

University of Glasgow

Academic Standards Committee – Friday 22 March 2019

**Periodic Subject Review: Updated Responses to
Recommendations Arising from the Review of the subject area of
Information Studies held on 7 February 2017**

Mrs Catherine Omand, Senate Office

Staff Student liaison Committee**Recommendation 3**

The Review Panel **recommends** that the Subject undertake a review of the operation of Staff Student Liaison Committee meetings, to ensure actions are clearly identified and progressed, and outcomes reported to students on-line, through Moodle/Facebook and the Student Voice [Section 3.4.1].

For the attention of: The Head of Subject

Response

One of the priorities of the School Learning & Teaching Plan includes 'acknowledging the student voice' and we intend to develop a formalised process relating to the dissemination of feedback arising out of SSLC discussions. Once this has been agreed, Learning & Teaching Administrators will be responsible for uploading SSLC minutes, outcomes, decisions and follow up actions on Student Voice.

Updated response - February 2019

Formal minutes of SSLC are now posted by the Learning & Teaching Administrators on subject Moodle sites and action points and issues arising throughout the year are now followed up in class and directly with Student Representatives. Conflicting advice has been received about the use of Student Voice in this respect and at present, within a subject area of our size, our current practices are considered effective.

Annual Monitoring**Recommendation 4**

The Panel recommends that the Subject continues to follow guidance available on the Senate Office website to ensure continuous monitoring and enhancement of provision, and identification of good practice through annual monitoring, in accordance with Senate Office guidance

(<http://www.gla.ac.uk/services/senateoffice/qea/annualmonitoring/#tabs-2>) [Section 4.1.4].

For the attention of: The Head of Subject

Response

The subject area's ability to interact fully with Annual Monitoring in order to meet our aspirations for continuous monitoring and enhancement of provision have been severely impacted by staffing issues in the last 4-5 years. We are delighted to report that additional resources have been made available to the subject area with a new lecturer in Museum Studies commencing in January 2018 and an advert for three new or replacement posts, including a Chair in Museum Studies and a SL and L in Archives/Digital Curation currently in

progress. These additional staffing resources will allow staff to re-focus their attentions on enhancement activities, some of which have been unable to be prioritised recently.

Updated response - February 2019

The subject has now established an UG meeting for annual monitoring and we are following the School's framework for annual monitoring as designed and overseen by the School's Quality Officer. The increase in staffing has mean that core staff are now able to ensure a robust AMR process, which was not feasible given the staffing resource and student numbers in previous years.

Study Abroad

Recommendation 5

The Review Panel **recommends** that the Subject continue to expand and promote Study Abroad opportunities to meet the University's strategic objective of 20% of students having an international experience by 2020, and ensure the accuracy of information available to students [Section 4.1.9].

For the attention of: The Head of Subject

Response

This is another area of enhancement activity that has been impacted by staffing issues within the Subject area. However, the recent and imminent arrival of new colleagues together with the Subject and Schools Learning & Teaching plan, will allow us to focus our attention of strategic priorities which will improve our students' learning experiences. A review of our current statistics is currently underway which will allow us to put in place plans with a view to incremental improvement in this area. We are also exploring innovative methods of achieving international targets, such as virtual placements with international museums or archives.

Updated response - February 2019

In terms of the accuracy of information available to students, additional staffing resource has allowed a more formal process to operate within the subject area with Honours convenor assuming responsibility for JYA students and overseeing the process from initial interest to the point of return at the end of JH year; there is also a College process for Grade conversion which IS follows to ensure parity. The benefit of additional staffing resource is just beginning to be realised in respect of the exploring virtual placements with international museums and archives and early discussions within our external networks have now begun with a view to developing this area in the near future.

Assessment and Feedback

Recommendation 6

The Review Panel **recommends** a review of current feedback procedures focusing particularly on the quality and consistency and timing of feedback, with a view to ensuring that students have appropriate feedback to help guide and inform their next assessment [Section 4.2.3].

