

University of Glasgow

Academic Standards Committee: 5 October 2018

Periodic Subject Review: Response to Recommendation 1 Arising from the Report of the Review of Music held on 13 and 14 February 2018

GTA Support

Recommendation 1

The Panel highlighted that GTAs should not be acting as second markers who simply agree with first markers and should be supported in this role. The Panel **recommends** that this should be addressed immediately. [Paragraph 4.3.12]

The Panel **recommends** that the School and Subject undertake GTA training which should include: clarity of role and responsibilities, office hours and time expected to prepare, teach and mark. This should include a breakdown of rate of pay. Training should include clarification of the Code of Assessment, and what level of feedback should be provided. [Paragraph 4.3.12]

The Panel **recommends** that the Subject provides regular meetings between staff and GTAs to discuss lecture and seminar material and; assessment and feedback and marking to provide support and ensure consistency; particularly in light of the complexity of Music and that the GTAs are paid for their time at these meetings. [Paragraph 4.3.12]

**For the attention of: Head of School and Head of Subject
For Information: LEADS**

Response:

It is very concerning to hear that GTAs reported feeling a lack of empowerment in marking. We are confident that in some courses at least, coordinators already do liaise very closely with GTAs to provide guidance and support ahead of marking, for example carrying out calibration exercises, offering advice on aligning written comments with generic descriptors, and emphasising the importance of providing constructive feedback. But in the coming year will ensure that the guidance described above is applied across the board.

For the coming year we will have the following support mechanisms in place:

- The School is publishing a Handbook that will explain to GTAs processes for claiming pay. This will be circulated to GTAs throughout the School of CCA at the start of semester 1.
- We have uploaded HR's guidance document for GTAs to our Teaching Associate Forum Moodle page and will flag it to GTAs at their induction.
https://www.gla.ac.uk/media/media_598400_en.pdf
- Music will update its GTA Handbook and will endeavour to maximise the visibility of this document on Moodle. Issues covered include assessment and feedback, including an outline of their role in this, with an emphasis on a culture of

empowerment and professional development. This will include clarification of what we expect from our GTAs as well as what they can expect from us (e.g. respect for their point of view, clear reasoning around the application of marking criteria).

- Music will provide an induction meeting as part of our Teaching Associate Forum led by Dr. Drew Hammond at the start of semester 1 that will provide training on the Code of Assessment, and guidance on principles of feedback.
- Each course coordinator will provide briefing sessions for their GTAs throughout the year on the content of the course as well as detailed support with marking (GTAs will be paid for attending these briefing sessions). As part of this training we will engage with marking calibration exercises ahead of marking an assessment topic.
- We will also create a guidance document for members of staff outlining their responsibilities to GTAs.
- A GTA rep will be invited to attend selected staff meetings, for which attendance will be paid.
- Each GTA will be assigned a mentor (normally the course coordinator) who will carry out a teaching observation during the year.
- As a means to help our GTAs feel more empowered and informed about marking, as well as informing the students they teach, GTAs in for our first year course Listening in Culture will spend the final session discussing key aspects of the Code of Assessment, including the 22-point scale.