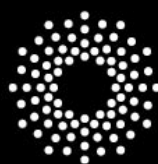


The Teaching Peer-Review Process (TPRP) Resource Pack:

The quick 'how to' guide for educators seeking to develop their practice.

Version 3.0

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**LONDON
METROPOLITAN
UNIVERSITY**

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1. Introduction

1.1 What is the Teaching Peer-Review Process?

In the recent years, the quality of teaching at London Metropolitan University (LMU) has been ranked highly.¹ In 2024, LMU was 11th in the country for 'Student Satisfaction'². This is a testament to our excellent staff, in every department.³ To preserve this high-quality teaching standard, project lead Shaun Yates and a working group of teaching staff have composed the Teaching Peer-Review Process (TPRP). Additional feedback on the project was provided by Digby Warren, Kevin Brazant and Owen Beacock, with oversight provided by Joanna Cooke and Kelly Cooper.

The mission of the TPRP is to **encourage teaching staff to reflect on their own practice**. In practical terms, the TPRP is a **three-step process**:

- (1) You will be randomly paired up with another teaching member of staff in the school,
- (2) You will receive an email prompting you to arrange two in-class, meet-ups with your partner,
- (3) You and your partner should conduct an observation of each other's practice by attending a class of your partner and vice-versa; providing each other with constructive feedback (ideally using the Peer Observation Form located in the back of this document).

The TPRP is not the only, or even the primary, method for improving teaching practice. Of course, staff already do many things, such as engage with the Course Enhancement Process and undergo separate training (such as that of the PGCERT or MALTHE). The TPRP aims only to be **part of a package of efforts to give staff more opportunities** to improve their practice, and to further integrate the student voice into the development of their practice. This means that teaching staff should not just engage with the TPRP but they should also be mindful of the other programmes and events that are available at LMU which aim to improve teaching practice. Therefore, consider exploring the following if you have not already done so: the [ESJF workshops](#), the [Race Equity Strategic Plan](#) and the [Teaching Excellence Framework](#).

1.2 How to use this resource pack

This resource pack serves to provide staff with an outline of what the TPRP is as well as to provide a quick 'how to' guide regarding some **research-supported** practices that **enhance teaching quality**. This document's approach to improving teaching practice follows from the Education for Social Justice Framework (see Appendix 1 for more details).

This resource pack provides a 'how to' guide for the following quality teaching practices:

¹ London Metropolitan University, 'London Met Ranks Sixth in UK for Teaching Quality in New Good Uni Guide' (*Londonmet.ac.uk*, 2021) <<https://www.londonmet.ac.uk/news/articles/london-met-ranks-sixth-for-teaching-quality-in-new-good-uni-guide/>> accessed 6 January 2023.

² Complete University Guide, 'University League Tables student satisfaction 2025' (*thecompleteuniversityguide.co.uk*, 2024) <<https://www.thecompleteuniversityguide.co.uk/league-tables/rankings?sortby=student-satisfaction>> accessed 13 October 2024.

³ Similarly argued in: London Metropolitan University, 'London Met Shines in National Student Survey' (*Londonmet.ac.uk*, 2021) <<https://www.londonmet.ac.uk/news/articles/london-met-shines-in-national-student-survey/>> accessed 27 October 2022.

- How to **decolonise the curriculum**
- How to tackle the **BAME awarding gap**
- How to practise **compassionate pedagogy**
- How to develop **inclusive assessments & an inclusive classroom**

These sections discuss practices that are not mutually exclusive. For example, if an educator diversifies a reading list, this is a practice that can serve to decolonise the curriculum whilst it can also help reduce the BAME awarding gap. To this end, there is some overlap in these sections.

At the start of summer next year (the end of the standard academic year), the project lead will ask you to share your experience of the process and what you found useful / not useful. The project lead will then **use your feedback** to change this resource pack and the process as a whole. All suggestions, no matter how radical or minor, are welcomed. Of course, you can **email the project lead at any time**, if you have any specific suggestions, concerns or would like to be more directly involved in future developments of the TPRP.

1.3 What do I need to do?

Over email, the project lead will partner you up with another member of staff within our school. This email will prompt you to arrange an observation session with your partner. **Involvement in the TPRP is compulsory** for all permanent staff in the School of Social Sciences and Professions (SSSP). For now, hourly paid teaching staff (also known as Associate Lecturers) are not part of the TPRP.⁴

You will observe your partner and then following this, you will have a feedback discussion. This discussion should **focus on what things you (as the observer) believe they (the educator) did particularly well**, and what practices from your partner you intend to integrate into your own practice. The project lead recommends that feedback should not focus on **criticism**. Rather, observers' feedback should focus on practices that they believe are **useful to themselves**. Rephrased, the observer is the (primary) learner. In this way, the focus of feedback is **positive and supportive** not negative and corrective.

This direction not to criticise is just a suggestion, however. The TPRP is not attempting to govern what you can or cannot say to your fellow colleagues. If you feel it is constructive to offer criticism, of course, you should do this.

1.4 Is there paperwork?

No. There is **no compulsory paperwork to fill out**. Appendix 8 offers you an optional form to guide your observation session. Some staff may prefer to use this as it gives the process additional structure / helps to clarify the purpose of the TPRP.

Additionally, there is an end of process questionnaire which you will receive by email towards the end of the academic year / summer time. This will ask you how the TPRP can improve for next time. The project lead will take all feedback seriously.

⁴ Appendix 7 discusses the future involvement of ASLs in the TPRP in more detail.

2. How to.. decolonise the curriculum

2.1 What is meant by ‘decolonise the curriculum’?

‘Decolonising the curriculum’ is when education institutions and individual educators (such as lecturers) create spaces and resources to engage students in a dialogue about how differing cultures have contributed to understanding a given issue, concept or phenomenon.⁵ This also means moving away from singular explanations of an issue, concept or phenomenon that have traditionally focused on Western narratives from white, male, native English-speaking scholars. The benefit of this approach is threefold: (1) it **supports critical thinking** by introducing a greater, globalised range of thinkers into the classroom,⁶ (2) it offers a **more relatable education experience** for students who themselves represent an international demographic and,⁷ (3) it serves to **challenge historic injustices** (as non-white scholars have been marginalised historically in educational institutions).⁸

You are not alone if you have wanted to decolonise your curriculum in the past but have been unsure where to begin. Many individuals are in support of the concept but are uncertain about how to implement it in practice. Below is guidance regarding how to successfully decolonise your curriculum.

2.2 The dos

Here are the “**dos**” for educators when they decolonise their curriculum:

1. Ensure a **range of diverse voices** and perspectives are represented in your **module reading list**.
2. **Draw attention to controversies** and **points of oppression** in your subject area, use these as teaching moments.
3. When providing students with an entry point to a given subject, consider using a narrative/understanding that is provided by a **marginalised voice/voice from the global south** (this may mean reading up on NGO and charity websites such as Black Lives Matter and the Muslim Women’s Network).
4. In view of the **diversity of your classroom**, use learning materials that support differing cultures and heritages. In doing so, your **teaching can become more relatable and inclusive**.

2.3 The do nots

Here are the “**do nots**” for educators when they attempt to decolonise the curriculum:

1. Do not **question marginalised faculty members** about a controversial issue or historical event that you believe relates to them with a view to gain **an introductory insight** into the subject.

⁵ Lesley Le Grange, ‘Decolonising the University Curriculum’ in John Chi-Kin Lee and Noel Gough (eds), *Transnational Education and Curriculum Studies* (Routledge 2020).

⁶ Darshi Thoradeniya, ‘Decolonising Education and Critical Thinking’ (*Decolonising education and critical thinking*, 2022) <<http://island.lk/decolonising-education-and-critical-thinking/>> accessed 27 October 2022.

⁷ Kgaugelo Sebidi and Shannon Morreira, ‘Accessing Powerful Knowledge: A Comparative Study of Two First Year Sociology Courses in a South African University’ (2017) 5 *Critical Studies in Teaching and Learning* <<http://cristal.ac.za/index.php/cristal/article/view/87>> accessed 27 October 2022.

⁸ Le Grange (n 5).

→ Why? It can be exhausting for marginalised individuals to repeatedly explain why an issue or historical event is offensive, demeaning or upsetting for them.⁹ By educating yourself first (typically through an online search engine), you can approach controversial subjects respectfully with others, whilst understanding why marginalised people may not want to talk about a given issue.

