

UNIVERSITY OF GLASGOW  
FACULTY OF EDUCATION  
DPTLA REVIEW OF ITE - ACTION PLAN

ACTION REF	COMMENT	ACTION REQUIRED/TAKEN	TIMESCALE	RESPONSIBILITY
<b>1. Recommended actions prior to the accreditation visit of the GTCS</b>				
1.1	Documentation provided for the accreditation visit by the GTCS should contain a variety of examples of formative assessment. <i>(Paragraph C3.1)</i>	<ol style="list-style-type: none"> <li>1. Assoc Dean ITE to ask Subject leaders for evidence of formative assessment and provide reference to documentation where this appears</li> <li>2. QA Administrator to cross reference</li> </ol>	<p>Returns by mid-March</p> <p>Completed by end March</p>	<p>Oversight Assoc Dean ITE Programme Leaders Teaching teams</p> <p>QA Administrator</p>
1.2	A flow chart should be produced illustrating the mechanisms for reviewing programmes and taking account of the recommendations of External Examiners and that the Faculty should satisfy itself that the mechanisms were effective <i>(Paragraph D.1)</i> .	<ol style="list-style-type: none"> <li>1. Meeting of Deputy Dean, Associate Dean ITE and QA Administrator</li> <li>2. Redraft Flow Chart</li> </ol>	<p>Early March</p> <p>Mid March</p> <p>Completed</p>	<p>Deputy Dean Associate Dean ITE</p> <p>QA Administrator</p>
1.3	The structure and content of ACMR forms should be reviewed as a matter of urgency to ensure that the forms were standardised and met the requirements of the Faculty with regard to monitoring progress, standards and such matters as retention <i>(Paragraph E1)</i>	<ol style="list-style-type: none"> <li>1. Deputy Dean to convene short life working group with Associate Dean ITE, DQAOs and Programme Leaders.</li> <li>2. Proposed changes to teaching teams and Undergraduate Studies Committee</li> <li>3. Final format agreed for implementation next academic session</li> </ol>	<p>Early March</p> <p>April Meeting</p> <p>May 05 Completed</p>	<p>Deputy Dean</p> <p>Associate Dean ITE</p> <p>Associate Dean ITE</p> <p>Undergraduate Studies Group</p>

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1.4	The content of handbooks and course documentation should be reviewed to avoid repetition, inconsistencies and contradictions and greater use should be made of electronic systems for disseminating information including links to University policies and procedures on Senate Office websites ( <i>Paragraph C6.1.2</i> )	<ol style="list-style-type: none"> <li>1. Short term Working group convened to agree template for handbooks/course documentation</li> <li>2. Core Handbooks reproduced in agreed style</li> </ol>	Completed	<p>Assoc Dean ITE Programmes Leaders, QA Administrator</p> <p>QA Administrator /Faculty Office</p>
1.5	The Associate Dean should discuss with the Planning Office the specific requirements of the ITE departments and how the Performance Indicators might better reflect these ( <i>Paragraph D.2</i> ).	Associate Dean ITE to contact planning office to discuss presentation and access to performance indicator material	To be completed during session 05/06	Assoc Dean ITE
1.6	Immediate action should be taken to obtain accurate data on retention ( <i>Paragraph C5.7</i> ).	<ol style="list-style-type: none"> <li>1. Download data from management information system</li> <li>2. Analyse Data and submit to programme leaders</li> </ol>	Completed	Assoc Dean ITE QA Administrator
1.7	A strategy should be developed for attracting more applications from ethnic minorities and male applicants particularly to Primary Education programmes ( <i>Paragraph C5.2</i> )	Long term aim requiring consultation with GTC(S) and other Educational Faculties and University Careers Service	Ongoing with professional association and other Faculties	Assoc Dean ITE

