

## University of Glasgow

## Academic Standards Committee – Friday 3 October 2014

## Periodic Subject Reviews 2013-14: Summary of Recommendations

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## 1. Introduction

As in previous years, an examination of the recommendations made by Periodic Subject Review (PSR) Panels during Session 2013-14 has been undertaken. This report summarises emerging themes of the recommendations and highlights issues that may require attention at a broader level either across a College or the University as a whole, or that should feed into University strategies.

Seven reviews<sup>1</sup> were conducted during 2013-14, as follows:

School/Subject	Date of review
Centre for Open Studies (Session 2012-13)	11/12 March 2013
Nursing and Health Care	4/5 December 2013
Economic and Social History	23/24 January 2014
Computing Science	13/14 February 2014
Sociology	25/26 February 2014
Theology and Religious Studies	6 March 2014
Philosophy	12/13 March 2014
Community Development and Adult Education	13/14 March 2014

## 2. Main themes

In total, 113 recommendations were made from the 8 reviews identified and have been grouped under the following categories<sup>2</sup> as follows:

Academic standards	<i>Setting, maintaining and reviewing</i>		
	Appropriate quality processes		2
	Course/Programme approval		2
	Annual monitoring		
	External Examining		
	Student feedback		
	Benchmark statements		
	Accreditation and other external references		

<sup>1</sup> The Report from the review of Open Studies was endorsed by the Academic Standards Committee in November 2013 and is therefore included in the Report for 2013-14.

<sup>2</sup> Categorisation is based on the revised template to be used from Session 2014-15 following the 2<sup>nd</sup> cycle review of the PSR process

		Academic governance	4
		Sharing good practice	1
<b>Context and Strategy</b>		Range of provision	5
		Staffing	1
		Changes since last review	
		Strategic approach	6
		Overall aims and linkage to University strategy	1
<b>Enhancing the Student Experience</b>	<i>Admissions, Retention, Success</i>	Student numbers and trends	2
		Recruitment	5
		Retention and Progression	
		Leavers destination data	
	<i>Equality and Diversity</i>		
	<i>Supporting students</i>	Support mechanisms	12
		Transition and Induction	1
		International students	
		Widening participation	
	<i>Student Engagement</i>	Graduate attributes	2
		Employability	1
		Internationalisation	3
		Feedback mechanisms	4
<b>Enhancement Learning &amp; Teaching</b>	<i>Learning &amp; Teaching</i>	Curriculum design and development	8
		Approaches to ILOs	6
		Work based learning and placement	1
		Technology enhanced L&T	2
	<i>Assessment &amp; Feedback</i>	Range of assessment methods	3
		Engagement with Assessment policy	2
		What/how students receive feedback	3
	<i>Identifying/extending good practice</i>		

	<i>Resources for L&amp;T</i>	Staffing	7
		Physical resources	13
	<i>Engaging and supporting staff</i>	Probationer and early career development	1
		GTA support and training	15
<b>Collaborative activity</b>			

Full details of the recommendations can be found at Appendix 1. The conclusion of the examination of the recommendations is that, whilst the recommendations cover a large number of themes, the following 3 themes contain the most recommendations: Support mechanisms (12), Physical resources (13) and GTA support and training (15).

On reviewing the types of recommendations that fell under “Support Mechanisms” the majority of these recommendations related to the provision of clearer articulated information on pathways, courses, progression and the provision of guidelines on academic study skills. Issues that should be easily resolved and progress made will be reported to ASC in due course.

Issues involving “Physical resources” require to be addressed at College or University level and tend to be outwith the School or Subject’s control. These are predominately related to accommodation and the need for better or larger space or additional resources. These issues are more difficult to resolve in the short term and Review Panels can only ask budget holders to consider the recommendations as part of College/University strategy. Accommodation issues are repeatedly raised in both Periodic Subject Review and Annual Monitoring which can lead to frustration that processes are not sufficiently receptive. To alleviate this, it is suggested that the Senate Office directly informs Schools/Subjects on responses made by College and/or University Services and consequent discussion/action undertaken by ASC in relation to updated responses to recommendations. It is hoped that by communicating to Schools/Subjects where action has been undertaken will add value to the process.