2. Do not prioritise the established '**seminal thinkers**' in the field by default.
→ Why? Often, earlier and more significant contributions are made by scholars from the global south or by marginalised individuals.¹⁰ Despite this, these thinkers may not be in text books that are conventionally viewed as seminal. It is therefore rational to emphasise these marginalised voices to give a global perspective on a given issue.
3. Do not **swap out similar quotes from white scholars with those from marginalised people / people of colour**.
→ Why? The mission of decolonising the curriculum is to promote liberation rather than token representation. This means that it is important to focus on where narratives depart from each other (between traditional, Western texts and that of the global south / marginalised groups). In doing so, we as educators can platform and support marginalised / oppressed voices. This is different from simply repeating dominating arguments that benefit from the positive aesthetics of diversity.¹¹

2.4 Example of how to decolonise the curriculum

John has recently engaged in decolonising the curriculum for his module SSXX87, '*Essential Social Science Research Methods*'. **John began by thinking about the demographic of his students**. Each year, this module attracts a range of students, many of whom are either Black African or Chinese. In view of this, **John did some research** on how other cultures have engaged in the qualitative research process and came across a work by Hsiung.¹² **John made sure to add this to his reading list** for week three, '*Early Qualitative Research Methods*'.

During week three of this module, John found it useful to compare Mao Zedong's 'investigative research' with that of the West's ethnographic approach because it exposed some **important and problematic** qualitative research practices.¹³ John explained to his students how the West's ethnographic research was instrumental in legitimising the British empire's domination and rule over other autonomous cultures, largely in Africa. Meanwhile, in reference to Hsiung's 2015 work, John explained how Mao often ordered researchers to conduct 'investigative research' as a form of punishment, as this required researchers to engage in long periods of hard labour in extremely adverse conditions. This teaching approach helped the students better understand how research is connected to the political, and how **the researcher can both contribute to oppression and be the subject of**

⁹ See 'microaggressions' and 'racial battle fatigue' in: Marcos Pizarro and Rita Kohli, "'I Stopped Sleeping": Teachers of Color and the Impact of Racial Battle Fatigue' (2020) 55 *Urban Education* 967.

¹⁰ Le Grange (n 5).

¹¹ Also see 'tokenism' in: A Ahuriri-Driscoll, V Lee and H Came, 'Amplifying Indigenous Voice and Curriculum within the Public Health Academy – the Emergence of Indigenous Sovereign Leadership in Public Health Education' (2021) 40 *Higher Education Research & Development* 146.

¹² Ping-Chun Hsiung, 'Pursuing Qualitative Research From the Global South: "Investigative Research" During China's "Great Leap Forward" (1958-62)' (2015) Vol 16 *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* No 3 (2015).

¹³ Hsiung (n 12).

oppression. In this way, John has used insights from the global south to enhance his students' **critical thinking** regarding how social science research methods are related to political forces.

This expansion of the curriculum **opens up further lines of discussion in the classroom.** First, regarding contemporary state research reports and how they can be **problematic and controversial** because of their capacity to oppress. John exemplifies this point in the classroom by drawing the students' attention to those reports that focus on the alleged criminality of Uighurs in China and the West's historic over-policing of young black children. Second, John uses the prior discussion to prompt his students to think about contemporary ethical precautions in social science research. Specifically, focusing on what protections should be in place to protect both research participants and researchers from harm (i.e., the role of informed consent, whether children should be involved in research and to what degree, how universities have some responsibility over researchers, the role of ethics committees, etc.).

2.5 Other resources & guides

- <https://thecollegepost.com/ucl-decolonizing-curriculum/>
- <https://www.sec-ed.co.uk/best-practice/black-lives-in-science-the-past-and-present-diversity-equality-inclusion-curriculum-black-lives-matter-decolonising/>
- <https://theboar.org/2020/06/black-history-why-should-we-decolonise-the-curriculum/>
- <https://www.nottingham.ac.uk/english/about/equality-diversity-and-inclusion/decolonising-the-curriculum-in-english-studies-at-uon.aspx>

3. How to.. tackle the BAME awarding gap

3.1 What is meant by ‘the BAME awarding gap’?

The ‘**BAME awarding gap**’ is the difference between the number of white UK students awarded a first-class or 2:1 degree compared to Black, Asian and Minority Ethnic (BAME) UK students.¹⁴ As an average across all universities in the UK in the academic year 2020/21, 85.9% of white students and 77% of BAME students received a **top degree** (a 2:1 or higher).¹⁵ Therefore, **nationally in 2021, there was about a 9% point awarding gap** between white and BAME graduates.¹⁶ In the past, between 2014 and 2019, the now combined School of Social Sciences and the School of Social Professions produced **an average awarding gap of 29.95% points**.¹⁷ It is important to emphasise that big changes have taken place since 2014 at our university.¹⁸ Indeed, at present, using 2021/22 data, **the awarding gap within the School of Social Sciences and Professions is 4% points**.¹⁹ This prompts the question, why does the BAME awarding gap exist and relatedly, what can be done to further shrink this gap?

Research from the Higher Education Statistics Agency shows that **when the variable of deprivation is controlled for at our university, along with other factors such as gender and previous qualifications, a significant gap based on race/ethnicity remains**.²⁰ For historic details regarding how gender and deprivation relates to our students and the BAME awarding gap, see Appendix 2 and 3. Indeed, whilst there are degree-outcome differences based on gender and social-economic differences, these are distinct from the BAME awarding gap.^{21,22} This suggests that **there is something happening within the university educational process that is generating the BAME awarding gap** – it is not just about gender, deprivation or previous qualifications.

Our university takes the view that in order to overcome the gap, **a package of social justice-oriented reforms** must be enacted which includes changing teaching practices and the culture of the university. The goal, of course, is to ensure that all students, regardless of their race/ethnicity feel welcome at the university and have an equal base from which to engage with the education process. Indeed, it is not fair (or socially just) that a student’s degree award is reflective of their race/ethnicity rather than their intellectual ability. It is this **social injustice** that the university concerns itself with. Given the significant decrease in the awarding gap over the past 8~ years, the university’s social justice-oriented reforms seem to be working. The TPRP makes up one of these reforms.

¹⁴ Sometimes this gap is referenced to as the ‘attainment gap’. This language is no longer used however as it suggests that the gap is centrally the fault of the students’ ability to attain top degrees. In reality, research has demonstrated that the gap is centrally connected to the biases of individual awarders, awarding institutions and wider societal forces. Hence, the naming of this phenomenon as the ‘awarding gap’, not the ‘attainment gap’. Further discussed in: Lucy Rai and Jennifer Simpson, ‘Listening to Stories of Study: Identity and the Awarding Gap Experienced by Ethnic Minority Students in the Context of Distance Education’ [2020] *Open Learning: The Journal of Open, Distance and e-Learning* 1.

¹⁵ Universities UK, ‘Closing Ethnicity Degree Awarding Gaps: Three Years On’ (Woburn House 2022) <<https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/features/closing-gap-three-years/introduction>>.

¹⁶ Universities UK (n 15).

¹⁷ More specifically, the gap in the School of Social Sciences was 23.8%. Meanwhile the gap in the School of Social Professions was 36.1%. Again, see Appendix 3 for more details.

¹⁸ For more details see the university’s 2022 statement on its action plan for tackling the gap: London Metropolitan University, ‘Addressing the Degree Awarding Gap at London Met’ <<https://www.londonmet.ac.uk/about/equity/centre-for-equity-and-inclusion/a-fair-outcomes-approach-to-teaching-and-learning/the-degree-awarding-gap/addressing-the-degree-awarding-gap-at-london-met/>> accessed 27 October 2022.

¹⁹ This HESA data is available on the staff intranet, through Power BI. See, the ‘BAME Awarding Gap Dashboard’.

²⁰ Again, this HESA data is available on the staff intranet, through Power BI. See, the ‘BAME Awarding Gap Dashboard’.

²¹ Similarly argued in: Universities UK (n 15).

²² Nona McDuff and others, ‘Closing the Attainment Gap for Students from Black and Minority Ethnic Backgrounds through Institutional Change’ (2018) 20 *Widening Participation and Lifelong Learning* 79.

Lastly, it is important to recognise that **BAME students are not a homogenous group, some ethnicities are more severely affected by the awarding gap than others (which brings into question the usefulness of the acronym 'BAME')**. Using 2019/2020 national data from AdvancedHE:

The awarding gap was particularly pronounced for qualifiers from Black African (19.0 percentage points), Black Caribbean (16.5 percentage points) and other Black backgrounds (22.3 percentage points) compared to white qualifiers. Overall, the gap between Black and white qualifiers was 18.7 percentage points. The degree awarding gap was narrower for Chinese (2.8 percentage points), 'mixed-ethnicity' (3.9 percentage points) and Asian Indian qualifiers (2.8 percentage points).²³

To this end, black students are uniquely affected by the awarding gap and therefore, this is where the bulk of the university's efforts should be directed (which includes lecturing staff). To be more precise, when integrating data from our school, **black male students are the most affected** by the awarding gap.²⁴ Despite this difference between ethnicities, sometimes researchers must aggregate minority ethnicities together to conduct meaningful (statistically significant) analyses. The result, therefore, is that the concept of the 'BAME awarding gap' is useful for highlighting an issue of inequality that effects non-white students. However, educators should be aware that the acronym 'BAME' can (and does) obscure important details about which specific ethnicities/intersectionalities are the most affected by the awarding gap.²⁵

3.2 The dos

Here are the "**dos**" for educators when they attempt to reduce the BAME awarding gap:

1. When teaching, **prompt conversations with students about race/ethnicity** in relation to the given subject.
 - For example, if teaching policing, prompt students to consider how different ethnicities experience police interactions and why there may be a discrepancy here. By facilitating such conversations in a sensitive and open way, educators can reduce the power differentials between themselves and students; allowing students to feel comfortable in approaching staff about racially or ethnically sensitive issues that they may have experienced. This can contribute to students of colour feeling seen and welcomed in the university/classroom.^{26,27}
2. Be aware of **BAME-focused events** at the university and the local area and then where appropriate, **tie these events into your lectures and seminars**. In doing so, you can help reduce BAME students' sense of alienation/isolation whilst at university. Indeed, this can help them feel welcomed whilst simultaneously **encouraging their further engagement** with the university (both in the classroom and beyond).

