

University of Glasgow

Academic Standards Committee – Friday 30 September 2016

Periodic Subject Review: Updated Responses to Recommendations 2, 8 and 11 arising from the Review of Theatre and Film & Television Studies and Centre for Cultural Policy Research held on 16 and 17 March 2015

Recommendation 2

The Review Panel recommends that the School clarifies the roles of Graduate Teaching Assistants and University Teachers, to ensure consistency of support from staff and that reward in pay and personal development aligns with College and University policy [Section 5.3.6].

Response – May 2016

In FTVS, support to appointees at all grades is provided in the form of initial interview meetings, ongoing mentoring via course convenors and the Head of FTVS, moderation of all assessments, and formal feedback on teaching and assessment performance in the form of a written report. Guidance with the preparation of course materials, use of online resources etc. is offered by convenors to ensure consistency of delivery, and an alignment of teaching strategies across teams with the overall aims and objectives of each course. Mentors attend a sample of lectures and/or seminars each semester, as a basis for informed guidance on more detailed aspects of teaching practice. Since the period of the review, FTVS in consultation with the School, Human Resources and the Teaching & Learning Service, has developed specific job descriptions for use by (Grade 6) Graduate Teaching Assistants, and (grade 7) University Teachers, which have now been adopted for wider use across the School and College of Arts. Standard School rates of pay are identified early to prospective staff joining the extended workforce, and updates are provided throughout the academic session (usually in January) as rates are revised. A standardised appointment letter has been developed, again in consultation with appropriate support staff, detailing the terms and conditions of appointment to FTVS (contact and preparation hours, rates of pay for assessment, varied by type of assessment, etc.). All temporary appointments in FTVS are paid at a uniform rate, with a provisional summary offered prior to the commencement of duties. Support to appointees at all grades is provided in the form of initial interview meetings, ongoing contact with designated mentors and course convenors and the Head of FTVS, moderation of all assessments, and recorded feedback on teaching and assessment performance in form of a written report. All temporary teaching staff offered employment are directed to training opportunities available via TLS and SDS.

Within TS, GTA posts are advertised to all eligible students and recent graduates. GTAs and UTs are issued with a standard letter of contract, which details their conditions of appointment (contact hours, preparation and assessment duties.) All GTAs and UTs are paid at a uniform rate. TS hold regular mentoring and briefing sessions with GTAs and UTs, facilitated by course and year convenors. These meetings include an initial briefing session and further support and briefing sessions, once or twice each semester. The sessions are designed to ensure that GTAs and UTs are supported in developing course material and providing feedback and that there is consistency in delivery of the curriculum across courses. At these sessions, GTAs and UTs are also offered the opportunity to discuss any matters arising from their teaching and assessment duties and to reflect productively on the results of student evaluation questionnaires. All work assessed by GTAs and UTs is moderated. UTs and GTAs each also receive one-to-one mentoring from a designated mentor where issues

such as managing workloads, developing a portfolio of teaching, and personal and professional development are discussed. TS organise workshops specifically tailored for the needs of GTAs and UTs in the subject area — for example, workshops have recently been held on assessing practical work and the role of critical reflection on practice.) GTAs and UTs are encouraged to participate in appropriate training opportunities in SCCA, CoA and the wider University. TS's two UTs underwent P and DRs in 2015-16. All TS UTs will be included in the P and DR process in future years.

Updated Response: September 2016

University Teachers in FTVS and TS are interviewed at their initial appointment, and guidance given as to both statutory and optional training opportunities (leading to the PG-CAP for those colleagues who wish to gain this affiliation) afforded by the Staff Development Service and the Teaching & Learning Centre. Documentation produced on behalf of the subject area by the HOSA details opportunities for both temporary and permanent University Teachers, together with direction towards promotion criteria for staff employed on Teaching and Scholarship terms, available via HR web-pages and training events. Revised generic job descriptions for UTs have been prepared in collaboration with HR colleagues, and which form part of FTVS and TS induction materials. Development opportunities are made available to UTs in the form of committee memberships, potential membership of the College of Arts Advising Service, skills-related training (particular IT-software, guidance and mentoring of students, more junior colleagues etc.)

In TS, all work marked by UTs, GTAs and permanent staff is moderated, in line with university policy. That is, a sample of work is reviewed to check consistency of grades. In assessments where moderation is not possible (for example, performance and presentations) all work is double-marked – that is the mark is agreed by two assessors.

Recommendation 3

The Review Panel recommends that the School of Culture & Creative Arts form a short-life Working Group, in consultation with the Dean of Graduate Studies, to consider future cross-discipline postgraduate provision, which responds to student needs and builds on the strengths of the Subject [Section 3.9].

