

UNIVERSITY OF CAMBRIDGE
DEPARTMENT OF ANGLO-SAXON, NORSE, AND CELTIC

TEACHING CODE OF PRACTICE

In order to ensure the quality of its services to its junior members, the Department maintains these procedures concerning the quality of taught courses and related matters.

1. Paper/Subject Coordinators

Paper/Subject co-ordinators are responsible for the co-ordination of lecturing relating to their papers. They assist with the organisation of College supervision for the relevant Paper/Subject. The detailed duties of co-ordinators concerning the relevant Paper/Subject are:

- Obtaining agreement from colleagues who will be expected to teach parts of the course and alerting the Head of Department of any anticipated gaps in teaching resources at an early stage.
- Revising as necessary the Course Description for the coming year. Summary Course Descriptions (describing the content of the course, nature of teaching and form of examination) are distributed in the form of a pamphlet to students at the start of each academic year.
- Making recommendations at Departmental Meetings (which are then passed on to the Faculty Board as appropriate) of changes to Set Texts, rubrics and examination form and content as needed.
- Making recommendations at the first Departmental Meeting of each academic year for supervisors for the relevant papers. Complete lists are compiled by the Departmental Secretary and made available to Directors of Studies. (Responsibility for arranging supervisions remains formally with the Colleges).
- Reporting to the Head of Department on informal student feedback, on TEQs, and proposing any remedial measures required.
- To act as a Peer Assessor of lecturing for other Papers if asked to do so.

2. Course Descriptions

Lecturers produce Course Descriptions for each paper before the first day of the relevant Full Term. These Course Descriptions explain the aims and objectives, scope, examination requirements, and teaching programme in respect of each paper, and give guidance on private study. A set of all the Course Descriptions is kept in the Departmental Office.

3. Student Teaching Evaluation Questionnaires

A survey of undergraduate and graduate student views of teaching quality is conducted in Michaelmas and Lent Terms only.*

* Easter Term is omitted since only four weeks of teaching take place before exams.

Undergraduate TEQs

- **Undergraduate TEQ** forms are given to each Lecturer for distribution to their students (undergraduate and graduate) at each of their classes during the seventh week of term.
- One of the students is detailed to take or send the completed forms in a sealed envelope (provided with the forms) to the Departmental Secretary.
- Departmental Lecturers read through their TEQs (and those of any substitute lecturers teaching on their behalf) at the end of Michaelmas and Lent Terms and comment on the student responses using TEQ Response Forms.
- TEQ Response Forms are passed on to the Head of Department for review. An informal report of the Teaching Evaluation for that term is presented at the next Departmental Meeting.
- the Undergraduate Student Representative present at the Departmental Meeting is able to pass on Departmental feedback to the rest of the undergraduate student body via the Joint Academic Committee meeting.

Graduate TEQs

- **Graduate Seminar TEQ** forms are given to a Lecturer for distribution to graduate students in the M.Phil seminar on scholarly methods in the seventh week of term
- Students are asked to complete the forms before leaving the seminar.
- One of the students is detailed to take or send the completed forms in a sealed envelope (provided with the forms) to the Departmental Secretary.
- **Graduate Supervision TEQ** forms are given to each Lecturer for distribution to graduate students in supervisions during the seventh week of term.
- Graduates are asked by the Supervisor to send the Graduate Supervision TEQ form directly to the Departmental Secretary
- Departmental Lecturers and Supervisors read through their Graduate TEQs at the end of Michaelmas and Lent Terms and comment on the student responses using TEQ Response Forms.
- TEQ Response Forms are passed on to the Head of Department for review. An informal report of the Teaching Evaluation for that term is presented at the next Departmental Meeting.
- the Graduate Student Representative present at the Departmental Meeting is able to pass on Departmental feedback to the rest of the student body via the Graduate Joint Academic Committee meeting.

4. Teaching Workshops

An informal teaching workshop is held after the end of each term to encourage the sharing of ideas and approaches to teaching. Each workshop focusses in turn on the teaching of language, literature, history, palaeography and codicology, or philology. The theme for the current term's workshop is agreed at the Departmental Meeting at the start of the relevant term. The meeting itself is held in the first week after the end of term. All Departmental Lecturers and Substitute Lecturers are invited to attend.

