

University of Glasgow

Academic Standards Committee – Friday 23 November 2018

**Periodic Subject Review: Updated Responses to Recommendations
3, 4, 5 and 9 Arising from the Review of History of Art held on 22
February 2017**

Mrs Catherine Omand, Senior Academic Policy Manager

Staff

Recommendation 3

The Review Panel **recommends** that History of Art fully implements the University Workload Model and reviews timetabling arrangements for early career staff, such that adequate protected time is made available to them to undertake commitments related to ECDP and PGCAP. [paragraph 4.3.1]

**For the attention of: The Head of Subject
The Head of the School of Culture & Creative Arts**

Response:

The CoA is finalising its adjustments of the WLM to reflect Art-specific conditions, with the intention of implementing it in the next academic year (2018/19), and History of Art will be able to put it to most effective use then. The Head of School of Culture and Creative Arts (HoSCCA), Dimitris Eleftheriotis, and the current HoHoA have been working together to establish HoA workloads, with particular focus on ECRs. Planning for next year's teaching and other commitments is progressing based on the principles of equality in workload and of supporting ECDP colleagues to complete their training obligations. To mitigate delayed implementation of the WLM because of changes in headship then industrial action, the current HoHoA met with early career staff to discuss personal development and training commitments and needs for ECDP and PgCAP. It was clear to the HoHoA that effective support to protect EC time required an overview of the workloads for all HoA staff alongside strategic research leave plans for informed and pragmatic decisions, so the HoHoA organised individual staff meetings to understand everyone's current and anticipated teaching workloads in an attempt to rationalise and plan 2018-19 timetables, supported by the Head of SCCA. EC have therefore been at the forefront of timetabling for 2018-19, with senior staff encouraged to take on a fair share of teaching and administrative duties.

The HoHoA will continue regular meetings with early career staff, at least one per semester, to review workloads and support development progress. ECs can gain additional support through frequent and structured meetings with their line managers, supported by the HoHoA and HoSA.

Updated response November 2018

Progress is being made to rebalance and reduce teaching and administrative workloads for HoA's five Early Career staff. This is happening in several ways. Workloads for some senior HoA staff have been reduced with the withdrawal of three low-recruiting PGT programmes and introduction of a new MLitt in Art History, enabling one senior colleague to relieve an EC colleague of a significant HoA PGT programme convening role. The Head of HoA is also proactively addressing fairer EC staff workloads when new and revised courses/programmes are PIPed, particularly team-taught provision in HoA and with other Subject areas.

Research leave planning by Head of HoA, HoA Research Convenor and HoSCCA for 2018 to 2021 is fore-fronting EC staff. One EC HoA staff has research leave approved for 2018-19 (Semester 2), with applications for another two EC staff for 2019-20 in preparation for the next round, and applications for the remaining two EC staff in 2020-21 being developed.

To support EC staff with needs and decisions for ECPD and PGCAP, Head of HoA has scheduled individual progress meetings for 14 November 2018. Outcomes will then be addressed through strategic and holistic planning for teaching, research leave and administrative roles for 2019-20 by individual workload meetings arranged by Head of HoA with all HoA staff, including EC's, from 19 November to 3 December 2018.

HoA ECs will also benefit from a major new partnership with the Smithsonian Institution for research and teaching. A one-year T&S post (Grade 7) being appointed to support HoA teaching so that ECs and other HoA staff can participate in workshops and exchanges to develop these partnerships.

