

University of Glasgow

Academic Standards Committee – Friday 5 October 2018

Matters Arising

1. *Progress Report on Issues Relating to GTAs (ASC/2017/16.9)*

Dr Nathalie Sheridan has provided the following update on the project which is looking at the role, training and support of Graduate Teaching Assistants.

The University Services Innovation Fund project has supported four interns working on the GTA project with us. They collated Codes of Practice and Policies from other Russell Group Institutions, liaised with the RAs from the LTDF project, and participated in the Symposium to identify key themes that should be covered by a GTA code of practice. A workshop was held which was mainly attended by GTAs and the Dean L&T from the College of Arts as well as some of the interns gathering feedback on the draft structure of the Code of Practice. The next step is to formulate the bullet points incorporating the feedback from the workshop and send it out to consultation to the Heads of School and Deans L&T for a first round of consultation. This will start an iterative process involving various stakeholders across the institution to develop a final version. Considering the complexity of the issues and the stakeholders involved it is probably most realistic to aim for having a final draft by May 2019.

2. *Responses to Issues Raised in the Undergraduate and Postgraduate College Annual Monitoring Summaries 2016-17 (ASC/2017/46)*

Following consideration of the College Annual Monitoring Summaries, ASC confirmed and identified themes that they wished to be raised at University level. The Senate Office then contacted relevant services to seek updates and responses to these University-wide matters. Several issues did not receive a response prior to the May 2018 meeting of ASC. Two of these responses have now been received.

ASC is asked to confirm that they are satisfied with the responses provided and identify any areas that require to be followed up.

2.1 *Writing Days and Writing Support Provision*

In the College of Social Sciences Postgraduate Annual Monitoring Summary, the School of Education noted that part-time students were disadvantaged as a result of writing days and writing support provision only being offered during the week.

Response from the Learning Enhancement & Academic Development Service

The following response was received from the Learning Enhancement and Academic Development Service (LEADS):

“LEADS do not run any general writing days. However, Jennifer Boyle who is the PGR Writing Adviser from RSIO does these for PhD students. The only day of which I am aware (and I think it is actually a couple of days) is provision that we offer for Education in particular. At their request and to their specification we run a dedicated writing day/days for their part-time students before the main teaching period starts, specifically to try to ensure that those students are not disadvantaged more than is unavoidable.

With regard to more general writing support, we are not currently resourced to run classes or 1-2-1 appointments outside normal hours, but we do have a growing online resource which can be accessed at any time. We also have offered support

asynchronously via email where students are unable to attend in person (for a variety of reasons) and are happy to do this where necessary”.

2.2 *Moodle*

At the May meeting of ASC, members noted that they were not satisfied with the response provided by IT Services in relation to the Moodle interface for marking. This was raised with Miss Anna Phelan (IT Services) who has agreed to bring the matter to the attention of the VLE Board at their next meeting. Miss Phelan will also liaise with the School Quality Officer for Critical Studies, where this issue was highlighted.

2.3 *Student Mental Health*

A response will be provided for the November meeting of ASC.