The number of recommendations in relation to “GTA support and training” has significantly increased from 4 in Session 2012-13 to 15. Most of these highlighted the need to provide more comprehensive School-level support and to integrate GTAs more into the academic community, ensuring that they contribute to consultation processes. A number of recommendations (4) referred to payment processes. This is an area of concern as GTAs are increasingly used to provide teaching support and therefore require good support mechanisms to be in place to ensure quality of teaching. It should be noted that support for GTAs has also been identified as good practice within other reviews (3 in Session 2013-14, 1 in Session 2012-13 and 2 in Session 2011-12) and these practices will be brought to the attention of the Schools where recommendations have been made.

### 3. Action requested of Academic Standards Committee

Academic Standards Committee is asked **to note** this overview of the recommendations and **to consider** whether any further University-wide action is merited in relation to GTA support and training. In addition to the proposal made under item 2 regarding the Senate Office communicating responses directly to Schools, ASC is also asked **to consider** whether any further action can be taken in addressing accommodation concerns, in addition to bringing to the attention of the Director of Estates and Buildings.

## Periodic Subject Review 2013-14: Recommendations

### Academic Standards

#### *Setting maintaining & reviewing*

#### **Appropriate quality processes in place**

- Establish a Quality Enhancement review cycle to realise the benefits from the enhancement aspect of quality processes. This includes engaging in ongoing discussions about teaching and learning by reflecting on and sharing the good practice identified (e.g. in external examiners' reports), reviewing pedagogical practice and student learning and then identifying areas for development as part of the cycle of a quality enhancement process and as part of this process ensure the feedback loop to GTAs and students is effectively closed.
- Identification of a Quality Officer for Session 2013-14.

#### **Course/Programme Approval**

- The Subject develop formalised courses, approved through PIP, which have appropriate ILOs at SCQF level 11 and appropriate assessment to form part of the MLitt Conversion programme. Whilst it is acceptable for MLitt students to share teaching with Honours students they must be enrolled on courses at the appropriate level with an appropriate credit value to ensure that the requirements for the award of MLitt are met.
- The Academic Standards Committee to explore whether any action is required to ensure that all course and programme specifications are complete and that all courses and programmes are subject to the proper approval processes.

#### **Academic Governance**

- The Subject Area has a very flat structure and that there is a shortage of senior and promoted posts. There was concern that the flat structure of staffing combined with the silo programme structure results in issues with leadership and direction across and between the individual courses as well as scholarship and research and therefore this structure should be reviewed.
- Centre representation on the Services Management Group and Learning and Teaching Committee. Once the revisions to the governance of Senate are complete, there should be a link between the Senate and the Centre.
- The Centre should also constitute its own Learning and Teaching Committee, including student representation.
- A senior member of staff be given a clear leadership role and authority for ensuring that changes to programmes identified happen speedily and necessary provision is made for this member of staff to have the capacity to undertake this.

#### **Sharing Good Practice**

- The School builds on its existing activities for sharing good practice in teaching across the School to encourage further developments of teaching, engaging both staff and students with the process.

## Context and Strategy

### *Range of provision*

- The School give consideration to how it might alter its range of provision, in order to strengthen its resilience to changes in undergraduate provision beyond the University's control.
- Reflect on the distinctive nature and synergies of its dual, cohesive approach to theology and world-religious studies in articulating an explicitly international curriculum, for example in their programme offerings and their external marketing.
- The subject builds on the inherent interdisciplinary nature of theology and religious studies and proactively builds stronger interdisciplinary links across the University through joint courses, joint teaching and joint programmes.
- The Subject progress the re-development of PGT provision which identifies and capitalises on Glasgow's distinctive provision and expertise, and builds on interdisciplinary links across Schools and Colleges.
- Plans for introduction of an honours year, or equivalent, as an option for the BA Community Development programme should be prioritised and expedited and incorporate consideration of a broader range of theorists.

### *Staffing*

- The School continue to develop its strategy for the coherent involvement of users and carers, exploring additional ways of involving them and ensuring that participants are reimbursed for any expense incurred in taking part.

### *Strategic approach*

- Develops a coherent strategic vision in terms of future growth and range of provision, working with the Head of College, to produce a phased plan as to how to reach its vision.
- Establish a clear vision and strategy for growth, working with the Vice Principal and Head of College in line with College plans for sustainable growth to produce a phased plan as how to reach its vision.
- Develop a business plan and development strategy incorporating a clearly articulated vision for the future of the Centre. A draft plan should be circulated to staff for consultation and a final version be sent to the Secretary to Court, within six months of the publication of this report.
- The constitution of a Strategy Advisory Group at the Centre, upon publication of this report, in order to assist with development strategy and future planning as well as advising on quality enhancement and assurance.
- Strategically develop a coherent body of study within the field of Adult Education and Community Development by introducing a hub and spoke approach, building in flexibility for students with pathways in and out of programmes, and the integration of Subject Area staff into a single organisational unit having collective responsibility for the range of courses under its remit, including consideration of the opportunity to develop a Youth Work option.
- The College give consideration to demonstrating commitment externally about the sustainability of the School, such as publicising 'good news' messages about the School to external audiences, in order to alleviate any perception of uncertainty surrounding the School's future and its provision.