Role of Course Convenor

Recommendation 4

The Review Panel **recommends** that History of Art:

- clarifies, and gives greater recognition to, the role of Course Convenor such that GTAs are provided with more structured and systematic support; and
- more clearly defines the Course Convenor's role in supporting the management of courses and course teaching staff within the Subject.
- The Panel noted that increased recognition of the role of Course Convenor might also benefit staff wishing to participate in the University's Recognising Excellence in Teaching (RET) framework. [paragraph 4.4.11]

For the attention of: The Head of Subject

Response:

We are defining and clarifying the roles of our Course Convenors to enable more systematic and structured support for GTAs and management of teaching staff by engaging in higher order discussion at SCCA level, within the context of College-wide discussions about UG, PGT and other convenor roles and a review led by CoA Dean of Learning and Teaching, Wendy Anderson. There is a recognised need at School and College level for the role of L1 and L2 Convenors to be clarified as overall year Convenors, to coordinate teaching, take responsibility for GTAs, and manage marking, moderating and feedback. The HoHoA fully appreciates how clearer convenor roles underpin GTAs, handbooks, marking and student feedback. In this period of School- and College-wide development progress, the current HoHoA decided an interim measure was necessary and consulted other School Subject Heads, and the School and subject LTC convenors for their views on convenor definitions and roles. HoHoA used guidance from Theatre Studies for focussed consultation, so that we now have interim Level/ Programme/Course Convenor and Course Leader role definitions that distinguish more clearly the roles and responsibilities of administration support. HoA will be responding to, and adopting, SCCA descriptors when available.

Updated response November 2018

The interim role definitions for History of Art's Convenors of Levels, Programmes and Courses, and its Course Leaders, developed by the Head of HoA, continue to be used while awaiting the SCCA descriptors, and adopted as important points of reference for HoA's Teaching Forum The Head of HoA and Head of School Admin are finalising clarifications of the roles and responsibilities of School administration support for HoA.

At the request of Head of HoA, and supported by Head of SCCA Admin, Convenors of HoA's UG courses (L1, L2, Junior Hons and Senior Hons) are meeting at least once per semester with their respective School Admin support teams for clearer understanding of role and responsibilities, and for forward-planning to resolve issues and misunderstandings to reduce reactive 'crisis' management.

Graduate Teaching Assistants

Recommendation 5

The Review Panel **recommends** that History of Art reviews the following:

- The role and responsibilities of GTAs, such that these are more clearly defined, particularly with regard to the content and delivery of seminars for which GTAs are responsible; and also the extent to which GTAs may engage with students on pastoral matters;
- The existing level of provision for GTAs in the following areas with a view to this being increased; subject-specific training; guidance on the University Code of Assessment and Marking Scheme; opportunities for staff/student feedback; recognition/payment for seminar preparation time; peer observation and office space. [paragraph 4.4.11]

For the attention of: The Head of Subject

Response:

We have welcomed improvements introduced from the ongoing GTA Review by Richard Cloughton, Deputy Director of HR to help us define more clearly the roles and responsibilities of HoA GTAs, especially for seminars and pastoral matters. This review has included a clearer breakdown of marking rates and application of preparation time. The School's also has new plan for an GTA induction before the start of the 2018-19 academic year for all its GTAs, with a second session in January 2019, to discuss the practicalities of the role, for example, how to submit timesheets and processing of holiday pay. This will be hosted by the HoSA, Operations Administrator and a representative from College of Arts HR, with HoA GTAs strongly encouraged to attend. The School is also developing a GTA Handbook for all new and existing GTAs, in which roles and responsibilities are explained clearly.

The PSR recommendations for HoA's GTAs were reviewed by the HoA Level 1 and 2 Convenors with the SCCA HOSA and HoHoA in light of the School- and University-wide changes outlined above. The need for clarification of the responsibilities of Convenors and HoHoA for GTAs was recognised to encourage and instil consistent good practice, while more formalised, regular and structured contact between Convenors and GTAs would contribute to the trust and reliance they build. We intend to introduce the recommendations for the 2018-19 academic year, with Convenors' responsibilities for GTAs being to:

- arrange a formal briefing/planning meeting at the course start and a de-briefing session at the end for all GTAs irrespective of experience, plus regular meetings (every 2 to 3 weeks) as an on-going reflective forum. Attendance would be paid for.
- provide course-specific training and guidance, and discuss the lecture sequence.
- refer to the University Code of Assessment and the Marking Scheme to brief/advise GTAs on the minimum level of feedback expected for coursework and examinations scripts (if relevant), and give examples of good practice.
- encourage GTAs to share and discuss through individual or group meetings staff/student feedback they receive, sharing positive general feedback from EvaSys, and support and guide GTAs with pastoral care of students.