²³ Natasha Codiroli McMaster, *Ethnicity Awarding Gaps in UK Higher Education in 2019/20* (Advance HE 2021) <<https://www.advance-he.ac.uk/knowledge-hub/ethnicity-awarding-gaps-uk-higher-education-201920>>.

²⁴ Again, this HESA data is available on the staff intranet, through Power BI. See, the 'BAME Awarding Gap Dashboard'.

²⁵ If you would like to explore more resources specifically regarding our universities and their work to tackle the BAME awarding gap, please visit the Centre for Equity and Inclusion, available through the staff portal and on the London Met website (direct link available in Section 3.5).

²⁶ Kyoko Kishimoto, 'Anti-Racist Pedagogy: From Faculty's Self-Reflection to Organizing within and beyond the Classroom' (2018) 21 *Race Ethnicity and Education* 540.

²⁷ Katherine Cumings Mansfield and Gaëtane Jean-Marie, 'Courageous Conversations about Race, Class, and Gender: Voices and Lessons from the Field' (2015) 28 *International Journal of Qualitative Studies in Education* 819.

3. Make sure your **bias awareness training** is up to date.
→ You can check this by going onto WebLearn. Click 'organisations', then go to 'My Development'. Here, there are courses, both mandatory and supplementary, for staff to complete.
4. As a **module leader, prompt conversations with your seminar/supporting tutors** about how to implement the other good practices described in this document (i.e., how to decolonise the curriculum, how to practice an inclusive classroom, etc).
→ Open dialogues between staff can be beneficial because of the potential to share knowledge of teaching best-practice.²⁸

3.3 The do nots

Here are the "**do nots**" for educators when they attempt to close the BAME awarding gap:

1. Do not take the view that there is a **silver bullet** or **single practice** that can reduce the BAME awarding gap.
→ Why? Evidence-based research has shown that the most effective approach for staff is to **continually seek out ways to improve their own practice**, accepting a constructive, self-critical approach.²⁹ Still, it is understandable why some may think that a single change or modification (such as undergoing bias awareness training) will be enough.

3.4 Example of how to tackle the BAME awarding gap

Dr Sally Jenkins is the module leader for XF2002, '*Policing Crime in London*'. As module leader, Sally benefits from the contributions of four other Associate Lecturers who lead the module's seminar sessions. Sally is keen this year to do more to tackle the awarding gap for the module. **Sally recognises that a variety of approaches are required** to do this which includes decolonising the curriculum and making use of an inclusive classroom as well as an inclusive assessment approach.³⁰ Indeed, Sally is committed to modifying the teaching practices on her module to form as **part of a package of changes** that will help reduce the gap.

Prior to the academic year starting, Sally arranged a meeting with her four colleagues who lead the seminar sessions for XF2002. At this pre-term meeting, Sally explains that she is decolonising the curriculum this year. In doing so, she discusses with them issues of race and how this relates to the seminar materials. This prompts **an open conversation with her colleagues about how race intersects** with policing and criminality. Sally's colleagues report that this conversation has raised issues that they had not considered in depth before, such as the number of black deaths in police custody and how the Notting Hill Carnival is arguably overpoliced when compared to that of other similarly sized carnivals predominantly attended by white individuals. Sally concludes the discussion by encouraging her colleagues to come back to her if they wish to talk more about race, policing and criminality. Sally explains that these open conversations can help staff feel empowered, particularly when exploring issues of race in the classroom with students. Sally reiterates to her colleagues that this consideration of BAME issues in view of the taught subject (policing and crime) can **create a more relatable and meaningful learning experience** for their students.

²⁸ Staff may question why associate lectures are not currently included in the TPRP, this is an issue addressed in Appendix 7.

²⁹ Mansfield and Jean-Marie (n 27).

³⁰ See Section 2 and Section 5 for further details.

3.5 Other resources & guides

- www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bame-student-attainment.pdf
- <https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/student-recruitment-retention-and-attainment/degree-attainment-gaps>
- https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/ecu/improving-degree-attainment-bme_1578655185.pdf
- <https://www.sussex.ac.uk/broadcast/read/50544>
- <https://www.londonmet.ac.uk/about/equity/centre-for-equity-and-inclusion/>

4. How to.. practise compassionate pedagogy

4.1 What is meant by ‘compassionate pedagogy’?

What makes a good educator? If all the students pass an assessment in a given class, does that mean that the educator was good? Compassionate pedagogy casts light on an answer to these questions.

Crudely summarised, compassionate pedagogy means that educators should make a connection with students and then tailor their teaching so that these students leave the classroom with a **meaningful, educational experience**.³¹ In contrast to compassionate pedagogy, traditional teaching relies on the one-directional depositing of facts into the minds of students.³² This non-compassionate approach does not appreciate how some subjects or the conditions of learning can **stress** students to the degree that it negatively impacts their learning.^{33,34} For example, during COVID, it was not uncommon for staff to recognise that the conditions of lockdown negatively affected students. Namely, some students found it difficult to concentrate in the virtual environment. Meanwhile, other students reported feelings of loneliness. An educator practising compassionate pedagogy would respond by adjusting their teaching in relation to this stress. Such an educator could offer students extra breaks, check-in on students more often, or integrate more social activities into their virtual classroom. In this way, the educator takes the time to recognise the issues of students and responds, alleviating obstructions to students’ learning (as much as possible). As another example, consider the experiences of students who are the first in their immediate family to attend university. First generation students (FGS) are more likely to benefit from extra academic support yet they are also likely to report being **‘too afraid to ask for help’**, this is largely because they do not want to be seen as unprepared.³⁵ To overcome this barrier, an educator practising compassionate pedagogy would seek to make a connection with such students to reassure them that their difficulties are common and that there is help at the university for them. To this end, compassionate pedagogy emphasises that **meaningful teaching and learning rests in the connection (or partnership) between the student and educator**, not necessarily in assessment outcomes.³⁶ Indeed, assessment outcomes, when taken as the only instrument to understand teaching quality, can paint a disingenuous picture of students’ experiences. It may well be the case that students on a given module strongly disliked a teaching approach but also managed to score highly on assessments!

Compassionate pedagogy, therefore, is about **forming a connection with students**, being sensitive to their **unique educational needs** and then catering to these needs. Permanent, seasoned lecturing staff will likely view this observation as obvious. Still, thinking about teaching practice clearly in these terms can be helpful, especially when training new staff.

4.2 The dos

Here are the **“dos”** for educators who strive to embody the compassionate pedagogy approach:

³¹ Richie Neil Hao, ‘Critical Compassionate Pedagogy and the Teacher’s Role in First-Generation Student Success’ [2011] *New Directions for Teaching and Learning* 91.

³² Helen Pokorny and Digby Warren (eds), *Enhancing Teaching Practice in Higher Education* (SAGE 2016).

³³ Laura A Gelles and others, ‘Compassionate Flexibility and Self-Discipline: Student Adaptation to Emergency Remote Teaching in an Integrated Engineering Energy Course during COVID-19’ (2020) *10 Education Sciences* 304.

³⁴ Baylor University, ‘Compassionate Teaching’ (*Baylor.edu*, 2022) <<https://www.baylor.edu/at/i/index.php?id=984876>> accessed 27 October 2022.

³⁵ V Harvey and T Housel, *Faculty and First-Generation College Students: New Directions for Teaching and Learning*. (Jossey-Bass 2011) 96.

³⁶ Harvey and Housel (n 35).

1. Make an effort to **learn the names of your students**.
 - This is challenging when a classroom has 20, 30 or even 300 students present! Still, at least *some effort* to learn *some names* can make a big impact on students feeling seen in the classroom. Research shows name remembrance does work to help students feel ‘part of a classroom community’ whilst also boosting class retention rates.³⁷ (Consider using the ‘name game’ in Appendix 6 during your first seminar session with students to help you remember your students’ names).