### *Overall aims and linkage to University strategy*

- Engage effectively with University strategies, strategic priorities and University wide initiatives ensuring staff have a strong understanding of University and subject priorities so that they can effectively implement them in their teaching.

## **Enhancing the Student Experience**

### *Admissions/Recruitment/Success*

- Consideration be given to the enrolment process in My Campus for the Centre's students to ensure it is more fitted to the nature of the courses offered and the needs of the students/learners, and that staff at the Centre receive adequate support and training in the use and development of MyCampus to accommodate the needs of the Centre as soon as possible after the publication of this report.
- Engagement with RIO to carry out assessment of market opportunities for the full range of provision and potential.
- The Subject consider the development of its other routes to the recruitment of PGR students and make efforts to enhance these. The subject should contact the Recruitment and International Office for advice on recruitment.
- The Subject give further consideration to how and to whom the postgraduate study of Philosophy at Glasgow might be promoted. In particular it should consider the promotion of PGT Philosophy to students within other subjects at the University and in particular to students within the College of Arts. The subject should contact the Recruitment and International Office for advice.
- Investigate opportunities to work closely with RIO, the School of Social and Political Sciences and the College of Social Sciences to increase the recruitment of Undergraduate and Postgraduate Home and International students and to increase awareness of the subject.
- The School seek to reduce the burden of processing over 800 applications by seeking support from the Recruitment and International Office in the task of filtering applications that do not meet the minimum entry requirement.
- The Subject Area gives serious consideration to capping Level 1 student numbers for forthcoming sessions in order to sustain the quality of current levels of provision.

### *Supporting students*

#### **Support mechanisms**

- Information for staff and students be made clearly available regarding the integrity and robustness of courses and the process of development and approval for courses at the Centre.
- Clearly articulated information on pathways be made available to students to guide them through flexible learning, and that these be disseminated to students and staff to allow for greater clarity about the range of learning available.
- Students be given full information about the benefits of progressing to Honours as early as possible, perhaps by inviting past Honours graduates to speak to students
- Review the timeliness of materials being made accessible on Moodle, especially where this is to support students with a disability, to ensure the approach supports student learning.
- The good practice at Honours level (3.2.9) where the Subject provides guidance on essay writing, makes available exemplars of assessed work and

contextualises assessment criteria within the subject be extended to the benefit of all students. This might be through the provision of lecture input at sub-honours level, through work in seminars, and through the use of the VLE to provide exemplars.

- To make available to all students the guide 'Academic Study Skills' which covers a range of topics including: making lecture notes; correctly referencing work; and plagiarism.
- The School review the content of their Handbooks to ensure information is up to date, and that a robust review procedure for Handbooks is implemented to ensure these are properly maintained.
- Review of both UG and PG handbooks to ensure the best presentation of information is used consistently in both handbooks.
- Review the available University-wide resources to ensure that students in Theology and Religious Studies benefit from the broad-range of student learning support mechanisms available beyond the subject.
- The School considers its approach to teaching and how it will maintain quality of support provided to students at a different operative scale, particularly as staff will be under additional pressure from the Singapore intake.
- The Subject Area explores options in order to develop a cohesive postgraduate community.
- Out-of-hours catering facilities be made available to students and staff at the Centre and that profitability should not be the primary consideration. Discussion about opening the STAC café out of hours should take place between the Centre and Hospitality Services upon publication of this report.

### **Transition and Induction**

- The School pays particular attention to the support given to the UGS students in their transition to studying at the University of Glasgow at the end of the first year of operation in Singapore.

### *Student engagement*

#### **Graduate attributes**

- Graduate Attributes should be made more explicit to the student body to ensure their awareness of this important area of activity.
- the subject engage more fully with the Graduate Attributes agenda by reviewing current course and programme information to articulate them more explicitly.