- forward-plan estimated GTA support with HoHoA ahead of the academic year.
- consult with GTAs, LEADS and other SCCA convenors about assigning each GTA a staff mentor who also can provide observational feedback on teaching, and then arrange and provide peer observation or ‘buddy’ a new GTAs with an experienced one.
- manage and support marking and feedback by allocating marking, gathering marks, monitoring and responding to marking spread, ensuring marking parity, and advising inexperienced/new markers

The HoHoA will take responsibility for:

- fair and viable budgeting for GTA pay, in consultation with relevant HoA Convenors, HoSA and Operations Administrator to estimate and agree numbers. The HoHoA will consider strategic GTA support for Honours courses, like agreed staff research leave.
- inviting an HoA GTA representative for selected reserved business at Subject staff meetings and/or SSLC meetings, with paid attendance.
- creating GTA office space. There may be an opportunity to allocate a room to GTAs in 8 University Gardens on a hot-desking basis, arising from the Gilmorehill Halls pilot project plan in Summer 2018. This will be considered equally with other demands on the space.

Updated response November 2018 – Deputy Director, Human Resources

If I read this correctly the question asks what my review is doing. I attach (**Appendix 1**) the remit for your information. My working group was very much responding to the issues we had last year in terms of contracting and then paying the new GTAs and Demonstrators. This has been our primary focus. We have also taken some time to look at communication with the GTAs including contract information but also what they might expect from the school. We are also working with academic colleagues (Moirra and Wendy in the main) to review the table relating to time allocation for GTA activities such as prep and marking. We have steered away from looking at training as this would come under LEADS (though you will note we did initially identify it as a potential work stream). We have though linked up with Nathalie Sheridan to ensure we are working sensibly in parallel and minimising overlap!

My review is reaching its conclusion as we approach the next intake.

Equality and Diversity

Recommendation 9

The Review Panel **recommends** that History of Art continues to make reasonable adjustments (in liaison with the School and College of Arts) to ensure that its learning spaces and all learning opportunities, for example, field trips and work placements are accessible to disabled students, in accordance with the University’s Equality and Diversity Policy and the Equality Act 2010. [paragraph 3.2.1]

For the attention of: The Head of Subject

Response:

HoA teaching staff and Administrative Support have strived to make all reasonable provision for accessible spaces and learning provision for every student requiring support, and we have involved the CoA Disability Coordinators where necessary. An ongoing issue is that we

receive no support from Disability Service for the HoA Visual Tests, and have to make our own arrangements for computers, separate rooms and invigilators, which has been very difficult for all concerned. We feel that these tests should be supported in the same way as formal exams. Our Level 1 and 2 Convenors and the CoA e-Learning Innovation Officer are working together to set up HoA visual tests on Moodle for students who need computers for all exams situation, although this is not as straightforward as it might seem.

Every effort has been made to use accessible teaching spaces, and ensure field trips and work placements are as accessible as possible. On-campus teaching spaces are limited by timetabling and estate constraints, and teaching spaces in the HoA building at 8 University and environs do not have lifts for the staired entrances which are unavoidable. The new College of Arts building will address issues of accessibility for improvement.

Updated Response November 2018 – Head of Subject

The visual tests for History of Art at Level-1, and previously at Level-2, require students to answer set interpretative questions for a number of images, singly and in pairs, representing key artistic styles and genres. For Level-1, this skill and learning is tested at two key points in the curriculum, once in Semester 1 and once in Semester 2. HoA Level-1 and -2 Subject convenors and the CoA e-Learning Innovation Officer have identified a way to create an on-line version of the visual test for Moodle that fulfils pedagogical needs and is accessible to all students. However, there is no practical solution to ensuring students' responses are independent, honest and free from collusion. The other option explored has been to adapt or replace the visual test with another assessment method, which is viable for Level 2 and has been implemented for 2018-19, but compromises core development of essential visual skills at Level 1.