2. Before engaging with emotionally difficult topics in depth, **warn students and give them permission to excuse themselves if they feel this is necessary**.
 - The university is rightly a space where difficult issues are discussed, despite such discussions potentially causing some emotional upset due to their serious nature. Such difficult topics/subjects that we discuss with students in the school include: sexual abuse of all kinds, domestic violence, childhood traumas, racial discrimination and hate speech. Educators can help students prepare themselves emotionally by warning them beforehand that they are about to discuss such topics. This is especially true for those students who have lived experience of the subject matter. See Appendix 4 for an example PowerPoint slide you could include at the beginning of a lecture on a sensitive topic. Meanwhile, see Appendix 5 for some generic ground rules you can establish before facilitating a classroom group discussion.

3. Be supportive when a **student offers to share their lived experiences** with the class on a **sensitive subject**.
 - During seminars, it is common for students to share their experiences of subject matter. For example, if a student is a victim of Islamophobic or homophobic hate speech, they may want to share their lived experience of this with the class. Research shows that students do find these lived-experience insights valuable.³⁸ If a student wishes to share these experiences, this is their choice. In some cases, it may be appropriate to signpost students at the beginning or end of a class to counselling and charity services (such as that regarding domestic violence or childhood trauma support). **Remember to thank students for sharing their experience with the class.**³⁹ In rarer cases, a student may disclose to you that they are a victim/survivor of a crime. If a student discloses such information, you should follow your safeguarding training and contact your safeguarding officer.

4. Module leaders should **continually try to gauge the needs of the class** by having open, sensitive discussions. In doing so, the class may draw the module leader’s attention to specific difficulties the class is struggling with.
 - For example, first generation international students may emphasise that the essay writing style of the UK is very different to what they are used to. A module leader in this case could listen to these concerns and either invite academic mentors into the class to discuss the services the school offers, or even run their own tailored writing class.

³⁷ Irena Barker, ‘The Power of Learning Pupil Names as a New Term Starts’ (*tes.com*, 2021) <<https://www.tes.com/magazine/teaching-learning/general/power-learning-pupil-names-new-term-starts>> accessed 27 October 2022.

³⁸ Similarly discussed in: Katy Pilcher, ‘Politicising the “Personal”: The Resistant Potential of Creative Pedagogies in Teaching and Learning “Sensitive” Issues’ (2017) 22 *Teaching in Higher Education* 975.

³⁹ At present, there is not a comprehensive LMU guide for managing sensitive conversations during seminar sessions. This is a sub-project that may be developed in the following revision of the TPRP.

4.3 The do nots

Here are the “**do nots**” for educators when attempting to practise compassionate pedagogy:

1. Do not **force individual students to explain issues they specifically want help with** in front of the class (such as reading and writing skills).
→Why? If students voluntarily explain their individual difficulties with the class, this is fine. However, if staff single out a student and insist that they explain their difficulties, this can embarrass and alienate them. In the worst case, such forcing can itself cause emotional harm / distress.⁴⁰
2. Do not **force all students in the classroom to participate**.
→Why? Students, of course, have their own learning styles and needs. Some prefer a more passive, audible/spectating approach whereas others may prefer a more vocally-engaged approach. Indeed, there is a spectrum of preferred learning approaches which can change given an individual student’s circumstances.⁴¹ In some cases, a student may prefer to be silent during a teaching session or focus their attention on printed off learning materials rather than focus on the whiteboard or projector screen. A student may do this because of issues relating to anxiety or some other difficulty they live with (and this may not be present on their Independent Needs Assessment Report). To this end, educators should not force students to participate in the classroom as this can unproductively cause students distress and obstruct their learning. Instead, educators should *invite* students to participate, which empowers students by giving them the option to decline the offer. As a caveat to this, if a student is purposely being disruptive and obstructing the learning of other students then educators should, of course, intervene.
3. Do not **act as a therapist**.
→ In our school, it is common for students to personally relate to the subject matter. This can lead to situations where students share adverse experiences with the class. For example, a student may describe how they survived domestic violence as a child or how they have experienced homophobia in various institutions. In such instances, students may recount difficult emotions, and this in itself can be emotionally demanding / upsetting. In these circumstances, staff may feel compelled to explore the emotions of students in an effort to sooth and comfort them. This should be resisted. Such conversations can border on a form of soft therapy and life advice giving. As much as possible, we should signpost our students to the free counselling services at the university, and/or supporting charities. This is not to say that educators’ responses should be emotionally callous. Rather, staff should simply make clear with students that there are specialist supportive services here at the university and our role, as educators, is academic in nature.

4.4 Example of how to practise compassionate pedagogy

Karl is leading the module PS6088, ‘*Childhood trauma and its consequences*’. One class focuses on sexual abuse and its consequences in adulthood. Karl has taught this class before and usually runs it

⁴⁰ Similarly discussed in: Glenys Caswell, ‘Teaching Death Studies: Reflections from the Classroom’ (2010) 2 *Enhancing Learning in the Social Sciences* 1.

⁴¹ Caswell (n 40).

as a 2-hour lecture, with video and Kahoot content making up the remaining time. However, Karl is aware that **the students this year are particularly eager to discuss** issues raised during the lectures. Therefore, he changes the class to be a 1-hour lecture, 1-hour group discussion seminar and then leaves the remaining time open for either further discussion or to make use of his premade Kahoot / video content. In this way, Karl has **listened to his students and adjusted** his teaching approach in response.

Given the sensitive nature of the class, Karl makes sure **to insert a warning slide** in his PowerPoint at the very beginning of the session (see Appendix 4). Additionally, Karl places **a text warning on the video** slide, stating that the content may be emotionally challenging for some students owing to how it relates to childhood trauma and sexual abuse. Karl also sets some **ground rules** with his students before hosting the class group discussion on the subject (he uses the ground rules presented in Appendix 5).

During the group discussion period, a student speaks candidly about their experiences of domestic abuse when they were a child. The other students listen carefully to this account. Once the student finishes, **Karl thanks them for sharing**. As the group conversation continues, unfortunately, one male student jokes about how women are “stupid” and that domestic violence is their fault. This is the first time that Karl has experienced a student acting in this misogynistic manner. Karl asks the male student to leave the class for not respecting the ground rules that were set up earlier in the session. The group discussion continues as planned. Before concluding the discussion, Karl presents a slide that **signposts students to the university’s counselling services**, emphasising that support is available at the university if they need it.

Before Karl enters into the final third of his planned teaching session, a large number of students announce that they are very anxious about the upcoming essay assessment. A central concern they have is that they are unsure about what an essay actually is, with many of the mature students reporting that they have not written an essay since they were in high school. From this **open conversation**, Karl gathers that many of the students are **first in their family to attend university**, contributing to this sense of unfamiliarity with assessments. Karl is also aware that many of the students are **non-native English speakers** and would benefit from **writing workshops**. In view of this, Karl makes a note to integrate writing skills tasks into the remainder of his classes. Karl also makes a note to email the appropriate Academic Mentors, to ask if they would be available to present a writing key skills workshop later in the semester before the essay is due.

Following the session, Karl emails his Principal Lecturer (PL) explaining the events that happened in the classroom, and the male student’s comments. Karl and the PL then form a plan for how to deal with the situation together.

4.5 Other resources & guides

- <https://www.canterbury.ac.uk/learning-and-teaching-enhancement/resources-for-academics/Compassionate-Pedagogy/Resources-and-Support.aspx>
- <https://aldinhe.ac.uk/take5-51-the-best-way-to-develop-a-compassionate-pedagogy/>
- https://www.researchgate.net/publication/318921562_The_Pedagogy_of_Compassion_at_the_Heart_of_HE

5. How to.. integrate inclusive assessments and establish an inclusive classroom

5.1 What is meant by an ‘inclusive assessment’ and ‘inclusive classroom’?

Inclusive assessments seek to be completable by all people without ‘othering’ or disadvantaging anyone.⁴² Whilst the university still offers INARs (Individual Needs Assessment Reports) that do require specific individual adjustments for students in some circumstances, there are ways to run assessments that can reduce the need for treating students differently. When this is possible, it is good practice. This is what is meant by inclusive assessments (see Section 5.4 for a practical example).

The term inclusive applies similarly to the concept of the ‘**inclusive classroom**’.⁴³ We, as educators, have a role to play in ensuring that our students feel part of the classroom. This means that we should change how we teach by, for example, ensuring that all students can properly see the slides (which can entail dyslexia friendly fonts and colours) and by speaking more slowly and with a microphone to help students whose first language may not be English. Simply stated, if we can make changes that **benefit everyone and disadvantages no one**, then this is good practice. This concept overlaps with the idea of compassionate pedagogy in terms of how educators should strive to recognise and dismantle the barriers that our students face on their educational journey.

