

University of Glasgow

Academic Standards Committee – Friday 27 January 2017

**Periodic Subject Review: Updated Responses to
Recommendations 2 and 8 arising from the Review of Theatre and
Film and 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 and 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 and 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.

Updated Response: January 2017

In FTVS, information regarding career progression and development opportunities for University Teachers on temporary contracts, is provided at appointment in the form of documentation outlining courses available via TLS statutory training, Developing as A Teacher Programme, Postgraduate Certificate in Academic Practice), and support services (Student Learning Service, College Advising Service, Student Counselling and Advisory Service); all UTs on temporary contracts are interviewed at appointment, and maintain regular contact with mentors and the Head of Subject Area; guidance towards employment opportunities is frequently conveyed (enquiries are routinely received from neighbouring institutions, about possible appointees, eg, two former UTs are currently employed by the University of Stirling). In FTVS, UTs on temporary contracts are given the opportunity to participate fully in the monitoring and development of teaching strategy, attending SSLC meetings, promoting and engaging with NSS-related actions, and participation in Teaching-related Symposia organised within the University and beyond.

In TS, information regarding career progression and development opportunities for University Teachers on temporary contracts, is provided at appointment in the form of documentation outlining courses available via TLS statutory training, Developing as A Teacher Programme, Postgraduate Certificate in Academic Practice), and support services (Student Learning Service, College Advising Service, Student Counselling and Advisory Service); all UTs on temporary contracts are interviewed at appointment, and maintain regular contact with mentors and the Head of Subject Area; guidance towards employment opportunities is frequently conveyed and mentoring provided in developing appropriate scholarship which will enhance future employability and enable career progression. In TS, UTs on temporary contracts are given the opportunity to participate fully in the monitoring and development of teaching strategy: to attend Subject Area meetings, away days, planning meetings, SSLC

meetings, to engage with NSS-related actions, Subject-specific training workshops and to participate in teaching-related symposia organised within the University and beyond.

Within CCPR, (as at January 2017) we have not used any GTA staff in the past but a new graduate TA has been appointed to cover a small number of seminars on three individual dates in Spring 2017, paid at the standard TA rate. Mentoring of the TA, including an initial briefing, will be carried out by the course convenor, overseen by the Director of CCPR. Any student work that is marked by the GTA will be closely moderated.

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.

Updated Response – January 2017

In FTVS (during 2016-17) five staff are employed on temporary (Grade 7) University teacher contracts, primarily as seminar tutors at Level Two; four such employees also cover honours options (replacing this year, two staff on College Leave, and two staff with buy-out for College/School administrative responsibilities). Where disproportionate, such figures thus reflect contributions to wider University Service, and will be moderated in the 2017-18 session, when these colleagues return to full-time teaching availability.

In TS (during 2016-17) two staff have been employed on temporary (Grade 6) Teaching Assistant contracts, as seminar tutors at Level Two and Level One, delivering occasional lectures on their research specialisms (both are recent recipients of PhDs in TS) and

covering honours group projects. These staff are employed with backfill funding from a senior colleague who is employed in two senior management roles.

Within CCPR, no University Teachers have been appointed or used in our teaching.

Updated Response to Recommendations 2 and 8: Human Resources – January 2017

We have a generic job descriptions for G6 and G7 roles which have been agreed across the College and are being used in other Colleges as they follow suit. There is also standard guidance as to how GTAs should be recruited.

We are working to clarify that only registered students have the title GTA, other colleagues who have the same role but who are not registered students have a different nomenclature = Tutor.

The four Heads of School Administration, along with local College HR and central recruitment teams, have mapped out the processes required to support the Extended Workforce Policy to also ensure a standard approach to salary and payment across the College. It remains necessary to have some subject level variations in what is expected but the hourly rate is standardised. The Head of College Finance has set up a GTA working group that will review the finance/budget process for GTA type activity. This will attempt to make the resources available clearer earlier in the cycle in order the Subject Areas have a little more time to recruit the necessary GTA/Tutor numbers.

The College is fully supportive of the current changes to ECDP that include UT's, where appropriate. We note that the nomenclature of UT is no longer in use from 1 January 2017, in line with SMG policy.