

University of Glasgow

Academic Standards Committee – Friday 2 October 2015

**Periodic Subject Review: Responses to the Recommendations
Arising from the Review of Community Development, Adult
Education, Youth Studies and STRADA academic programmes
within the Social Justice, Place and Lifelong Learning RTG, School
of Education held on 13 and 14 March 2014**

Clare Barnes, Clerk to the Review Panel

A number of recommendations have been made, many of which concern areas that the School had itself highlighted for further development in the SER or during discussion. The recommendations interspersed in the preceding report are summarised below. They have been cross-referenced to the paragraphs in the text of the report to which they refer and are grouped together by the areas for improvement/enhancement and are ranked in order of priority.

Response: Vice Principal and Head of College

There are 11 recommendations from the 2013/2014 PSR into the above subject areas. Under each recommendation listed below there is either a short summary of progress so far, or a summary of the School response.

We regard the PSR and its recommendations as a welcome opportunity for a new and innovative approach to our programme offer which we have re-designed to better fit with the University Strategic Plan, and provide students with a wider range of choices,

Recommendation 1

The Review Panel **strongly recommends** that the School 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. [Paragraph 3.1.6]

For Action: Head of School/Vice Principal and Head of College

Response:

We welcome the recommendations of the PSR as a clear invitation to develop an ambitious plan for the area that encompasses Community Development, Adult Education, Youth Studies and STRADA academic programme¹ within the School of Education. Since the PSR recommendations the team, all of whom are located with the Social Justice, Place and Lifelong Education RTG, within the SoE have been working enthusiastically and effectively to develop a clear and workable vision, with a viable business plan for the next five academic years.

The vision has five key elements, which actualize and strengthen the University's 2015-2020 strategic plan:

1. To consolidate (in the case of the BACD) and to increase (in the case of Masters) student numbers in these programmes both internationally and locally. Details of

¹ Since the PSR the university has withdrawn from the STRADA area

plans to sustain and increase numbers in a phased fashion are given in the attached business plan and rationale.

2. To ground the work of these programmes more explicitly within research and scholarship in the field of post-compulsory education, including pedagogy of lifelong learning, youth studies, community, regional and public engagement, community-based research, and responsible research and innovation (RRI), all of which are core elements of the Centre for Research and Development in Adult and Lifelong Learning (CR&DALL). All staff are associated with CR&DALL, which itself has a strong international profile in research and development.
3. To strengthen the research profile of the team to ensure that as many as possible R&T staff are eligible for entry into REF 2020
4. To develop and enhance the profile for these programmes and research at the University of Glasgow within the international domain. In some areas there is already a substantial international footprint (Adult Education) – and in others this is now developing strongly.
5. To take a lead in the university's and college's community and public engagement agenda over the next five years, including through significant contribution to the CoSS East End Hub.

Recommendation 2

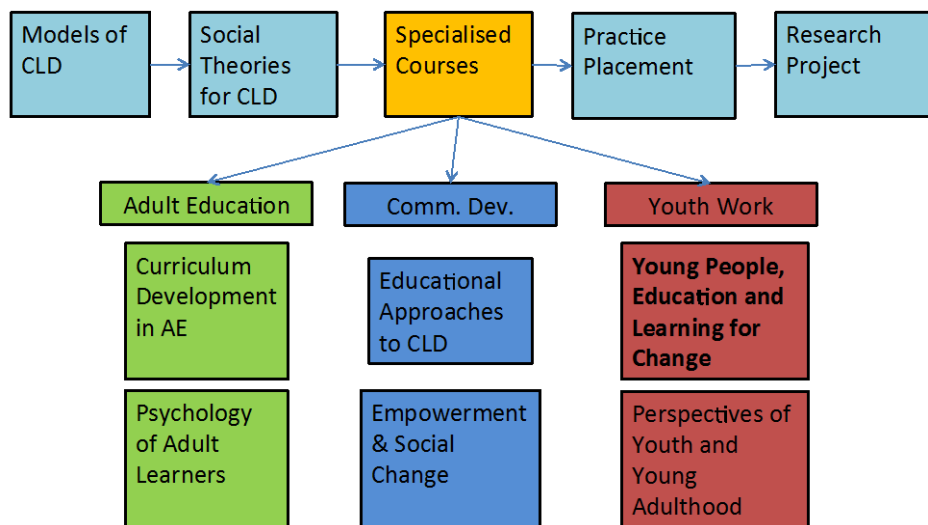
The Review Panel **strongly recommends** that the School strategically develop a coherent body of study within the field of Adult Education and Community Development by introducing a hub and spoke approach, building in flexibility for students with pathways in and out of programmes, and the integration 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. [Paragraph 4.6.6]

Action: Head of School/ Head of Subject

Response:

1. A plan is in place for September 2016 onwards for the integration and development of the Masters programmes in this area. **The existing MEd Community Development will be significantly expanded** to include 3 pathways: Adult Education, Community Development and Youth. Each pathway will give professional qualification in Community Learning and Development. The programme will be delivered on a core and option basis as shown below.