HoA is committed to responding to the individual needs of students signalled by Disability Services for tests under examinations. However, until a satisfactory solution to the problems of on-line visual tests is found, HoA and SCCA are unable to provide a satisfactory alternative that meets the needs of HoA. Therefore, the logistics of finding and managing suitable physical spaces and equipment to support the different accessibility needs of c.200 Level-1 HoA students continues to be an issue for History of Art's Level 1 convenors and School Admin support. We believe this still needs the direct assistance of Registry, and also the support of Disability Service to manage student expectations and to balance reasonable adjustments with practicalities, and welcome their support.

Updated response November 2018 – Director of Disability Service

'No support from Disability Service... ' this is a misunderstanding of the role and function of the Disability Service in relation to class tests. The Disability Service is not responsible for the resourcing or practical arrangements of exams and class tests. These are the responsibility of Registry and the School respectively.

I attach email correspondence (**Appendix 2**) dated August 2016 and January 2017 which shows that the Disability Service is aware of the pressures the School is experiencing in arrangements for class tests and has responded accordingly in a practical and solution focussed manner. We are aware that we need to manage student expectations as well as ensure there is a balance between the need for reasonable adjustments and the practicalities of delivering the Visual Tests in an accessible manner.

We are pleased to note that the School is developing the visual tests on Moodle as this is an accessible and alternative method of assessment and if students are given the option of a digital assessment, this may benefit all students, not just those with a disability and will ensure an inclusive learning and assessment experience for all students. This is a solution

which other Schools have adopted and which has reduced the need for individual arrangements for class tests on their courses.

Graduate Teaching Assistants and Demonstrators

Review of Annual Engagement Process

Key Stakeholders: GTAs/Demonstrators, Heads of Administration, Local HR, Payroll, Recruitment.

Group Members:

- HR/Recruitment: Richard Claughton, Fiona Gehrman, Yeeman Fan, Lynne Ramsay, Marie Clare Pearse
- Payroll: Jim Ross, Lesley Murphy
- UCU: GTA Reps: Franziska Paul, Sean Watson, Amy Tibbo. Staff Reps: Craig Daly, Jeanette Findlay
- SRC: Kate Powell
- School Administration: Chris McAdam (SPS), Eleanor Johnston (Education), Marie Meehan (SML&C), Pauline McLachlan (CCA) Roy Thomas (Chemistry), Karen Phillips (Engineering)

Others to be engaged/consulted as appropriate.

Remit:

- To review the process for recruiting, contracting and paying GTAs and Demonstrators.
- Additionally to review the approach to allocation of work and hours and improve communication to GTAs and Demonstrators.

Process Steps include:

- Workforce Planning – approach to identifying requirement in terms of numbers and hours
- Recruitment and Selection – approach to advertising roles, selecting individuals and allocating/agreeing workload
- Right to work check – Tier 4 declaration form
- Contracting – collecting personal and job information (spreadsheet); issuing contracts; obtaining returned contracts
- On-boarding – appointing new joiners on to the HR/Payroll system
- Tracking of hours completed/work done against contract – ensuring any visa restrictions are not breached – management of “swaps”
- Payment – Completion and approval of timesheets – payroll cutoffs and communications
- Ensuring all hours are recognised and compensated accordingly (see workload below)
- Planning and Co-ordinating of process and tracking progress

Other related points:

- Workload – Allocation of time for preparation and marking (inclusion in contract)
- Communication – Induction for GTAs and Demonstrators – including explanation of contract and process for payment – support reconciliation of hours worked with payslip information.
- Maintaining contact during summer vacation – preparing for the new year.
- Consideration of whether all roles should be Fixed Term Employment or whether some should be managed as Casual Workers
- Length of Fixed Term Contracts – move from 1 year to 2 or 3 years (Engineering have taken this approach)

- Timesheets or average hours per week (Majority currently utilise time sheets for all payments – some agreed an average fte resulting in a standard monthly payment with only additional non-contractual hours paid via time sheets)
- Impact of Multiple appointments – identify and address concerns.
- Calculation and Payment of Holiday entitlement.
- Training – How are GTAs and Demonstrators trained (Role of LEADS and School/College)
- IT – (Re)Activating GUID and logging on to CORE HR.

