the observer and observee agreeing on the areas of feedback that will be recorded on the observation form. It can also be useful to discuss and agree a plan of action for future development of any strengths, weaknesses or areas of interest.

Following the feedback discussion the observer will write up their notes on the Observation Proforma and email this to the observee.

What previous course participants say about teaching observations

‘It helped me think about new ways to teach and reflect on my own practice’

‘It was feedback with a difference as compared to all other feedback that I had obtained. Specific, factual and practical’

‘It was very friendly and supportive. I had very useful feedback which both highlighted my strong points and areas to improve in my teaching style which I agreed to’

‘The psychological impact of having obtained the feedback from a professional was great as I took the criticism and praise from the peer observation most seriously… I have no doubt at all that the experience has proved invaluable in my fine-tuning as a teacher and trainer.’

‘It allowed me to get a different perspective on the methods I use to teach’

‘Cross disciplinary teaching observation helped me to get new transferable ideas’

Evaluation of the teaching observations process

We are always seeking to improve our processes and procedures and so would welcome feedback on any aspect of the teaching observations process. Please contact adp_teachingobservation@qmul.ac.uk.

CAPD Educational Development team, September 2016
Further reading on Teaching Observations

Australian Learning and Teaching Council’s Office for Learning and Teaching, http://www.peerreviewofteaching.org


Hardman, Jill (2007). ‘The use of teaching observation in Higher Education.’ ESCalate (Education Subject Centre of the Higher Education Academy). Available at: http://www.cumbria.ac.uk/Public/Education/Documents/Research/ESCalateDocuments/TheUseOfTeachingObservationInHE.pdf


Weller, Saranne (2010). ‘Problematising the “received wisdom” of teaching observation: Developing academic practice or embedding the practice of academic development?’ Paper presented to Society for Research in Higher Education Conference. Available at: http://www.srhe.ac.uk/conference2010/abstracts/0245.pdf


York St John University guide to peer observation of teaching https://www.yorksj.ac.uk/PDF/Peer%20Observation%20A5%20-final.pdf