MEd CLD Overall Structure



2. In addition, the existing academic programmes in Adult and Continuing Education and Youth Studies will continue as stand alone options without any further development of new courses. A further academic programme in Advanced Community Development is being considered; this could potentially be developed as a collaboration with the Adam Smith Business School, Urban Studies and others. There is opportunity to develop a programme that incorporates elements such as Community Economic Development, Small Business Development and Social Entrepreneurship, areas where there are expertise elsewhere in the CoSS. Since there are existing research relationships with staff in some of these areas, through their association with CR&DALL, there might be multiple benefits from such a development.

3. All three areas will be included in the School's Online Master's development to be offered from 2016. It is also planned to add Community Learning and Development (Youth) – that is, the qualifying route – to the online Master's offer for 2018.

4. As part of the University vision for internationalisation a new course, the **International Masters in Adult Education and Social Change** has been developed collaboratively with European partners and support from the CoSS, and has been approved within the EC's Erasmus Mundus Programme for delivery from 2016 with full funding for fees and subsistence for some 60 full-time students (mainly international) over three successive intakes. This brings considerable further resource, students and reputational advantage in the field to the School. This development encompasses existing courses and requires no further curriculum development.

Overall, courses will be revised, rationalised, and the teaching co-ordinated and integrated as far as possible. With current student numbers, the revised programmes can be delivered more efficiently, with less duplication and more cohesion, within the existing staff team.

However, we have an ambitious business plan with projected increases in home and international students over the next three years. These increases will come about from four key factors:

- a. our new qualifying routes for adult educators and youth workers to add to the existing community development qualifying route.
- b. a qualifying route for adult educators will attract considerable business from the FE sector within central Scotland, and will be a viable alternative to the only other qualifying programme, the TQFE, offered at Stirling, Dundee and Aberdeen. The good relationships that we have with the three Glasgow FE colleges will ensure a steady stream of entrants.
- c. the closure of Strathclyde's Community and Youth Work provision, as a result of that university's change of strategic focus. Marketing to take advantage of the gap left due to the closure has already begun.
- d. a strong and co-ordinated international and home student marketing plan with RIO and the SoE PGT teams

We envisage that the development of new programmes will also contribute in a real and effective way to the expansion and deepening of community engagement for the university in the following ways:

- a. in addition to the current opportunities for non-traditional undergraduates living in and around Glasgow and beyond provided by the BA in Community Development, we will be offering further opportunities for advanced study.
- b. bringing into the university more early and mid-career professionals for involvement in our expanding Community Development CPD programme, which was offered through a series of seminars by CRADALL in 2014/15.

Recommendation 3

The Review Panel **recommended** that 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. [Paragraph 4.6.12]

Action: Head of School/ Head of Subject

Response:

As requested by the PSR Review, an honours route for the BACD has been planned. Professional qualification is granted with the successful completion of the BACD ordinary degree. However, there is demand from current students and programme graduates for Honours year provision. Many graduates from the BACD wish to undertake Masters level study and this is inhibited by the absence of an Honours year. In addition limiting the BACD programme to an Ordinary degree is an anomaly within the University and more generally Scottish Higher Education.

The development of an Honours year is dependent upon adequate staffing of the community development teaching team for this task, and an internal reallocation of student FTEs unless further resource were to be allocated by the SFC. It should be noted also that the BACD is a high demand degree, and could recruit beyond its current target number of 110 (rising to 116ftes in 2015/16), but that recruitment is capped at that number.

Staffing for 2015/16 will have been stabilised by Jan 2016 with the appointment of a Senior Lecturer and Lecturer to the BACD, which has been approved by the CoSS. This will greatly relieve the pressure from that time. The opportunities in this area and the staffing needs to deliver, will be kept under review by the Head of School. Key to the recruitment of new staffing will be their research capacity. We expect that all new staff will be lecturers who are already producing REF-standard papers and already

have the proven capability, rather than simply the potential, for rapid promotion. This will require an international search and the targeting expertise sought across community development in the broadest sense (community economic development, community engaged research, community/health partnerships). Further, these staff will be expected to contribute to all areas within the subject area in particular to the IMAESC.

Recommendation 4

The Review Panel **recommends** that a senior member of staff is given a clear leadership role and authority for ensuring that the changes to programmes identified in recommendations 2 and 3 happen speedily and that the necessary provision is made for this member of staff to have the capacity to undertake this. [Paragraph 6.2.8]

Action: Head of School/ Head of Subject

Response:

Rod Purcell continues to undertake this role, and has done so in consultation with relevant course convenors and the Head of Subject. The appointment of another senior lecturer (currently in train) will enhance the leadership capacity of the Subject Area team.