Anticipated output

- Revised process for annual engagement including clarity on ownership and future timelines
- Reviewed and updated guidance

Relevant Documentation

- Extended Workforce Policy
- Extended Workforce Policy Guidance
- Recruitment Spreadsheet
- Contract Template
- Process map
- School/College guides

<https://www.gla.ac.uk/myglasgow/humanresources/mgrs-admin/extended/>

Proposed Working Groups:

- Recruitment and Contracting process
- Communication
- Workload planning and allocation
- Training.

Janet Fleming

From: Shona Robertson
Sent: 23 October 2018 19:11
To: Shona Robertson
Subject: FW: Visual Tests for History of Art Disability Students

-----Original Message----- From: Shona Robertson Sent: 29 August 2016 17:40
 To: John Richards <John.Richards@glasgow.ac.uk>
 Cc: Patricia de Montfort <Patricia.de-Montfort@glasgow.ac.uk>; Judy Barnicoat <Judy.Lochhead@glasgow.ac.uk>; Deborah Lewer <Deborah.Lewer@glasgow.ac.uk>; Claire Rattray <Claire.Rattray@glasgow.ac.uk>
 Subject: RE: Visual Tests for History of Art Disability Students

Dear John,

Thanks for your email. Obviously at this stage of the academic year, it's too early to know how many dyslexic students will enrol on your course or register with this Service because they require additional support. When students register with this Service the Disability Coordinators for your School will receive alerts of the students doing your course and they should keep you informed of numbers and support requirements. However, it's useful for us to know the dates of this assessment and the pressures you're under in practical terms. We will do our best to make students aware of the restrictions on what the School can provide to support students in these tests and to help manage student expectations.

Regards

Shona Robertson
 Head of Disability Service Disability Service
 65 Southpark Avenue University of Glasgow GLASGOW
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Tel:0141 330 5497
 0141 330 2280 direct line
<http://www.gla.ac.uk/disability/>

-----Original Message----- From: John Richards
 Sent: 15 August 2016 11:18 To: Shona Robertson
 Cc: Patricia de Montfort; Judy Barnicoat; Deborah Lewer Subject: Visual Tests for History of Art Disability Students

Dear Shona,

we are introducing a new HoA Level-1 course in 2016-17 which incorporates, like the old one, a visual test in each semester. The semester-1 VT will take place on Thursday 27th October at 3 p.m. in the Graham Kerr LT in Zoology for the majority of students.

Given that these tests will be done under exam conditions, could you let me know what arrangements will be made for students with various special needs, and when and how they will be informed of what's to be provided for them? As Judy said in March, coping with the large number of SN students in the 2015-16 VTs tested our ability to find both venues and invigilators in-house to the limit.

allbest John

Dr John Richards,
 Senior Lecturer in History of Art, School of Culture and Creative Arts,

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Tel. 0141 330 5677/7307
Fax. 0141 330 3513
john.richards@glasgow.ac.uk

From: Judy Barnicoat
Sent: 09
March 2016
14:48 To:
Shona
Robertson
Cc: John Richards; Patricia de Montfort
Subject: RE: Visual Tests for History of Art

Disability Students Dear Shona

Thank you for getting back to me about the Level 1 Visual Tests.