Response – May 2016

The School's Postgraduate Committee has taken over this task. The Committee is proposing the introduction of a new cross-School postgraduate programme with more specific details to be worked out during the 2016/17 academic year.

Updated response requested for April 2017

Recommendation 8

The Review Panel recommends that the School consult with Human Resources so that where appropriate, University Teachers are conferred with early career status and benefit from relevant training [Section 5.3.5].

Response – May 2016

In FTVS, temporary University Teachers (grade 7) are offered information by the Head of FTVS on the availability of PG-CAP training by TLS at their point of appointment, and guidance more locally in course design and practice-based teaching techniques. All new courses introduced by University Teachers on extended workforce contracts receive detailed scrutiny in draft form by the HOSA, undergo revision following review by relevant colleagues,

and support in the formulation of teaching and assessment methods. The issue of alignment with ILOs is emphasised at these various stages. During 2016-17 one new University Teacher has been conferred with early career status and is undergoing relevant training; in 2016-17 two other new University Teachers have indicated a desire to undergo PG-CAP training, and will do so.

In TS, temporary UTs are advised of appropriate training opportunities, including PG-CAP training by TLS, and supported in taking advantage of these opportunities. Where appropriate, and in consultation with HR, the possibility of conferring early career status is explored and offered to UTs. UTs are supported through individual mentoring at subject area level in developing new courses. New courses devised by UTs are closely scrutinised at subject level and advice offered on ILOS, assessment and teaching methods before being submitted to PIP.

Updated response: September 2016

University Teachers in FTVs and TS are conferred with 'early career' status where deemed appropriate at School and College level; in FTV one current UT is undergoing induction via traditional 'probation procedures' (as opposed to the newer ECDP programme), although this colleague is following courses which may contribute to the achievement of the PG-CAP qualification in due course.

Recommendation 11

The Review Panel recommends the School undertake a review of the operation of the Subject's Staff Student Liaison Committees, to ensure that actions are clearly identified and progressed, and outcomes reported back to students [Section 4.5.7]

Response

FTVS have undertaken a review amongst staff of the operation of its SSLCs, and instituted more rigorous forms of notice to representatives (email notification, noticeboard displays and lecture reminders), more detailed minute-taking (by the Gilmorehill-based administrator, before revision by HOSA), and feedback (to both representatives and wider class members via email, moodle and noticeboards). Details of class representatives are routinely circulated direct to all class members, and changes to the team updated from semester to semester. Copies of meeting Minutes are routinely retained by the Gilmorehill office as well as by the HOSA and relevant class convenors. During 2016-17, all proposed new courses have been discussed at relevant SSLCs in advance of submission to PIP, and amendments made in the light of very valuable student comments.

In TS, class representatives are elected by year/programme cohorts and their names made available via email and Moodle. Class reps are notified of SSLC meetings in advance with reminders issued to all students – to allow time to table agenda items - via email and seminar/lecture announcements. Class reps are required to table agenda items for the SSLC in advance of each SSLC meeting. Minutes from TS SSLC meetings are taken by a class rep volunteer and are then revised by HoTS. The revised minutes are returned to the class rep/minute taker for approval before being circulated to all students via email and Moodle. HoTS retains a copy of all minutes. From 2016, the minutes include a list of actions. The minutes are reviewed at the following SSLC meeting and a report made on the progress of actions and outcomes. This procedure is followed for both UG and PG SSLCs. All new TS courses and course changes are brought to the SSLC for discussion before being submitted to PIP.

In CCPR, class representatives for the MSc in Media Management are elected each year and are invited to participate in the PG SSLC meetings for the wider subject area but we also organise regular dedicated staff student meetings specifically for the MSc in Media Management to ensure that any problem issues are identified, acted on promptly and reported back to students.

Updated response: September 2016

SSLC minutes for FTVS are retained within the Subject Area for the purposes of reference and subsequent external review, and circulated to colleagues as described in the initial subject statement. In addition, copies are circulated to class representatives via email in the first instance, and then posted to whole-class VLE sites (Moodle), and in hard copy to notice boards in the Gilmorehill Centre. Such minutes form a key element of continuity in the operation of the SSLC, and are available on request to student bodies where appropriate, etc.

In CCPR, formal minutes of SSLC meetings for the MSc in Media Management are taken and these are provided to class representatives and disseminated to students with copies sent to the School PG Committee and PG-SSLC for purposes of reference and subsequent external review.