

## University of Glasgow

## Academic Standards Committee – Friday 23 November 2018

**Updated Responses to Recommendations 3, 5, 6 and 7 Arising from  
the Periodic Subject Review of Central & East European Studies  
held on 22 February 2017**

Mrs Catherine Omand, Senior Academic Policy Manager

**Recommendation 3**

The Panel was pleased to note that the appointment of a web officer was imminent; however, it **recommends** that the School takes **immediate action** to update the information on the Subject's webpage, particularly in relation to Postgraduate Taught provision. Disclaimers should be included on the web pages advising that not all courses advertised would necessarily be available. The School should undertake a review of the long-term technical support for the maintenance and updating of the Subject's web pages to ensure that all subsequent requests are actioned in a timely manner. An update should be provided to the September meeting of ASC. *[paragraph 3.1.6]*

**For the attention of: The Vice Principal and Head of College**

**The Head of School**

**For information: The Head of Subject**

*This response was submitted to the October 2017 meeting of ASC, minute extract below:*

*ASC/2017/5.3.1 Central & East European Studies*

The Convener advised that the Subject area and College had taken the urgent action required under Recommendation 3 to correct information available on their website, particularly in relation to the availability of postgraduate taught provision.

**Updated Response (Head of Subject): November 2018**

All PGT web pages have been updated in house by CEES. The Subject is awaiting a School response regarding the long term School strategy in relation to technical support for its web pages. This has been delayed due to a change in personnel.

**Recommendation 5**

The Review Panel **recommends** that the Subject engage as early as possible with the GTAs to identify areas in which they could improve development opportunities. *[paragraphs 4.4.4 and 4.4.5]*

**For the attention of: The Head of Subject**

The Review Panel **recommends** that the College and School review the availability and/or the communication of training opportunities available to GTAs. *[paragraph 4.4.5]*

**For the attention of: The Head of School**

**For information: The Vice Principal and Head of College**

### **Response: Head of Subject**

Although this is stated as an action for the head of subject this in effect a School matter. All GTA matters are dealt with by the School. Development opportunities and training opportunities are the remit of the Head of School Administration Chris McAdam who is engaged in a thorough review of these issues.

### **Updated Response: November 2018**

The School has established a 1-day training course developed by LEADS based on the Developing as a Teacher (DAT) Programme; essentially it is a bespoke programme for the School developed in consultation with all Subject Course Convenors. This was in response to GTA feedback that DAT is hugely difficult to get on as it is capped at 40, runs just twice a year and is filled on a first come first serve basis. This one-day course is not a replacement for the full DAT programme but does give GTAs some training before having to take their first class. The School continues to encourage GTAs to take part in the full DAT programme. The one-day course is in addition to the compulsory half day GTA training also delivered by LEADS.

Through the University Extended Workforce/GTA Working Group, the School is having input to the wider training for GTAs being developed by LEADS. It is anticipated that this new offering will be available for the first time in Session 2019/20. In the run up to that the School will continue to work with LEADS to ensure that School GTAs get access to it though on an easier basis than access to DAT is.

As part of new School processes, a more formal Induction Event has been held this year over 2 days prior to them commencing in the role. The first day covered all formal contract and pay issues but also training/development available to them. The School is also developing a GTA web-page (delayed due to staff absence) on which we can post such opportunities. There will also be a School/GTA Committee where such matters can be discussed, and information passed on.

#### **Recommendation 6**

The Review Panel had some concerns regarding the functionality of the Staff-Student Liaison Committee in failing to address the clash of examination and essay and, therefore, **recommends** that the Subject review their SSLC feedback mechanisms to ensure that such issues are fully addressed and the feedback loop is closed [paragraph 3.4.5]

**For the attention of the Head of School**

### **Response: Head of Subject**

This was a one off in that we failed to notice the clash; it had never happened before and we have reviewed our feedback mechanisms to ensure this does not happen again.

### **Updated Response: November 2018**

Submissions dates for each piece of work and the dates of the exams at all levels have been discussed with staff and where there was insufficient time allowed between the two we have altered the dates and made this clear in all documentation.

### **Recommendation 7B**

The Review Panel **recommends** that the Subject review documentation, including handbooks, to better articulate progression to Level 1 students and highlight the benefits of continued study of the Subject. *[paragraph 3.1.3]*

**For the attention of: The Head of Subject**

### **Response 7B Progression – Head of Subject**

We have reformulated our information in respect of entry tariffs; there was some misunderstanding about entry to honours as this can be accomplished by the normal route i.e. level 1 and level 2 or by a high performance in level 1 or 2. This has now been reformulated and made clearer in all documentation and on websites.

### **Updated Response November 2018: Head of Subject**

We hold progression talks at all levels utilising staff and students where- for example- honours students and our honours co-ordinators go into the level 1 and level 2 classes and give short presentation on their experience of studying our subject and the topicality of our offerings. Since Russia is rarely out of the papers there does seem to be a high level of knowledge of the importance of our area. We also ask PG students to give talks to the honours cohort. This is followed by talks by our PGT co-ordinator. We also hold workshops for prospective PGR students. Our subject had its own stand at applicants visit days. We also actively involve our student society in dissemination events; they have their own film club and organise talks on topical issues which are attended by many non-CEES students. The careers service and general university outreach activities highlight our successes such as in the Erasmus Mundus programme, which feature prominently in university publicity. As we point out in our talks and outreach activities, employment opportunities for our graduates are very positive and the skill set learned here can be used in employment in the public sector, for example in diplomatic and research think tanks- as well as the foreign office, in the NGO sector - we have as number working with migrant agencies, the business sector and in teaching and academia. Some of our alumni for example who work in government, for example in the Scottish parliament, have given guest talks to our students.