Recommendation 5

The Panel **recommends** that 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. [Paragraph 6.2.4]

For Action: Head of School/ Vice Principal and Head of College

Response:

With the phasing out of STRADA (see Recommendation 6), the immediate staffing request arising directly from the PSR Review is for the BACD post(s) (see Recommendation 3). The School has committed new staffing as described above. Any further possible expansions will be determined as part of the University's annual budget and planning cycle

Recommendation 6

The Review Panel **recommends** that the expertise of STRADA staff is capitalised on much more broadly so that funding for these posts is not reliant on Scottish Government Funding. [Paragraph 6.2.6]

For Action: Head of School/ Head of Subject

Response:

Due to external factors outside the control of the University, the Scottish Government funding to STRADA is being discontinued. A decision has been taken at College level that the UG and PGT programmes of STRADA are no longer a strategic fit and will be taught out from September 2015.

Recommendation 7

The Panel **recommends** engagement with RIO to carry out assessment of market opportunities for the full range of provision and potential. [Paragraph 4.7.2]

For Action: Head of School/ Head of Subject

Response:

RIO and School of Education PGT marketing staff have been alerted to this task. Plans are being developed for the marketing of the revised CLD Masters programme and the BACD, both locally and internationally.

The effective development and operationalisation of a coherent and co-ordinated marketing plan developed by the PGT marketing team in close collaboration with RIO and SJPLE staff is crucial for our ambitious plans to be realised.

Recommendation 8

The Review Panel **recommends** 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. [Paragraph 6.1.3]

For Action: Central Room Bookings/ Director of Estates and Buildings

For information: Vice Principal and Head of College / Head of School

Response: Central Room Bookings/Director of Estates and Buildings

A review of the Policy for managing and allocating space for teaching took place in the Autumn of 2014 with the amended version being approved and published in January 2015. This review was approved by the Deans of Learning and Teaching from the four Colleges.

The key clause in the Policy pertaining to this matter is:

“5.2.3 Full semester bookings normally take precedence over single week or ad hoc bookings.

Where the week patterns are the same, activities which have a longer duration take precedence over shorter duration activities.

However, note that

(a) staff must book only actual teaching weeks, i.e. ensure that ‘reading weeks’ are planned and correctly reflected, by the required planning deadline.

(b) due to the level of demand, duration for lectures is normally expected to be 1 hour, longer duration for any activities is subject to the impact of other areas of the policy, for example section 3.1.2 about continuous activities.” *Timetabled and Central Teaching Space Management: Policy, Roles and Responsibilities, and Procedures*
www.gla.ac.uk/services/estates/timetabling/policyprocess/

Given the constraints on the estate there is always a challenge in meeting demands, particularly where courses are atypical in their teaching patterns and class durations, such as is the case on this course.

In order to address concerns relating to this course members of the Campus Timetabling Team (CTT) have met with School staff and course leaders to explore

options and discuss how the components of the course might be structured with a view to improving the room allocations. As a result of this room allocations for 2015/16 are all roomed on campus, predominantly in the preferred location of the St. Andrew's Building and there are no reported issues or concerns regarding the room allocations.

It was further noted that additional improvements could be gained if the School were to prioritise this course above other more traditionally patterned courses as more flexibility could be created if others were to change location on occasion.

Response – Vice Principal and Head of College/Head of School:

Room allocations have been monitored this year and the situation is improved. There have been regular meetings between academic and support staff working with central room books to ensure the best fit of classes to rooms. All rooms for the coming session have been identified and agreed well in advance of students starting. All comments and concerns from students have been acted upon and senior staff have engaged with students over the past year to ensure complaints and concerns are addressed.

However, there remains the problem that the room allocation system does not recognise full day bookings.

Recommendation 9

The Panel identified that 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 **recommends** that this structure be reviewed. [Paragraph 6.2.5]

For Action: Head of School/ Vice Principal and Head of College

Response:

This recommendation needs to proceed in the light of the strategic discussion (Recommendation 1). The silo structure has been addressed through the proposed reorganization and integration of the Masters programmes (Recommendation 2), and increased integration of the teaching teams between the BACD and the PGT programme.

The addition of a two further senior lecturers, through promotion, since the PSR, along with the recent agreement to recruit another senior lecturer strengthens leadership capacity in the area.

Recommendation 10

The Panel **recommends** that the School of Education Research Methods course should seek to develop examples that are relevant to the diversity and needs of the STRADA PG programme, students who would benefit the papers used as content for this course being relevant to Drug and Alcohol Studies, rather than Education. [Paragraph 4.6.13]

For Action: Head of School

Response:

This recommendation is no longer relevant with the phase out of the STRADA programme.

Recommendation 11

The Review Panel **recommends** 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 [Paragraph 4.4.1]

For Action: Head of Subject

Response:

ILOs will be amended once the new Masters structure is agreed.