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1.8	Documentation provided for the accreditation visit by the GTCS should contain information concerning the viva as a method of assessment ( <i>Paragraph C3.4</i> ).	Update existing documentation for inclusion in material for GTC(S)	Completed	Assoc Dean ITE BEd Programme Leader
<b>2. Recommended actions in support of staff in the ITE Departments</b>				
2.1	Workload models should be applied in each ITE Department to ensure that the research time of Lecturers and Senior Lecturers was protected and that adequate opportunity to pursue scholarship was provided to University Teachers and University Senior Teachers. ( <i>Paragraph C6.2.2</i> )	Extensive work on a pilot workload model (after work to be part of an "Art-side" model proved abortive) is well advanced - and includes the requirements indicated here. This will be rolled out to the three departments involved in ITE to further test the pilot for full implementation in session 2005/06	Ongoing	Dean
2.2	The managerial role of the Associate Dean should be reinforced, the effectiveness of the new managerial structure for ITE should be monitored and the respective roles of the Programme Leaders and Heads of ITE Departments reviewed to ensure that they were complementary and not conflicting ( <i>Paragraph C6.1.1</i> ).	After a number of new appointments developments are moving forward. It has been agreed. by FMG that the Associate Dean ITE will assume full strategic and operational responsibility for the good order and development of ITE. He/she will report to the Dean. Structured meetings between Associate Dean ITE and HoDs have been established as have meetings		Dean

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		with programme leaders, Associate Dean ITE and HoDs		
2.3	Members of the Faculty should further develop the concept of scholarship as it applied to educational studies. <i>Paragraph C6.2.1)</i>	This is ongoing and there are good examples of best practice where staff have been supported in (a) Conference attendance and (b) offered time to develop their own scholarship base so as to enhance their teaching	Ongoing	Dean
2.4	Mentors should shift from ad hoc arrangements and adopt a more structured and formal approach to mentoring Probationary Staff. ( <i>Paragraph C6.2.4).</i>	More structured programme for mentoring of probationary ITE staff to be provided by Associate Dean (ITE) and programme leaders on an annual basis. HoDs to ensure attendance by probationary staff	Formalise during session 05/06	Dean Associate Dean ITE Programme Leaders
2.5	Information should be provided to relevant staff in the Faculty concerning the possibility of reducing the standard probationary period if the agreed objectives were achieved earlier ( <i>Paragraph C6.2.3).</i>	Dean to have discussions with HoD of TLS to agree a framework, if possible. This has not yet been completed but will be carried out in the coming term.	Ongoing	Dean
2.6	The Faculty should foster close working relationships with subject departments particularly in the Faculties of Science to the mutual benefit of the wider University and the Faculty ( <i>Paragraph C6.2.8).</i>	Discussions, having already focused on Science, Mathematics, English Language and Modern Languages (possibly) to be further advanced - though progress is proving slow. Nevertheless, we have of late initiated new discussions with the Vice Principal in Sciences. Plans are also in	Ongoing	Dean

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		<p>place to enhance science education more generally. The advent of the 2<sup>nd</sup> Stage Revision of ITE may offer new opportunities.</p> <p>Foster links through VP Learning and Teaching Associate Deans Group</p>		
2.7	The ITE departments should adopt a more assertive role in the development of innovative teaching methods throughout the University community ( <i>Paragraph F1</i> )	Presence on Associate Dean's working group	Ongoing	Dean
2.8	The Faculty should discuss with the University Safety Officer and Estates and Buildings the provision of better display facilities and thereby reflect the environment of a teaching institution. ( <i>Paragraph C6.2.10</i> ).	Discuss with Faculty Fire wardens and Health and Safety Officer	Negotiations ongoing	Assoc Dean ITE
2.9	The current provision of administrative support for the ITE programmes should be carefully monitored in the light of changing requirements particularly in terms of numbers of students.	Review of Office Structure	Initial plans drawn up. Proposed implementation Jan 06	Assoc Dean ITE Undergraduate Studies Committee
<b>3. Recommended actions in support of students on the ITE programmes:</b>				