I wonder if you could please clarify the nature of the explicit instructions which you say will be put on MyCampus and whether you will be making the necessary provisions to support our disability students for future Visual Tests (as shown in the attached table). As I previously mentioned, we struggled to find the separate rooms, laptops and invigilators for this test, and we are therefore hoping for support with this from your team. Without your assistance, it may be necessary to change the format of this test, as our Subject area does not have the resources to make the required provisions.

The answers to the Visual Test are sometimes fairly lengthy, even though the Powerpoint Test I forwarded to you seems to suggest that only one-word answers are required, and one student commented that she felt more comfortable using a laptop rather than writing, as she sometimes struggles to find the right words and spellings.

Your help in this matter would be much

appreciated. Best wishes

Judy

=====

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The University of Glasgow, charity number SC004401

-----Original Message-----

From: Shona Robertson
Sent: 09 March 2016 13:13
To: Judy Barnicoat
Subject: FW: Visual Tests for History of Art Disability Students

Dear Judy,

Thank you for the sample visual test which makes clear the brevity of the answers required in most cases for these tests. I've asked my adviser colleagues to give clear and explicit recommendations on MY Campus for 2016-17 in regard to these visual tests so that expectations on support for these tests is clear to students and your colleagues in your School.

Regards

Shona Robertson
Head of Disability Service Disability Service
65 Southpark Avenue University of Glasgow GLASGOW
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<http://www.gla.ac.uk/disability/>

-----Original Message-----

From: Judy Barnicoat
Sent: 29 February 2016 10:44
To: Shona Robertson
Cc: Julie Summers; Claire Rattray; Saima Bashir; Patricia de Montfort; John Richards Subject:
RE: Visual Tests for History of Art Disability Students

Dear Shona

Many thanks for your email, explaining the situation.

I am attaching the Powerpoint Presentation of our last Visual Test, as suggested, and have forwarded your email to the Level 1 Course Convenors for their information.

Best wishes Judy

=====

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www.arts.gla.ac.uk/pdf/museum_studies_postcard.pdf

The University of Glasgow, charity number SC004401

-----Original Message-----

From: Shona Robertson

Sent: 25 February 2016 15:28

To: Judy Barnicoat

Cc: Julie Summers; Claire Rattray; Saima Bashir

Subject: Re: Visual Tests for History of Art Disability Students

Dear Judy,

Thank you for contacting me about this matter and making us aware of these changes to the History of Art level 1 course next year. I apologise for the delayed response.

When we make recommendations for exam support this is usually with the expectation that the exam format will be a formal written essay style examination for your subject. We tell the students that arrangements for class tests cannot always be guaranteed and are at the discretion of the School. However, in practice most Schools comply with exam recommendations for class tests to reduce the risk of student complaint, but we are also very aware of the huge resource demands it puts on some Schools and are keen to work with you to reduce any additional support which may not always be required for this type of assessment.

It might be helpful if we were to be supplied with a sample past paper of a visual test. Then if we can tell students there is not a great deal of writing then use of a computer may not be necessary for some students for these tests.

I am copying in my colleagues as I suspect it is mainly dyslexic students who have these requirements. The next time the disability advisers will meet will be 7 March and I will certainly make sure that this topic is discussed at our meeting.

One issue is that when we meet some 1st year students at the beginning of the academic year, we may not know they are doing your subject because they may not have decided on a 3rd subject and be fully enrolled for all their subjects at the time of meeting with us.

Regards

Shona

Sent from my iPad

On 25 Feb 2016, at 15:06, Judy Barnicoat <Judy.Barnicoat@glasgow.ac.uk> wrote:

Dear Shona

I am meeting with the History of Art Level 1 Course Convenors within the next couple of weeks to discuss teaching requirements in 2016-17, and wondered whether you had managed to take a look at my recent email (below) regarding provisions for Disability Students sitting the Visual Tests?

Any feedback you could give at this stage would be much appreciated.