More broadly, educators can promote inclusivity by recognising and mitigating against historically established classroom norms and values (or the ‘**hidden curriculum**’) which can adversely impact students learning.⁴⁴ Indeed, education institutions teach students lessons outside of the formal curriculum about which norms and values are acceptable and which are not. Whilst some of these lessons can be mundane and simply useful, such as how to participate respectfully in a classroom discussion by raising a hand and by not talking over another person, other informal lessons can cause significant harm. For example, an education institution may uphold misogynistic values regarding how women should behave in-class, which then shapes classroom discussions regarding how women should behave in society. A more subtle and less-problematic example could be an educational institution’s incorrect presumption that students already know what staff ‘office hours’ are for, resulting in students not making use of this time. By educators drawing attention to and critically reflecting upon the hidden curriculum (often with students in the classroom), problematic norms and values of all kinds can be challenged. To this end, educators can enhance students’ educational journeys by being conscious of and protecting against negative norms and values which are typically not openly spoken about between staff and students.

5.2 The dos

Here are the “**dos**” for educators who seek to promote inclusivity:

1. Where possible, offer students a **menu of options** to pick from for an assessment component, rather than just one mode of submission.

⁴² Juuso Henrik Nieminen, ‘Assessment for Inclusion: Rethinking Inclusive Assessment in Higher Education’ [2022] Teaching in Higher Education 1.

⁴³ Kathryn Carman Oleson, *Promoting Inclusive Classroom Dynamics in Higher Education: A Research-Based Pedagogical Guide for Faculty* (1st edn, Stylus Publishing 2021).

⁴⁴ David Killick, ‘The Role of the Hidden Curriculum: Institutional Messages of Inclusivity’ (2016) 4 Journal of Perspectives in Applied Academic Practice <<https://jpaap.ac.uk/JPAAP/article/view/203>> accessed 5 January 2023.

- Consider using some of the following as modes of submission which could form part of a menu of options for students: (1) data collection (interviews, survey, etc), (2) create a portfolio, (3) create a conference-style poster, (4) create a podcast, (5) present a 15minute mini-lecture, (6) keep a research diary, (7) produce a vlog/blog, (8) participate in a debate / mock trial, (9) write a reflective piece about an event (such as a protest, a court visit or a museum trip).
2. Put **all teaching materials on WebLearn a week in advance of your teaching sessions**, so that your students can access these and prepare themselves.
→ This allows students to print off the slides which can help them in class. Alternatively, some students may need to familiarise themselves with **alt-text** before attending a given lecture.
 3. Ensure that all your handouts, presentations and online course materials meet the **E-learning baseline** standards.⁴⁵
→ This includes using a **dyslexia friendly background colour** and **font** on slides. This also means using legible fonts that can be seen from a distance.
 4. At the very beginning and throughout a given module, **foster honest conversations about what students are expected to submit for their assessments**, this may require running a tailored **academic skills workshop for them**.
→ By showing students what is expected of them early-on and enforcing this throughout a module (ideally on a weekly basis), educators build students confidence. Rephrased, this practice can help overcome the negative aspects of the hidden curriculum.

5.3 The do nots

Here are the “**do nots**” for educators:

1. Do not **forget to announce changes to assessments at course level meetings**.
→ Why? It is a requirement that students be informed about significant changes to modules, this includes assessment components. In some cases, changes to modules will require external validation. If you are unsure about this process, you should consult your Principal Lecturer or Head of Department.

5.4 Example of how to practice inclusivity when teaching

Dr Zara Amin is reading over her students INARs before the academic year starts, specifically in relation to the module she leads, SW4088 *‘Contemporary Social Work in England’*. When reading through the reports, she takes note of how there is a student who is **blind**, a handful of other students who live with **dyslexia** and another group of students who have **high levels of anxiety**.

In preparation for her first lecture, Zara checks her learning materials for the module ensuring that they are in keeping with the **university’s accessibility standards**. This means making sure that each image on her slides has **alt-text** (ensuring that the blind student has written descriptions for each

⁴⁵ For a detailed report regarding what constitutes the e-learning standards at London Met, please see: London Metropolitan University, ‘Making Your Documents Accessible’ ([Londonmet.ac.uk](https://www.londonmet.ac.uk/brand/guidelines/logo-files-and-templates/making-your-documents-accessible/)) <<https://www.londonmet.ac.uk/brand/guidelines/logo-files-and-templates/making-your-documents-accessible/>> accessed 27 October 2022.

image). This also means ensuring that each of her lectures makes use of **colour-appropriate backgrounds and font sizes/colours** to create an easy reading experience for the dyslexic students. Lastly, this also means ensuring that all of **the learning materials are available to students a week before each lecture** is to take place so that students can feel well prepared for each lesson.

Zara then revisits the planned assessment that these students are to take for SW4088. The module requires a final oral presentation from the students, which has traditionally taken the form of a live PowerPoint mini-lecture, lasting around 15 minutes for each student. In an effort to make the assessment more inclusive for the students this year, Zara has decided to let the students either create a pre-recorded podcast or a pre-recorded PowerPoint presentation. By **offering students this menu of assessment options**, Zara has enabled those students who may struggle with the creation of visual aids (blind) to have a more suitable submission option, the podcast. The pre-recorded element of both options may also benefit those students living with high levels of anxiety, as they will not be required to be on stage and perform live in front of others. Similarly, dyslexic students may also be glad of the pre-recorded change because reading from notes when under pressure (live on stage) can heighten difficulties when reading text. As an educator, Zara is happy with this assessment modification as the oral presentation assessment is a test of students' ability to verbally demonstrate critical understanding of contemporary social work practices in England. The assessment is not necessarily a test of students' ability to create visual aids, read directly from notes/slides or perform on a stage (as was required with the traditional, live, PowerPoint-only version of the assessment). **Zara discusses the aforementioned assessment modifications with the Principal Lecturer (PL)** in her department before making any changes. Over email, the PL confirms that the changes do not require a course level meeting with students, as the nature of the assessment (still being an oral presentation of some kind) remains the same.

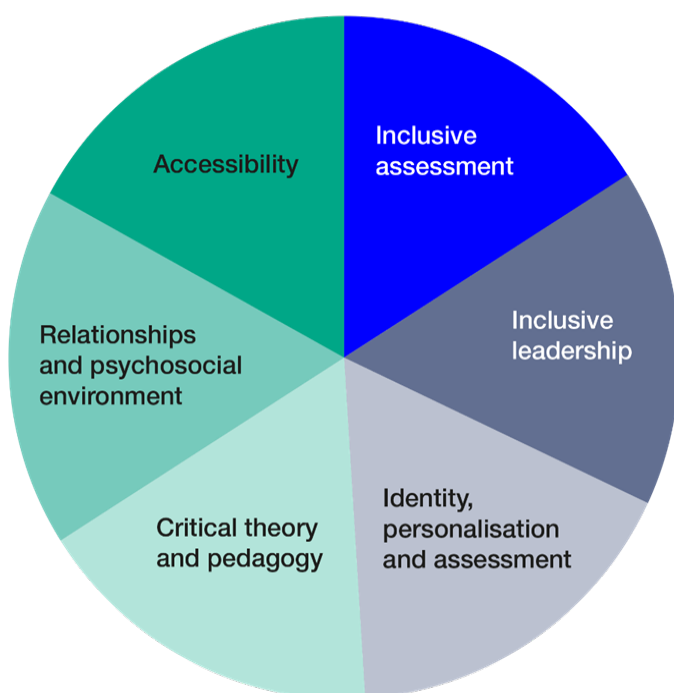
To further support the students, Zara **incorporates an academic skills task for each week of teaching on her module**. In some weeks, Zara arranges for the students to engage in peer assessment activities. In other weeks, Zara has the class watch a professional presentation with a copy of the marking criteria, prompting the students to reflect on what makes for a good presentation. And on other weeks, Zara offers some clear pragmatic advice regarding how to go about making a pre-recorded presentation and what things would be considered appropriate/inappropriate. In doing so, Zara works to expose the **hidden curriculum** of the classroom and to build the confidence of the students.

5.5 Other resources & guides

- www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/teaching_toolkits_downloads_small_group_teaching.pdf
- https://cpb-us-w2.wpmucdn.com/edblogs.columbia.edu/dist/8/1109/files/2020/02/Guide-for-Inclusive-Teaching-at-Columbia_Accessibility-Revisions_15-January-2020_FINAL.pdf
- https://www.youtube.com/watch?time_continue=1&v=B0PmhDnxmOs&feature=emb_logo

Appendix 1: What is meant by ‘enhance’ or ‘improve’?

By ‘enhance’ and ‘improve’ teaching, this report refers to the overarching, key components established in the **Education for Social Justice Framework** which serves as the orienting guide for



defining high quality teaching and learning.⁴⁶ There are 6 components in total. These components serve as the foundations from which the present resource pack was developed. Here is an explanation of what each of these overarching components refer to:

‘Accessibility’ refers to how the University should, as standard practice, remove known barriers which prevent students’ equitable access to all aspects of teaching, learning and assessment. This includes recognising the barriers experienced by students who live with a disability, visible or invisible. It also includes promoting equity in view of cultural, linguistic and cognitive issues as well as promoting equity of engagement through changes to the physical environment and use of technology. A practical example of this

includes the university's accessible classrooms for wheelchair users (that makes use of ramps and automated doors).