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3.1	The Faculty of Education, in collaboration with the other Scottish Universities providing ITE programmes, perhaps under the auspices of the Scottish Teacher Education Committee, should develop a Memorandum of Understanding with Partnership Schools as a matter of urgency. Consideration should also be given to granting Honorary University appointments to key individuals in Partnership Schools as a means of formalising the relationship with the University ( <i>Paragraph C5.4</i> )	In view of approach already made by Dean to Scottish Education Deans/Heads and also current main focus of discussions with LAs on placement as a priority, this issue will be part of a wider 'partnership' agenda with LAs/schools for future implementation	Long term priority for discussion with STEC and ADES	Dean
3.2	Arrangements should be put in place to ensure that a student representative for every year of each programme was appointed and the names of the representative provided on the website. Student representation on the new Undergraduate Committee should be determined and meetings of Staff/Student Liaison Committees for each programme should be arranged as a matter of urgency. In future the first meeting of the Committees should take place within the first 8 weeks ( <i>Paragraph E5</i> ).	Student Reps for Programme Committees to be identified via professional studies tutor groups by November.	Completed	QA Administrator Programme Leaders  Undergraduate Studies Committee

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3.3	Electronic notice boards including those which were web-based such as Moodle should be introduced as a matter of urgency ( <i>Paragraph C5.3</i> ).	Underway	Completed	Assoc Dean ITE  Programme Leaders
3.4	A Code of Professional Conduct and Fitness to Practise should be developed and arrangements made for all students on ITE programmes to be provided with a copy of the Code ( <i>Paragraph F4</i> ).	Progress hampered by long-term absence of Faculty Secretary, however initial discussions have taken place at Undergraduate Studies and ITE programme leaders away day. A working paper is being formulated for discussion and finalisation at earlier possible opportunity	Ongoing	Faculty Secretary Assoc Dean ITE
3.5	A standard core within feedback forms should be devised for the evaluation of the student learning experience on all ITE programmes. Analysis of the data and recommendations arising from the analysis should be a standard agenda item on the new Undergraduate Committee ( <i>Paragraph E4</i> ).	Working towards standard elements of feedback forms but subject/programme specific information also required.	Ongoing	Educational Studies / Curriculum Studies QA Officers

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<b>3.6</b>	The three ITE Departments should engage together more systematically to share experience and to identify areas of good practice in the process of preparing students for school experience ( <i>Paragraph C4.1</i> ).	The revised procedures for APMR will partially address this.  Opportunities for attendance at departmental teaching and learning seminars  Common induction sessions for new staff	Ongoing	Assoc Dean ITE
<b>3.7</b>	Specific guidance concerning the appropriate proportion of time allocated to each of observation, supported practice and unsupported practice should be given to Partnership Schools and students prior to the first placement ( <i>Paragraph C5.5</i> )	Programme leaders to highlight prior to first placement. Information to be placed in School Experience Remits	Complete	Assoc Dean ITE
<b>3.8</b>	Where a programme offered options as distinct from a totally prescribed curriculum, a process should be put in place to ensure that students had appropriate advice prior to the beginning of the session ( <i>Paragraph C4.5</i> )	All students on the MA meet both the Programme Leader and the Adviser of Studies before the start of their teaching year in order to make and confirm their choices.	Ongoing	Assoc Dean ITE  MA in R&PE Programme Leader
<b>3.9</b>	The Faculty should highlight the benefit of Student Learning Service workshops for all students in the Faculty and should work	Effective Learning Advisor attending all induction days for students.		Assoc Dean ITE



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	further with the Student Learning Service to develop further this support of learning. ( <i>Paragraph F2</i> ).	Reference to service and workshops in handbooks and via moodle	Complete	
3.10	Mechanisms should be developed to share good practice in the development of IT skills across subject specialties and across departments ( <i>Paragraph C4.2</i> ).	A series of Staff Seminars have been offered across the Faculty looking at the development of moodle. Staff are increasingly making use of this facility. A seminar has also been offered by staff involved illustrating the use of open and on-line assessment	Ongoing	Dean
3.11	The Joint Course Management Committee for the BEd (Music) should be asked to review the timetable of assignments and examinations to ensure compatibility. ( <i>Paragraph C3.6</i> ).	The timetable has been reviewed and a more even spread has been created. A comprehensive calendar of assessment is being produced.	Complete	Deputy Dean
3.12	Work currently underway to co-ordinate skills training provided by the Faculty and by Cardonald College should be continued ( <i>Paragraph C4.4</i> ).	Continue with skills training co-ordination	Ongoing	Assoc Dean ITE
3.13	The Faculty should pursue the provision of space for modelling either in the St Andrews Building or on the Gilmorehill Campus. ( <i>Paragraph C6.2.11</i> )	One of a number of additional space demands in a full St Andrew's Building. Discussions with Estates and Buildings over possible development are in process. However the absence	Summer 2005	Dean Assoc Dean ITE