Many thanks

Judy

=====

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www.arts.gla.ac.uk/pdf/museum_studies_postcard.pdf

The University of Glasgow, charity number SC004401

-----Original Message-----

From: Judy Barnicoat
Sent: 17 February 2016 15:57
To: Shona Robertson
Cc: John Richards; Patricia de Montfort; Jeanette Berrie
Subject: FW: Visual Tests for History of Art Disability Students
Importance: High

Dear Shona

Following the problems we encountered with making arrangements for the Disability Students for the History of Art Level 1 Visual Test which took place in October 2015, I am emailing to ascertain whether this part of the course assessment can in future be included in the Disability Provisions for separate rooms, computers, invigilators and extra time.

The Visual Test is taken under exam conditions, with essay-type answers, and due to the large number of Disability Students in Level 1 (19 in Semester 1) we found that provision had to be made for 4 students who required a separate room on their own, 5 students who required a separate room (together), 4 computers and 16 requiring extra time. Due also to the high numbers on this course, there were 3 invigilators needed in the main hall, amounting to 8 invigilators in total. The course format will be changing in the next Academic Year, and this will mean that there will be 2 Visual Tests from 2016-17 onwards, and we envisage the first of these to be held in Week 11, with the second being held towards the middle of the 2nd Semester.

I'd be grateful if you could confirm that SDS will be able to manage these arrangements in the future, as this will be an ongoing requirement of this course.

Many thanks
Judy

=====
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The University of Glasgow, charity number SC004401

-----Original Message-----

From: Shona Robertson
Sent: 21 October 2015 17:48
To: Judy Barnicoat
Subject: RE: Visual Tests for Disability Students

Dear Judy,

This is a quick email response and if you need to discuss further, I'll ask one of my colleagues to call you tomorrow as I'm not in tomorrow myself.

██████████ is on my case load and has a visual impairment, so has to use Zoomtext, a text enlargement program for tests and exams. The University holds site licences for this program so if you put in a support works request to IT they will help with that. Any problems, let me know.

If you have to employ GTAs as invigilators for these students then you can invoice/ journal transfer our Service for the additional costs incurred.

Most of the students on the attached spreadsheets I do not know their needs as they're not on my case load, but I suggest that you may wish to contact the students individually to check if they require extra time for the visual tests as if there is not much writing and it's a short answer exercise they may not require additional time because it is not an extended written answer.

I appreciate this causes you more work, but when the needs assessment was done the disability adviser may not have been aware that they were doing this subject and that visual tests were part of the course's assessment methodology.

Regards

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-----Original Message-----

From: Judy Barnicoat
Sent: 21 October 2015 11:53

To: Shona Robertson
 Cc: John Richards; Sabine Wieber
 Subject: Visual Tests for Disability Students
 Importance: High

Dear Shona

I wonder if you could give me some advice about provisions for students outside of exam arrangements. Do the same arrangements apply for Visual Tests as well as exams?

I have 2 History of Art Level 1 students who need a separate room and extra time, and 1 who needs a separate room with a computer. Also, it's not always possible to extend the room booking for an extra 15 minutes to allow for the extra time allowance, which means that the students requiring extra time have to be put into a separate room.

We have 4 Visual Tests for Level 2 students over the full year, and 1 for the Level 1 students. As student numbers are high for both levels (approx.200 for level 1 and approx. 95 for level 2) it would seem that we would need several invigilators for these tests too, spread across the main hall, and the separate rooms.

Any advice would be very helpful.

Thanks very much

Judy

=====
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 The University of Glasgow, charity number SC004401

Janet Fleming

From: Shona Robertson
Sent: 23 October 2018 19:09
To: Shona Robertson
Subject: FW: History of Art visual tests
Importance: High

From: Shona Robertson

Sent: 25 January 2017 13:54

To: John Richards <John.Richards@glasgow.ac.uk>
Cc: Claire Rattray <Claire.Rattray@glasgow.ac.uk>; Judy Barnicoat <Judy.Lochhead@glasgow.ac.uk>; Julie Summers <Julie.Summers@glasgow.ac.uk>; Nicholas

Pearce <Nick.Pearce@glasgow.ac.uk>; Deborah Lewer <Deborah.Lewer@glasgow.ac.uk>; Douglas Ross <Douglas.Ross@glasgow.ac.uk>

Subject: RE: History of Art visual tests

Importance: High Dear John,

Thank you for your email.