‘Inclusive assessments’ are assessments that educators design which are not only clear about the expectations for high academic performance but also provide a wide range of options for students to demonstrate their understanding of the subject matter and their ability to think critically. This can involve educators providing students a choice of focus within an assignment, allowing students to use their own experiences or professional context, and offering different formats for presenting their work, such as reports, case studies, web pages, reflective journals and traditional academic essays.

‘Inclusive leadership’ goes beyond conventional understandings of ‘special measures’, ‘alternative assessments’ and teaching approaches that specifically cater to students who live with a disability. Indeed, ‘inclusive leadership’ refers to how education leaders (whether in the classroom, management boardroom or at the policy making level) identify a range of disadvantages in the university and then set out to tackle these. In doing so, such individuals promote greater equity/social justice. For example, a lecturer could recognise that in their cohort, some students have internet poverty and then following this, they could seek a solution by liaising with student financial and IT services.

‘Identity, personalisation and assessment’ refers to how educators can promote constructive free speech, individual engagement and prompt students to engage in critical self-reflection. All students are entitled to an education experience which validates and honours their identities and their lived

⁴⁶ London Metropolitan University, ‘Education for Social Justice Framework’ (2020) <<https://www.londonmet.ac.uk/about/equity/centre-for-equity-and-inclusion/a-fair-outcomes-approach-to-teaching-and-learning/the-degree-awarding-gap/education-for-social-justice-framework/>> accessed 27 October 2022.

experience. Educators should strive to uphold a relatable curriculum (where students see themselves and their traditions). In doing so, this can reduce feelings of alienation within the university community. These concepts draw attention to how opportunities to share individual experiences encourages reflection on individual values and subsequently, promotes greater critical self-knowledge.

'Critical theory and pedagogy' refers to how educators should emphasise the importance of critical thinking skills and empower students to challenge inequalities and become agents of social change. This approach also acknowledges that academic instructions often includes a hidden curriculum that is filled with unspoken or implicit values and norms. Educators have the power to either perpetuate these often marginalising traditions or disrupt them and inspire students to actively question and change the status quo.

'Relationships and psychosocial environment' refers to how the university sets an atmosphere that is welcoming and encouraging for students, which promotes a sense of belonging, community and opportunity for growth. There are a number of ways that this can be promoted. Examples include, staff raising awareness of student societies and events in class and staff aiding in the development of student-led learning events. Alternatively, staff could simply make clear to students that they are approachable and that they do not tolerate bullying and anti-social behaviour in the classroom.

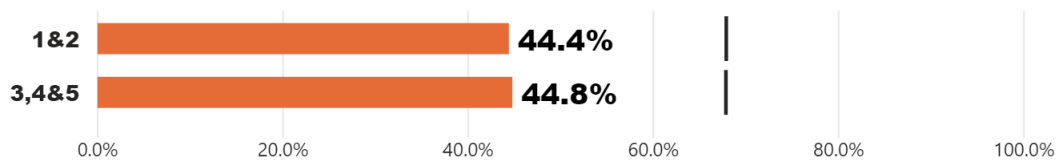
Appendix 2: The BAME awarding gap and deprivation

The Higher Education Statistic Agency (HESA) utilises geographical location data and data regarding seven other variables: (1) level of income, (2) employment, (3) education level, (4) health of citizens, (5) crime rates, (6) quality of housing and other local services and lastly, (7) quality of living environment. From this data, the HESA offers insight into students' relative levels of deprivation. This measure is called the Indices of Multiple Deprivation. The measure offers 5 brackets (or quintiles) of deprivation. Quintile 1 refers to the most deprived geographical areas. Meanwhile, quintile 5 refers to the least deprived geographical areas.

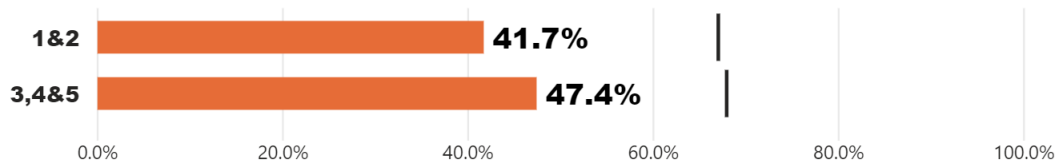
The below graphs show the percentages of BAME and White students who received a top degree (a 2:1 or higher) separated by gender and their deprivation quintile (either 1&2 or 3,4&5). These graphs use data from 2015-2020 covering all subjects that are included within the now combined schools of social sciences and social professions. The graphs shows that even when deprivation is adjusted for, an awarding gap remains between BAME and white students.

For more detail regarding this data as well as the original reports from HESA, access Power BI (available online through Microsoft Teams using your staff details).

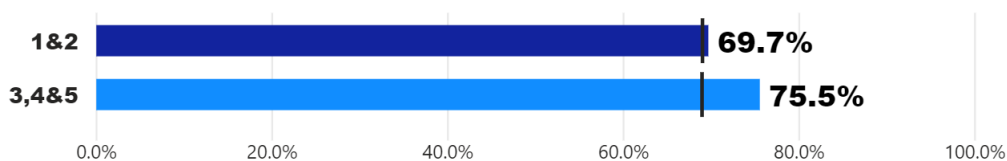
BAME Female



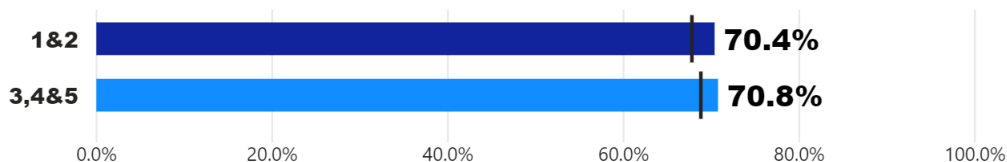
BAME Male



White Female



White Male

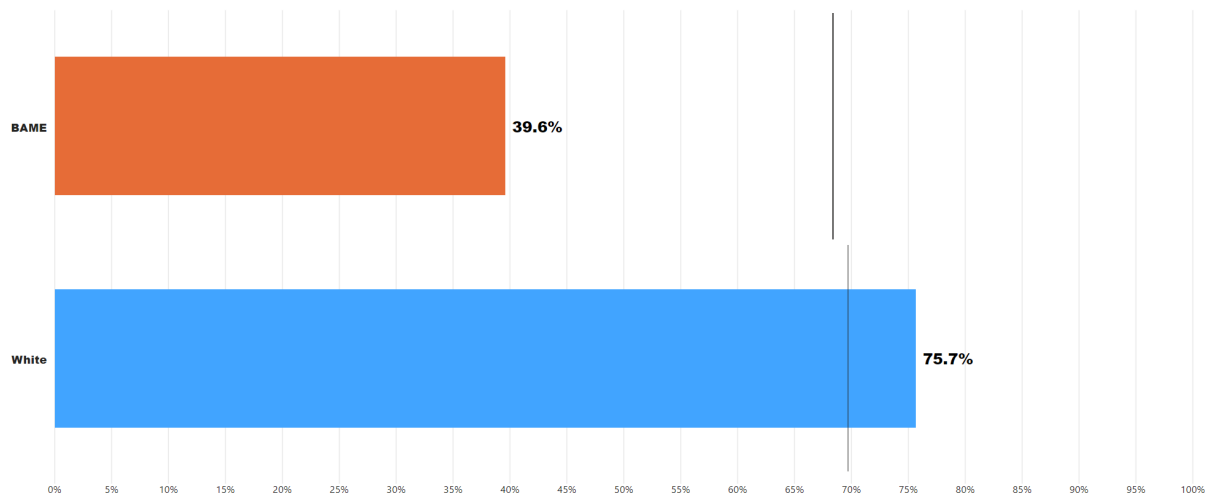


Appendix 3: The BAME awarding gap based on each School within London Metropolitan University from 2014 to 2019

The below figures show the varying BAME awarding gaps based on each of the schools that existed at LMU between 2014-2019. Namely, the percentiles shown below represent the students who received a top degree (a 2:1 or higher). Again, these figures were produced by data collected and analysed by the Higher Education Statistical Agency (HESA), full details are available online through Power Bi.