#### **Employability**

- The Subject consider how awareness could be raised of the contribution the study of Philosophy makes to the development of Graduate Attributes and employability skills. This should include consideration of providing input to students studying at all levels on the relevance of uniquely philosophical skills, and on the value of these skills in other contexts. The Panel acknowledges that the Subject had recognised the importance of this area in the SER and welcomes their plans to offer further Philosophy specific guidance to students. It also encourages the Subject to continue signposting external sources of information to students.

### **Internationalisation**

- The School consult the Recruitment and International Office and the Dean of International Mobility in revising their approach to student mobility.
- The Subject Area should consult Recruitment and International Office (RIO) and the International Dean (Student Mobility) in revising its approach to student mobility.
- Develop innovative ways of encouraging internationalisation of the student experience including increasing opportunities for outward learning experiences for example through shorter experiences such as dissertation research visits and restructuring honours courses structure to facilitate longer exchanges. The Subject should consult Recruitment and International Office and the Dean of International Mobility in revising their approach to student mobility.

### **Feedback mechanisms**

- The School offer opportunities for student members to chair meetings of the Staff/Student Liaison Committee, in line with University policy.
- Ensure that SSLC meetings are clearly documented with, actions directed to individuals responsible and progress or conclusions noted at the next meeting.
- The Subject review the approach to Staff-Student Liaison Committees to ensure that the broader student body are engaged in identifying issues for, and are informed of outcomes from, formal staff-student liaison meetings and informal discussions between class representatives and staff as well as ensuring SSLC minutes are an accurate record of the meeting and actions are carried over to the following meetings.
- The Graduate School develops ways of improving the interaction between College representatives and taught postgraduate students to develop clearer and more coherent lines of communication.

## **Enhancement in Learning and Teaching**

### *Learning and Teaching*

#### **Curriculum design and development**

- The Subject undertakes a comprehensive review of the curriculum at all levels, as a full review has not been conducted within the last 10 years. Whilst the currency of curriculum content is not in question, the Subject should review the content of courses to ensure the continued coherence of programmes, including progression across levels. The Subject should contact and consult with the Academic Development Unit within the Learning and Teaching Centre for advice. The Panel suggests allocating some dedicated time to undertake this review, such as a staff away day or similar. It is also important that the Subject use the opportunity of review to address other recommendations dealt with in the review report in a coordinated way.
- The Subject considers how it may collaborate with other subjects to jointly develop interdisciplinary courses. The Subject should consider where it may beneficially collaborate with other subjects, particularly in cognate areas such as Theological and Religious Studies and Classical Studies.
- The University consider how it might support and incentivise the development of joint courses and programmes across Subject Areas. It recognised that on occasion professional accreditation can limit potential for this kind of collaboration.



- School of Education Research Methods course should seek to develop examples that are relevant to the diversity and needs of this student group.
- The Subject Area and School engage at College level to review the content of the generic Research Methods courses as a matter of urgency.
- Level 2 courses required greater coherence and connection to the overall programme and recommends that the Subject Area undertakes a review of the Level 2 provision to address these concerns.
- The Subject Area undertakes a review of the taught postgraduate programmes' provision to ensure sustainable student numbers.
- The University, the College of Arts and the College of Social Sciences consider whether the changes to the regulations, stipulating credit requirements within the Colleges at Level 1 and 2, are appropriately balanced against student choice and programme flexibility.

### **Approaches to Intended Learning Outcomes (ILOs)**

- The School and the Learning and Teaching Centre Academic Development Unit work together to continue to develop ILOs that appropriately reflect the distinctive nature of different programmes even when there are common elements. The School should also be supported in developing effective mechanisms to ensure that the mapping of these ILOs onto assessment type is clearly communicated to students.
- The Subject undertakes (as a matter of urgency with regard to the MLitt Conversion) a comprehensive review of all ILOs at programme and course level.
- The Subject review the programme aims of the MLitt Philosophy (General) and MLitt Philosophy (Conversion) programmes to ensure that these are clearly explained and available. It was suggested by the Panel that some of the Intended Learning Outcomes (ILOs) from the MLitt programmes may be better suited as programme aims.
- The Subject considers how all ILOs can be made available to students, and how the Subject might raise awareness of them, so that students understand what they are expected to demonstrate at assessment.
- Students be made fully aware of the Intended Learning Outcomes for all courses offered at the Centre *prior* to registration.
- The School consults with the Learning and Teaching Centre to review the ILOs to ensure they appropriately reflect the distinctive nature of different programmes, even when there are common elements.