Firstly I would like to clarify a misunderstanding in your Email below. You state:

we have been especially concerned to establish whether or not these tests are to be treated as exams. If they are,.....Thisshould surely come within your remit in the way exams do.

And later..

If your position is that we should offer them separate rooms, then we will expect from you the same provision of invigilators, rooms and equipment that we routinely get for exams.

The administration of exams and additional exam support arrangements has never been within the remit of the Disability Service. It has always been the responsibility of the Registry Exams section (although we do reimburse Schools for the cost of scribes for exams).

Our main responsibility in respect of exams is to make the recommendations for appropriate exam support (the 'reasonable adjustments') based on the evidence the student provides, but if these cannot be implemented for the VT for practicable reasons, such as you describe below, then the proposed practice you describe below of permitting students only to have the extra time recommended would seem reasonable.

We have spoken to your School previously and it has been agreed with all the Disability Advisers that a separate room/computer etc for a VT would only be recommended in exceptional circumstances, but please bear in mind that sometimes students do not always disclose that they are doing History of Art when they meet with us or they change subjects without informing us and therefore they may have these provisions on their MY Campus record for other subjects who do not assess by class tests.

There may always be a small minority of exceptional cases for whom a separate room is justifiable in a class test/ VT situation and in such cases, to protect the School from challenge or complaint, it's always better to speak directly to the student's disability adviser who will know the detail of the student's case and their needs (for example there may be additional confidential or sensitive information that would not be put onto MY Campus) .

The direct lines for the disability advisers are as follows: Claire Rattray ext 7606

Julie Summers ext2270

Doug Ross ext 2414 and myself ext 2280.

If you or any of your teaching team have concerns about any student's support needs for the forthcoming VT, please send us a list of names and we will confirm if there are any exceptional cases who do require support in addition to extra time for their VT.

I hope this clarifies our position.

Regards

Shona Robertson

Head of Disability Service Disability Service
65 Southpark Avenue University of Glasgow GLASGOW G12 8LE

[Tel:0141 330 5497](tel:01413305497)

0141 330 2280 direct line <http://www.gla.ac.uk/disability/>

Sent: 25 January 2017 13:18

To: Shona Robertson

Cc: Claire Rattray; Judy Barnicoat; Julie Summers; Nicholas Pearce; Deborah Lewer

Subject: History of Art visual tests

Importance: High

Dear Shona,

we have been seeking clarification for some time as to the correct procedure in relation to History of Art visual tests for students who have been identified as having special requirements.

The matter is once again urgent as we have a visual test for Level-2 coming up on Tuesday 31st January. We attempted to bypass this problem by running the L-2 VT in semester 1 online, but major technical issues which have not yet, as I understand it, been fixed forced us to revert to the older, in-class, format.

In previous correspondence we have been especially concerned to establish whether or not these tests are to be treated as exams. If they are, then numbers of students will require, as well as extra time, rooms away from the main venue for the test (Boyd Orr 407) and in some cases rooms without other students present. This places an intolerable strain on our resources and should surely come within your remit in the way exams do.

If visual tests in class conditions are not to be treated as exams then we cannot be obliged to offer anything more than extra time. Unless I hear anything to the contrary from you I will inform the relevant students that they are expected to sit Tuesday's test in the class hour (1-2) along with their peers. They will, of course, get any extra time to which they are entitled.

If your position is that we should offer them separate rooms, then we will expect from you the same provision of invigilators, rooms and equipment that we routinely get for exams.

I would be grateful for a speedy reply as we have to inform the students what they can expect as soon as possible and I do not wish to cause them additional anxiety on the verge of the VT.

allbest John

Dr John Richards, Level-1 Convenor, History of Art