For the attention of: The Head of Subject

Recommendation 7

The Review Panel **recommends** that the Subject liaise with the Dean of Learning and Teaching (College of Arts) to produce a feedback calendar, which should document

assessment and feedback activities for all programmes across a full session (2017-18) [Section 4.2.4].

For the attention of: The Head of Subject

For information: Dean of Learning & Teaching, College of Arts

Recommendation 8

The Review Panel **recommends** that the Subject adopt a strategic approach to feedback on assessment, with a view to increasing the amount of formative assessment compared to summative assessment, particularly for postgraduate taught students [Section 4.2.5].

For the attention of: The Head of Subject

Response to Recommendations 6, 7 and 8

These recommendations all highlight areas that were directly impacted by the staffing issues noted previously. Again, the impact of new appointments will allow a re-focus on the subject's feedback strategies and administration which will dovetail with the School's and Subject's Learning & Teaching Plans.

Via these plans, the School's Learning & Teaching Committee is charged with asking each subject to identify potential block upload assessments with a view to implementing this in 17/18; subjects have also been asked to develop assessment calendars at programme level (UG and PGT) which, in tandem with the new College of Arts Learning & Teaching Moodle which contains good practice guidelines on feedback activities and strategies across all subjects, are all intended to enhance our students' learning experience. Information Studies has implemented an assessment/feedback calendar at PGT level and this has had an impact on return times.

Updated Response – February 2019

A great deal of work has been done in order to augment our feedback processes, with the School's admin team taking a pro-active approach to improving our activities in this area. The PGT assessment and feedback calendar has been welcome by our students and together with the Head of Professional Services and other subject areas within the School, we are currently reviewing resources to prioritise development of this at UG level.

Staff Workload

Recommendation 11

The Review Panel **recommends** that the Head of Subject undertakes a review of workload management and adopts the College workload model to help plan work effectively and to bring about greater transparency for all staff (particularly early career) regarding roles and responsibilities [Section 4.3.3].

For the attention of: The Head of Subject

For information: The Head of School

Response

Again, this recommendation reflects the acute staffing issues faced by the subject area over the last 4-5 years; it is anticipated that current and imminent new appointments will allow full, more effective and transparent use of the current College workload model.

Updated Response - February 2019

Additional staffing investment over the last 12 months has greatly helped the management of workload issues within the Subject area; however, in terms of the adoption of the College Workload Model, we have been advised that the system is no longer being supported by the University and therefore cannot be used effectively across the Schools within the College of Arts. With that in mind, the Schools are currently working together to identify currently used local workload allocation systems in the anticipation that we can adopt one of these to meet the needs of all Arts and Humanities staff.

Engaging and Supporting Staff

Recommendation 12

The Review Panel **recommends** that the Head of Subject engage with early career staff to ensure the provision of appropriate guidance and support in relation to the Early Career Development Programme. [Section 4.4.6].

For the attention of: The Head of Subject

Response

The Head of Subject currently meets with all early career staff with advice and guidance pertaining to ECDP; the Head of School also cover ECDP in induction meetings for new starts. However, how ECDP advice and guidance is provided centrally to new colleagues is a major issue for the subject, School and College and discussions are ongoing with the PPR team regarding accuracy and consistency of advice and information which is available via the PPR website. New starts have repeatedly encountered conflicting messages relating to ECDP and it is felt that there is limited progress the Head of Subject can make with this recommendation in the absence of strategic input from the Director of Pay and Performance.

Updated response – February 2019

Following on from the ASC meeting in March 18 the subject area was asked to liaise with PPR to clarify the issues involved.

This liaison did not immediately take place as, in the interim, a senior colleague, in their role as ECDP champion for the College has worked closely with the PPR team and other HR colleagues to resolve much of the confusion that existed a year ago to support EC staff across the College (not specifically because of IS issues noted in the response).