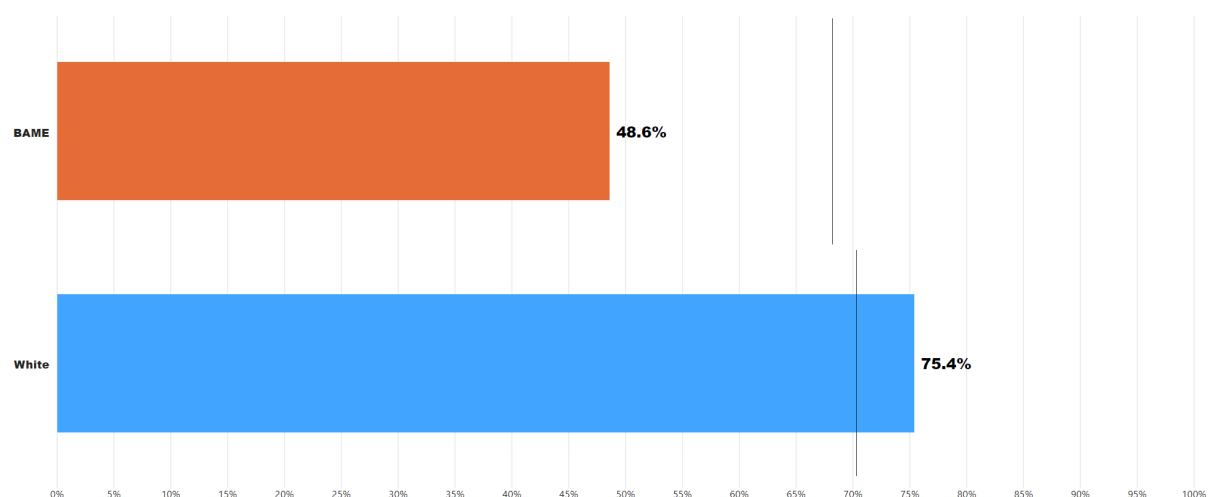
School of Social Professions – A gap of 36.1%

(Subject areas: Education; Health, Social Care and Early Childhood; Social Work)



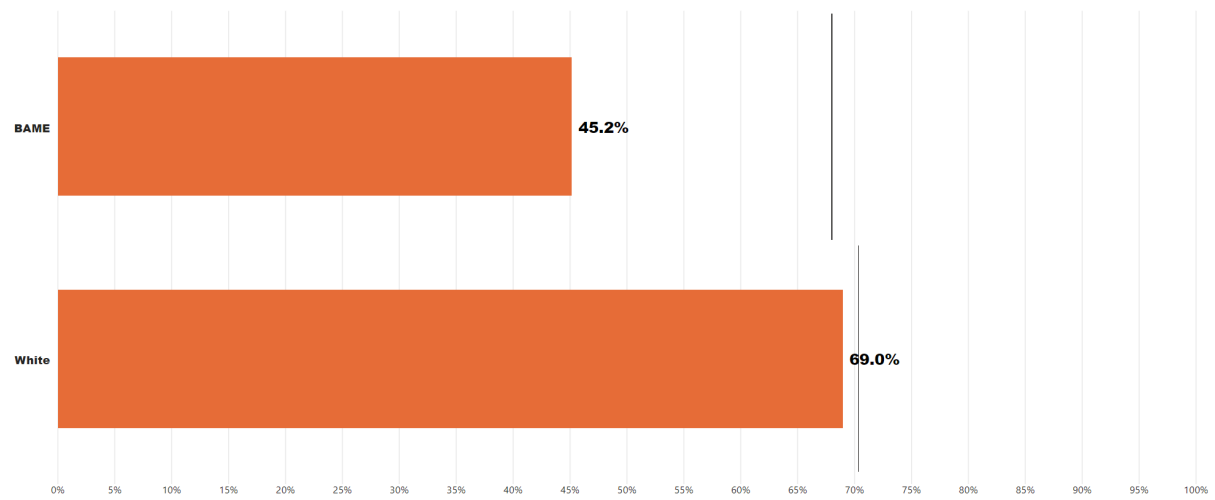
School of Human Sciences – A gap of 26.8%

(Subject areas: Biosciences; Chemical and Pharmaceutical Sciences; Health Sciences)



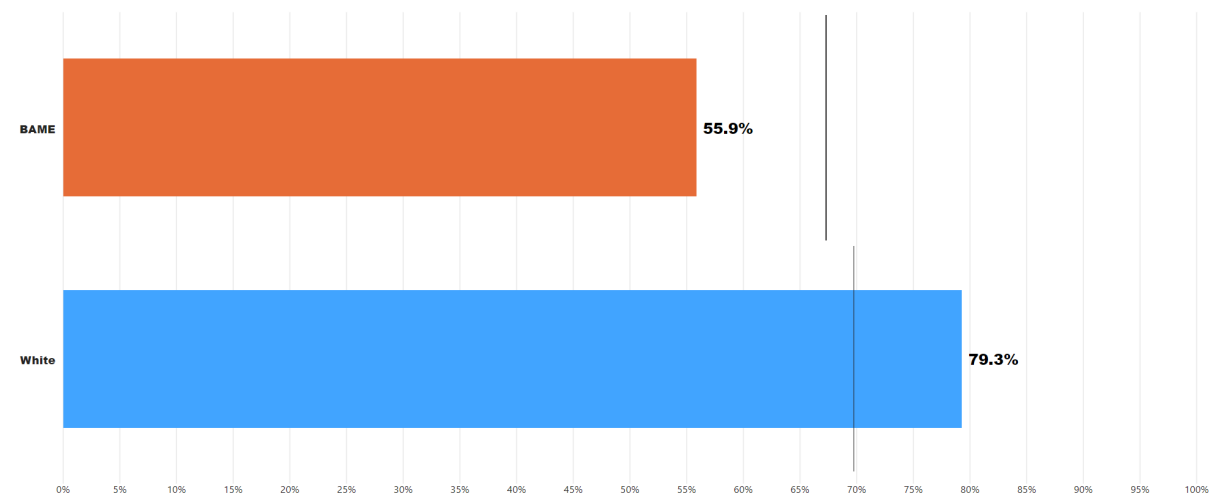
School of Social Sciences – A gap of 23.8%

(Subject areas: Criminology and Sociology; Politics and International Relations; Psychology)



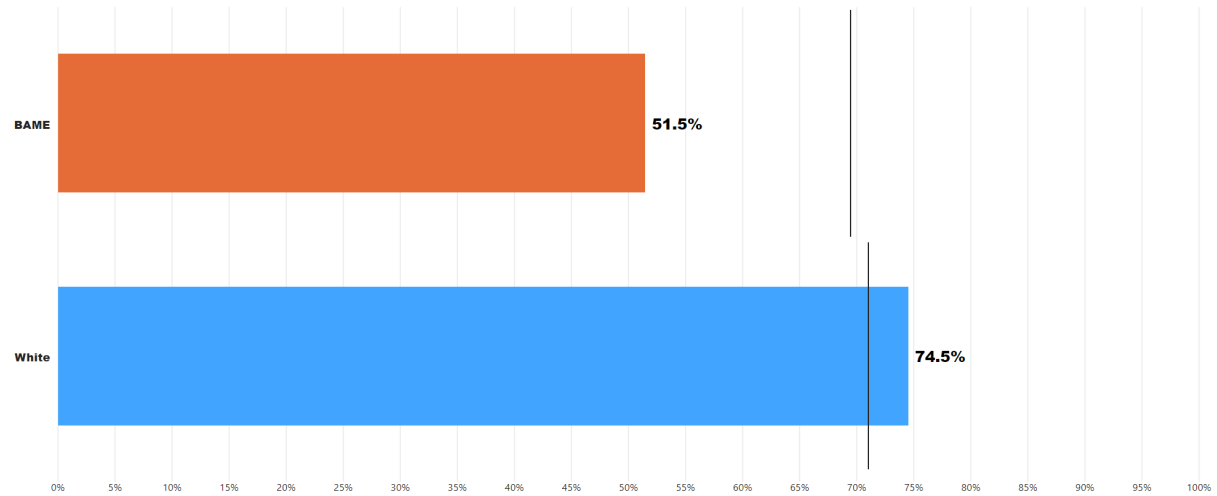
School of Computing and Digital Media – A gap of 23.4%

(Subject areas: Communications Technology and Mathematics; Computer Science and Applied Computing; Creative Technologies and Digital Media)



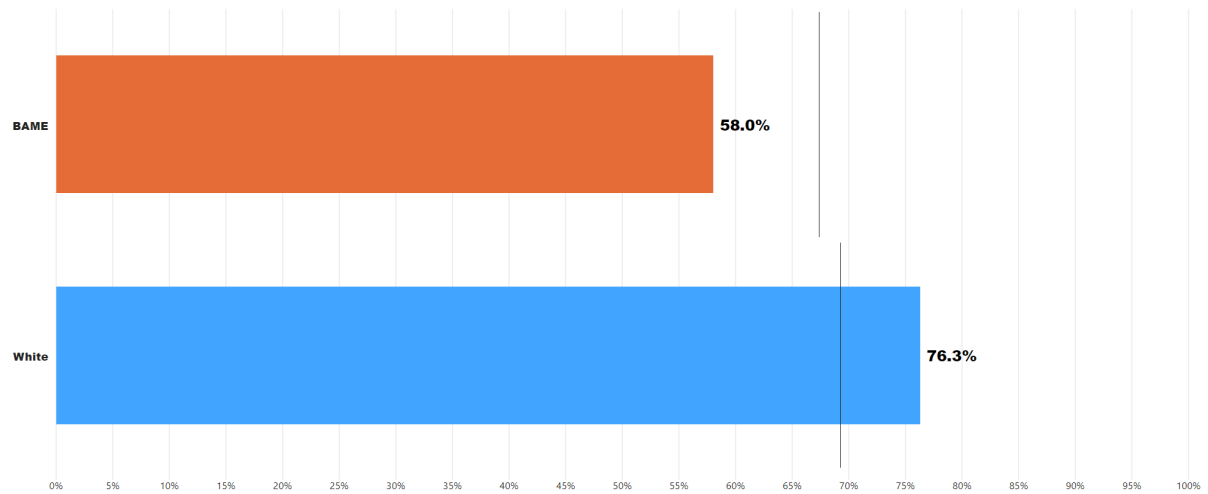
School of Art, Architecture and Design – A gap of 23%

(Subject areas: Architecture; Art; Design)




Guildhall School of Business and Law – A gap of 18.3%

(Subject areas: Business and Management; Law; Professional Courses)




Appendix 4: Example PowerPoint slide for sensitive topics

Below is an example of a slide that educators could place at the beginning of their PowerPoint to signpost to students that emotionally difficult issues will be discussed in the session. Indeed, this slide could be presented prior to engaging in a class conversation regarding, for example, the sensitive topics of rape, sexual assault or child abuse. When presenting this slide, it can be helpful to restate that if students feel it is necessary, they can leave the space at any time (take a break).