### **Work based learning and placement**

- The School encourage GCU to liaise with NHS partners in order to ensure placement arrangements are in place as early as possible, giving students the opportunity to research the placement in advance and gain an enhanced experience.

### **Technology enhanced L&T**

- The Subject Area reviews and develops a policy with regard to staff availability for students via Moodle and email to manage student expectations.
- Review the variability reported by students, including the level of engagement with Moodle in each course and standard approaches to referencing, to

ensure high standards and high-levels of satisfaction in some areas are replicated across all provision.

### *Assessment and Feedback*

#### **Range of assessment methods**

- The School reviews both the scale and timing of assessments, including examinations, to ensure the assessment load on staff and students is appropriate and optimally phased.
- the Subject Area reviews its range of assessments across the programmes, utilising the opportunities provided by the Q-Step project in collaboration with the relevant member of the Learning and Teaching Centre, and incorporating alternative methods of assessment such as report writing and reflective diaries.
- the Subject reconsider the balance of the assessment methods used and whether there is merit in reducing the amount of credit awarded on the basis of assessment by examination, particularly at Honours. The Subject should explore the balance of assessment methods used in cognate subjects to determine current practice in other parts of the University.

#### **Engagement with Assessment policy**

- Further development of feedback, turnaround and assessment processes take place, ensuring that feedback and turnaround of assessments are completed in a timely manner, in accordance with the University's Code of Assessment and Assessment Policy and that only sample double-marking on assessments take place to ease the burden on staff.
- The School puts in place measures to ensure the consistency of feedback to students on assignments both in relation to timescale and quality in accordance with the University's Assessment Policy.

#### **What/How students receive feedback**

- The subject agrees minimum standards for timeliness and level of detail provided in feedback on assessment.
- The School clarify with both students and mentors the nature and timing of mentor feedback, in order that students and mentors understand clearly what is to be expected.
- The School produce a feedback policy focusing on managing students' expectations, and clarifying what constitutes feedback.

### *Resources for L&T*

#### **Staffing**

- The College reviews the effectiveness of current administrative and technical support arrangements for the School and where appropriate, takes action to provide more effective support.
- The Subject continue to liaise with the Head of School Administration on the issue of the location of administrative staff and suggests that options to alleviate issues created at a Subject level be explored in further detail. The situation should also be reviewed in light of the forthcoming appointment of 2 additional members of administrative staff at School level.
- The Subject Area along with the School and College reviews the Subject Area's staffing structure to identify, if possible and appropriate, where staff

appointments and contracts could be increased and/or made permanent to address the SSRs currently being experienced in the Subject Area.

- Subject in liaison with the School of Humanities consider how further progress may be made in reducing the student to staff ratio within the Subject Area.
- The Subject, together with the School of Humanities and the College of Arts, consider what options are available to secure an adequate, consistent and dedicated budget for the provision of Graduate Teaching Assistants (GTAs), conducts a risk assessment relating to the continued availability of GTAs and, if necessary, put in place sufficient mechanisms to minimise the risk of over-reliance upon GTAs. In undertaking this, the Subject is encouraged to reflect on the College of Arts policy on the role of GTAs.
- The Subject Area's staffing resource is considered to identify where possible additional staff appointments could be made or existing posts secured and made permanent. Such appointments are thought to be crucial to assisting the Subject Area to maintain the high level of teaching currently provided and realise the opportunities for development.
- The expertise of STRADA staff is capitalised on much more broadly so that funding for these posts is not reliant on Scottish Government Funding.

### **Physical Resources**

- The accommodation used for large Level 1 and 2 lectures in Philosophy be reviewed. Venues for these lectures should be sufficient to cope with the student numbers involved. Ideally there should not be a different location for every lecture as this creates complexity for staff and students. The Subject had previously made attempts to rectify this problem and recognised the stress placed on accommodation resources generally across the University.
- The College, School and IT Services should discuss developing a sustainable upgrading model that will secure appropriate PC facilities with adequate storage capacity, higher specifications and on a shorter replacement cycle for Computing Science laboratories.
- Discussions take place about resources with the School and College to support the achievement of the Subject Area's long term vision for learning and teaching.
- The School pursues the possibility of using off-campus teaching accommodation for the Subject Area.
- The Subject consider the possibility and resource implications of making a study space available to postgraduate students.
- Accommodation of suitable size and accessibility be identified and refitted in consultation with the Centre within the next six months.
- Additional accommodation for GTAs be sought in order to accommodate the high number of staff employed in this capacity. The provision of additional accommodation should not reduce existing accommodation for key staff at the Centre.
- Consideration be given by the University Court, to re-locating the Centre for Open Studies on the main campus of the University as part of the campus re-development plans associated with the acquisition of the Western Infirmary site. Such a re-location would place the Centre more centrally, allowing it to be a more visible sign of the University's engagement with the wider community.

