

**University of Glasgow**

**Academic Standards Committee – Friday 22 November 2019**

**Responses to the Recommendations arising from the Periodic  
Subject Review of the School of Modern Languages & Cultures  
held on 3 May 2018**

*Staff support*

**Recommendation 8**

The Review Panel recommends that the University develops guidance on the promotion pathways to enable Grade 6 teaching staff to progress their careers. In addition, the School should consider whether other reported barriers to promotion are a matter of workload or are more systemic, requiring change in the School's structures or approaches. [paragraph 7.4.1-2]

**For the attention of: Convener of Recognising Excellence in Teaching Working  
Group/ Head of School**

**For information: Director of Human Resources**

***Response: Convener of Recognising Excellence in Teaching Working Group***

The promotions guidance for staff on the Learning, Teaching and Scholarship track now includes the following guidance in relation to Grade 6 staff. I believe that this addresses the recommendation raised in the review.

“Grade 6

Appointments to grade 6 on the LTS track are very often to GTA positions, typically part-time positions with limited duties relating to learning and teaching. There are, however, some instances where this is not the case and a member of staff may have a full-time or part-time role that is closer to a lectureship in terms of the range of duties undertaken. Staff on Grade 6 appointments will have a job description that sets out those responsibilities within the context of their Unit (Subject / School). There are no Grade 6 promotion criteria on the HR web pages because roles at this grade are much more varied than roles on a Grade 7 lecturer position and because it is unlikely that there would be someone on an LTS track who would be on a Grade 5 appointment and looking to progress to Grade 6. For staff who are on Grade 6 LTS and looking to be promoted to grade 7 LTS, the consideration is not what duties are undertaken at Grade 6, but rather, whether an applicant can demonstrate that they meet the criteria for Grade 7. The promotions criteria are simply that, criteria for promotion, not role descriptors. The emphasis within the Grade 7 profile is on Learning and Teaching Practice (as aligned to Descriptor 1 of the UKPSF) and as someone progresses within that Grade, they will then work towards evidencing achievements appropriate to the criteria associated with Grade 8 and aligned to Descriptor 2 of the UKPSF”

***Response: Head of School***

In response to this recommendation the Head of College HR and the Dean of Learning and Teaching ran the first LTS-specific workshop to clarify promotions criteria for Grade 6 teaching staff, an event we aim to continue on an annual basis. Support in career development has also arisen as an area for action as part of the School's Athena Swan Bronze application. In order to assess the suitability of promotions-related sessions and support for the promotion process, an anonymous questionnaire is proposed. In working to integrate EAS into SMLC and establishing it as an academic unit (7.4.1), all EAS LTS staff continue to have 10%

allocated in their workload to scholarship. There has been a regular programme of Scholarship-related workshops within EAS and staff are now also directed to the enhanced provision of LEADS in this area.

In relation to workload (7.4.2), EAS and the wider School Executive are in the process of discussing how to ensure an equitable workload and parity of esteem between all LTS staff in the School (i.e. EAS staff and those teaching other modern foreign languages). This includes how to overcome the challenges of the current requirement for EAS LTS staff to teach on a year-round basis (EAS teaching runs over 38 weeks).

#### **Updated Response November 2019: Head of School**

The recent policy change in the University LTS promotion criteria last year has enabled our EAS Grade 6 teaching staff to better progress in their academic careers. As a consequence of this new policy, SMLC had two successful LTS EAS promotion cases from level 6 to level 7 last year.

After attending the LTS promotion workshop and having discussed the matter as part of P&DR, two more EAS level 6 colleagues have expressed their intention to apply for promotion this year. The new structures outlined in our original response will support them through this process, in confirmation of the consolidation of a more developed EAS promotion pathway."

#### **Recommendation 10**

The Review Panel recommends that Performance, Pay & Reward within Corporate Human Resources and the Learning Enhancement and Academic Development Service (LEADS), working through the ECDP governance system, should continue to review appropriate recognition and discount mechanisms for the PGCAP, recognising that these have been recently (2018) substantially revised. [paragraph 7.4.6-7]

**For the attention of: Ms L Cummings, Director of Pay and Reward, Human Resources and Dr M Williamson, Director of Learning Enhancement & Academic Development Service**

**For Information: Professor M Pittock, Director of ECDP Programme**

#### **Response:**

Please see Early Career Development Programme Policy and Procedure attached at Appendix 1

#### **Updated Response November 2019: Director of Pay and Reward**

The Onboarding Team in Recruitment are advised via the Interview Recommendation Form, the appointing panel decision with respect to either full or partial exemption from PgCAP for a new member of staff. LEADS will thereafter be able to report more fully on those cases where exemptions and/or partial exemptions are sought on the basis of the following criteria:

1. *You may have completed a PGCAP (or equivalent) elsewhere or you may already have UKPSF D2 recognition (e.g. you are a Fellow of the HEA). In this case you may be exempt from the requirement to complete PGCAP provided you have your certificates (and relevant programme information).*
2. *You may have completed part of PGCAP (or equivalent) elsewhere. In this case we may be able to facilitate a credit transfer (formally called Accreditation of Prior Certificated Learning, or APCL). This may result in you having to complete part of PGCAP, as opposed to the whole programme.*

- 3. You may have substantial experience in teaching and supporting learning at university level to a level approaching the grade 9 promotion criteria. Although LEADS do not assess you against promotions criteria, it may be that your experience can be recognised through 'Accreditation or Prior Experiential Learning' (APEL). This could involve writing an experiential claim against certain courses on PGCAP for the associated credits or may involve gaining professional recognition. In any case, a process for recognising substantial experience exists.*