Before we begin...



We will be discussing some issues today that some people may find disturbing.

Appendix 5: Example PowerPoint slide for setting discussion ground rules

Here are some example ground rules that you can use in class when hosting a seminar discussion on a sensitive subject.⁴⁷ To enhance these further, you could task students with creating their own ground rules. Students typically generate ground rules that are similar to those stated below. The benefit of having students generate their own rules is that it can promote greater compliance.



Discussion Ground Rules

- **Respect** that others can have differing opinions from yourself.
- When you disagree with someone, **use arguments to criticise ideas, not the person**. When offering an opinion or answering a question, support your statements as much as possible with evidence (this means relating your comments to facts, statistics, an event or the work of a scholar).
- **Avoid dominating discussions**, remember to allow other folks to speak / contribute.
- Be open to the ideas and experiences of others in the class. This also means **leaning into discomfort**.
- If you are nervous about contributing/commenting, remember that **our classroom is positive and supportive**.
- Approach issues with sensitivity by **not presuming the experiences of other students**. Some topics that do not bother you may be deeply emotionally stressful for other students because of their past experiences.
- At any time, if you are feeling uncomfortable, **you can leave the discussion/classroom and return whenever you are ready**.
- **Of course, bullying and discrimination in all forms (racism, misogyny, homophobia, etc) is not tolerated - you will be removed from the course.**

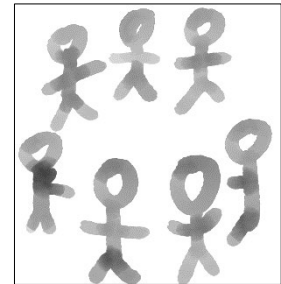
⁴⁷ Paulette Williams and others, *BAME Awarding Gap Project: Staff Toolkit* (University College London 2020).

Appendix 6: The Name Game

Remembering students' names is difficult. Consider using this game during your first seminar sessions with your students (with ideally less than 15 students but it can be more).

Step 1.

Create a circle with your student so that everyone can see everyone else.

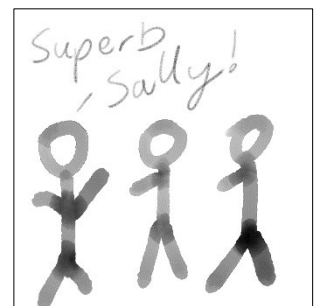


Step 2.

Explain to your students that you are going to go around each person and ask them to say their name. However, when they say their name, they must also use a describing word at the beginning of it that starts with the same letter of their name.

For example, Sally begins by saying "Superb Sally"

Encourage your students to use the most unusual words as possible (this will help people to remember).

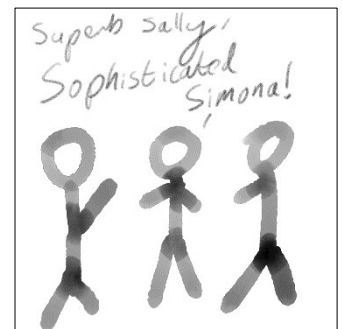


Step 3.

Ask the next person in the circle to repeat the previous person's name with their descriptor, then add their own name with their own descriptor.

For example, if Simona follows Sally she could say, "Superb Sally, Sophisticated Simona"

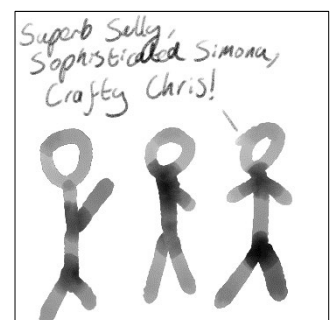
At this point, you should explain the rule that students cannot use the same descriptive word twice (so Simona could not call herself "Superb Simona" as Sally had already claimed the word "Superb").



Step 4.

Continue to work around the group in this fashion, each person repeating all of the previous students' names then adding their own. The educator should be last in the circle, they should remember the most names and therefore, be the person to end the game.

If a student makes a mistake make sure to react positively to this and congratulate them on being a good sport. And of course, students can choose to sit out if they want to.



Appendix 7: Frequently Asked Questions

The TPRP working group and members of the pilot raised several reoccurring questions. These questions are repeated and addressed here.

(1) “ASL’s make up a large portion of our team, why are they not included / what is going to be done about them?”

Associate Staff / Lecturers (ASLs) do indeed make up about 50% of total staff in the school. Over the next few years, the TPRP will expand to include ASLs. The mission for this year is to simply establish the TPRP, to have a working process in place. After this, it will indeed include ASLs.

(2) “Is the TPRP going to be a stick that management can beat me with?!”

No. The TPRP is a self-reflective, best-practice-building project; it is not a managerial oversight and staff evaluation project. There is no expectation that the TPRP feedback is to be used in any formal evaluative teaching document. The focus of the TPRP is to give lecturers an opportunity to further advance their practice, there is no managerial evaluations of staff performance taking place.

(3) “I want to share my good practices with the rest of staff, where can I do that / can I do that?”

Laura Perry is currently establishing a staff forum. This online text-based forum will allow staff to detail their experiences with teaching and to note what works and does not work. Good practices that are noted here will be used in future revisions of this resource pack.

(4) “Can I choose my own review partner for the observations?”

No (most of the time).

If there is a special request, the project lead will consider it. The mission of the TPRP is to promote cross-discipline, school-level practice. This means that, for example, the project is striving for psychology lecturers to learn from criminologists, and for health care lecturers to learn from sociologists. For this reason, discipline-level (rather than school-level) observations will likely be denied.

(5) “Do I get assigned AWAM hours for this?”

Yes. All staff have hours on their AWAM assigned for the development of practice / further training. The TPRP is covered in this.

Appendix 8: Optional Peer Observation Form

Below is an **optional** form that you can use to complete **your observations of your partner**. As mentioned earlier in this document, you are not required to complete this form. Indeed, it should be used only to give the process more structure/direction if you feel you require it. (This form is an updated version of the earlier 'Peer Observation of Teaching Scheme' form from 2005).

1. Information known prior to observation *(to be completed by the observer)*

Who is the lecturer?

Who is the observer?

Has the lecturer asked you (the observer) to focus on any particular aspect of their teaching?

When is the observation/feedback taking place? *(Date and time)*

What is the type of teaching session? *(Seminar, lecture, workshop, etc)*

What is the estimated number of students in the session?

2. Observation note-taking sheet *(to be completed by the observer)*

Does the lecturer do anything particularly well?

You can comment here about some general aspects of teaching such as that regarding the presentation of learning materials, the pacing and timing of the session, the effective use of learning aids and class interactions. Also see the aforementioned techniques regarding decolonising the curriculum, methods on how to reduce the BAME awarding gap and how to promote compassionate pedagogy and greater inclusivity.

3. Reflections on the student voice *(to be completed by the observer)*

From observing your partner, are there any practices that you will transfer into your own teaching?

Here, you (as the observer) can reflect on your own Student Survey. Consider the things your students say about your teaching in view of your partner's teaching. Does your partner do things differently to you that may address some of the things your students have said in the past? Perhaps your partner has some unique teaching aids or an assessment method that you could integrate into your own teaching? This is your space to explore new ways of doing things for yourself.

4. Reflections on the student voice *(to be completed by the lecturer)*

In view of your observer's comments and feedback, are there things you will do differently / keep on doing?

Here, you (as the lecturer) should reflect on your own Student Survey. Consider the things your students say about your teaching in view of your partner's comments. This is your space to explore and commit to new (or already effective) teaching practices.

Lecturers (rather than observers) should keep this form. This way, lecturers can continue to reflect on what they are doing well (making sure they continue with their good practice) whilst also reflecting on ways to better serve their students.

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