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		of a minor works budget in 05/06 makes this, at the moment, impossible		
<b>4. Recommended actions for the maintenance and enhancement of standards of awards on the ITE programmes:</b>				
4.1	The current Postgraduate Certificate in Education (Primary) and Postgraduate Certificate in Education (Secondary) should be offered as Graduate Diplomas at Level 9 of the SCQF and the title "Professional Graduate Diploma in Education" should be used consistently in material produced by the Faculty ( <i>Paragraph C1.2</i> )	Revised programmes have been accredited by GTCS and approved by ARC	Complete	Assoc Dean ITE Programme Leaders
4.2	The Intended Learning Outcomes for the PGCE (Primary) and PGCE (Secondary) programmes should be reviewed in order to ensure that the revised programmes were consistent with Level 10 of the SCQF ( <i>Paragraph C2.2</i> )	As 4.1	Complete	Deputy Dean Assoc Dean ITE
4.3	The Faculty should work in consultation with other Faculties responsible for vocational training to share good practice in teaching professional skills and competencies ( <i>Paragraph C2.1</i> ).	Ongoing		Dean

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4.4	Programme Specifications should be provided electronically to students and Partnership Schools to ensure more effective dissemination. ( <i>Paragraph C1.4</i> )	All programme specifications have been approved by the Undergraduate Studies Committee and will be made available on the partnership website.	Ongoing	Dean
4.5 <i>[Previously 1.9]</i>	The six month report to the ARC which follows a Departmental Review, should confirm that the review of the Certificate in Religious Education by Distance Learning was complete and that an External Examiner had been appointed	Departmental review involves a complete rewrite of the course to include on-line provision and will take over a year to complete. The six month report to the ARC will provide a progress report towards the completion of the review. A new external examiner recently appointed to PGDE(S) in R.E. has also been invited to undertake this responsibility	Ongoing	Dean
<b>5. Recommends actions for the enhancement of assessment procedures of the ITE programmes:</b>				
5.1	External Examiners should be invited to attend all meetings of the Board(s) of Examiners which in some instances might be departmentally based (eg courses provided exclusively by Professional Studies or Curriculum Studies or Religious Education) and in other instances would be programme based. Where the whole programme was being assessed such as for	Revised procedures were agreed at the Undergraduate Studies Meeting on 19/01. ref EDUS/2004/17	Complete	Deputy Dean Assoc Dean ITE

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	classification of Honours, all External Examiners involved in the final assessment should be invited ( <i>Paragraph E2</i> ).			
5.2	The Faculty should consult other Faculties responsible for vocational training to determine whether the problems experienced with the application of Schedules A and B was common to all. ( <i>Paragraph C3.7</i> )	The patterns and disposition of school placements is currently under discussion as a result of the substantial growth in ITE numbers. When a clearer picture emerges we will be in a position to have further discussion with other Faculties.	Ongoing	Dean
5.3	An integrated approach to assessment for the ITE programmes should be developed and the number of individual departmental assignments reduced ( <i>Paragraph C3.3</i> )	This will be reviewed over session 05/06		Deputy Dean Assoc Dean ITE
5.4	The forms of assessment applied in the MA programme should be scrutinised as part of the review of that programme currently being carried out. ( <i>Paragraph C3.5</i> ).	See Action Ref 4.5		Assoc Dean ITE MA in R&PE Course Leader
5.5	As in other professional Faculties discretion should be exercised by the Senate Office in the application of the criteria for the	Dean to overview procedures for appointment of external examiners to <u>professional areas</u> - to monitor	March to December 2005	Dean

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	appointment of External Examiners in recognition of the distinctive character of professional programmes such as ITE ( <i>Paragraph E3</i> ).	implementation of this. This will include an annual monitoring report on the balance of appointments between professional competence and academic demands.		