- The Undergraduate Medical School Administration be asked to negotiate access to the Wolfson Medical School facilities for Nursing annually, to accommodate the seven sessions required by Bachelor of Nursing students.
- The College considers the space limitations currently experienced by the School as a result of the loss of previous laboratory space in the Boyd Orr Building and gives consideration to identifying and developing additional accommodation for current as well as future provision.
- Pursue, with the Director of Estates and Buildings and staff responsible for room bookings, adequate learning and teaching accommodation for all Open Studies students, that is accessible to students who are wheelchair users and/or those with limited mobility. In the meantime, the Centre should identify specific needs and negotiate with Central Room Bookings and request that these specific needs be given priority in the booking process.
- The information on timetabling and room booking problems highlighted be drawn to the attention of the Director of Estates and Buildings to inform the ongoing developments in support of improved timetabling and room booking.
- An urgent review of policy around room allocations. Alternative factors need to be introduced to room bookings to recognise the diversity of requirements in the timetable and estate.

#### *Engaging and Supporting staff*

##### **Probationer and early career development**

- The School take steps to ensure that the policy of reduced workloads for probationary staff is adhered to, for example, through seeking resource for an additional appointment or more effective use of research students.

##### **GTA support and training**

- Reflect on the extent and quality of support provided to GTAs to ensure that they are appropriately trained, inducted and provided with sufficient guidance and ongoing feedback and support to carry out their duties.
- Provides comprehensive support to GTAs to include specific guidance on feedback on assessments and the management of workloads to GTAs.
- Ensure that all GTAs have attended the GTA Statutory Training provided by the Learning and Teaching Centre before carrying out any assessment tasks.
- The amount of training formally provided to Graduate Teaching Assistants (GTAs), and embedded in the policies and processes of the Subject, properly reflects the guidance issued by the Learning and Teaching Centre. A minimum of two half-day training opportunities should be provided to hourly paid teaching staff. The Panel did recognise that the Subject provided informal support and guidance to GTAs and some more formal training and mentoring through observations and feedback.
- The Subject Area arranges for training through the GTA Development Coordinator within the Academic Development Unit of the Learning and Teaching centre on essay marking and feedback for all GTAs.
- GTAs be provided with bespoke training by the Centre that complements the nature of the programmes offered.
- GTAs and students are made more aware of consultation processes and the mechanisms through which they can contribute to these, to encourage more direct engagement from the students.
- Further information for GTAs be provided regarding quality assurance of the learning experience.

- The Subject Area reviews the CPD opportunities for GTAs with regard to extending their role, including an exploration of the possibility of providing support to undertake examination marking, and to appoint a senior GTA to mentor the more junior GTAs.
- Consideration be given to the review of the preparation time and payment of GTAs.
- The School and Subject Area revisit the administrative procedures in relation to payment with GTAs in order to clarify the processes.
- The Subject, in liaison with Human Resources (HR), review the current individual contractual arrangements in place for Graduate Teaching Assistants (GTAs). This review should take into account guidance from HR on the point at which GTAs should be placed on fractional contracts of employment, rather than zero hours or atypical contracts. The Subject should liaise with GTAs on this issue, seeking their views and suggestions. It was the view of the Panel that the Subject was under the false impression that the total worked hours of any GTAs should be limited so as not to exceed a specified earnings cap – whereas Corporate Human Resources had clarified that this was not the current University policy. The priority was to ensure that workers were on the most appropriate type of contract.
- The College HR Manager should clarify with Corporate HR the position on 'earnings caps' and ensure this position is effectively communicated to Schools and Subjects.
- The School explore ways of utilising research students in teaching, demonstration and assessment, in order to develop the role and assist in relieving workload issues within the School.
- Those on hourly-paid or atypical worker contracts be invited to attend relevant meetings within the School, including Examination Boards, Undergraduate Teaching Committee and any other meeting relevant to their roles, in order to improve integration with other staff. Other areas of activity that might assist in this regard should also be identified.