5. Peer Review of Lecturing

All Paper/Subject Coordinators must make arrangements for a colleague to review one of their lectures during each academic year and ensure that any substitute lecturers lecturing on their behalf are also reviewed. This arrangement serves two purposes: 1) it allows the Lecturer and Reviewer to discuss ways in which the session might be improved; 2) it provides each Departmental Lecturer with an opportunity to gain insight into both the teaching practices of his or her colleagues, and the nature of the subject matter covered by other papers. A Peer Review Observation Sheet is completed by the Reviewer and the Lecturer and given to the Head of Department who reviews the forms and takes action as necessary to resolve any issues arising from them. The forms are discussed during Staff Appraisal.

6. Integration of College and University Teaching

College supervisions are integral to undergraduate teaching. The Department does not possess formal powers over the extent or content of College supervisions. It seeks to ensure, however, that supervisions, classes and lectures complement each other, and that supervisors are fully informed about the structure and content of the courses for which they are teaching. For example, supervisors will be sent Course Descriptions, lists of Set Texts, and any other standard material for the courses.

7. Student Representation

Student views and interests are represented by student members of the Undergraduate and Graduate Joint Academic Committees, and Departmental Meetings. Open meetings of staff and students may also be called on an ad hoc basis to discuss major issues (e.g. Tripos Reform).

8. Examinations

There is a document *Examination Procedure: for the guidance of students and examiners* which is designed to codify good practice. This document is circulated to all Tripos students, UTOs, and to those who examine for the ASNC Tripos.

9. Resources and Powers

The Faculty Board, advised by the Department, is the statutory body responsible for the Department's lecture programme, exercising powers delegated by the General Board. The Head of Department, acting in consultation with all members of the Departmental teaching staff, discharges that responsibility on behalf of the Board in the areas outlined above. The Departmental Secretary, working with the Faculty Administrative Officer, is responsible for detailed administration of the above activities unless otherwise indicated.

10. Rewards for Teaching

In addition to any intrinsic satisfaction which lecturers may derive from high attendance, favourable assessments, etc., good teaching is rewarded by eligibility on a three-year rolling basis for one of the annual Pilkington Teaching Prizes given by the University through the School of Arts and Humanities. The Department's candidate for the latter prize is chosen by the Chair of the Faculty Board of English in consultation with the Head of Department. Excellence

in teaching also forms one of the University's criteria for promotion to the office of Senior Lecturer/Reader/Professor.

11. Staff Development

University Lecturers are encouraged to make use of staff development courses and facilities in the University. The Staff Development Programme is circulated to all senior members of the Department by the Secretary at the start of each academic year. New appointees in particular are reminded about the training available. Responsibility for encouraging participation in staff development courses and recording such participation lies with the Head of Department.

Continuing staff: The Department expects Officers whose courses have been criticised by substantial numbers of students in their responses to the Teaching Evaluation Questionnaires to attend appropriate staff development courses intended to remedy the difficulties identified. The University encourages all teaching staff to consider qualifying as members of the Institute of Learning and Teaching, for which the 'fast-track' procedures available until September 2001 greatly facilitate taking such a step.

12. Staff Appraisal

UTOs in their probationary period are appraised annually. Otherwise they are appraised biannually. Those in their last year before retirement or on single one-year appointment need not be appraised. Appraisals are conducted according to the University appraisal guidelines (*Appraisal for Academic and Academic-Related Staff in the University of Cambridge*). A sheet describing appraisal procedures in the Department of Anglo-Saxon, Norse, and Celtic is available from the Departmental Secretary. Appraisals are primarily carried out for the benefit of the appraisee and are not, for example, used in consideration of the renewal of the appraisee's contract unless this is judged to be helpful to the appraisee and they are fully in favour of it. Appraisal records are kept by the Head of Department in his or her Departmental office.

13. Teaching and Administration Report

Each year, towards the end of Easter Term, senior members of the Department will be invited to complete a form detailing numbers of hours spent in University and College teaching during the course of the year, listing other administrative duties (examining, admissions, service on committees, etc.), and giving some impression of other academic or editorial activities. This information is used by the Head of Department to monitor teaching and administrative loads, and will remain confidential.

14. Staff Appointment and Reappointment

All short-listed applicants for Department non-professorial academic establishment are expected to give a short presentation of their research, attended by members of the Faculty of English Appointments Committee and members of the Department's lecturing staff. The views of the lecturing staff are fed into the subsequent appointment discussion. The teaching record of Departmental members who are under consideration for reappointment is taken into consideration by the Appointments Committee. A similar procedure may be used for temporary appointments if it is felt appropriate.

15. Implementation

This Code of Practice came into effect in Michaelmas Term 2000. The most recent document, together with any related material (e.g. Tripos Brochure) will be held in the Departmental Office.