

**University of Glasgow**

**Academic Standards Committee - Friday 5 October 2012**

**Actions Arising from College Annual Monitoring Summaries  
(Session 2010-11)**

**Ms H Butcher, Clerk to the Committee**

Issues requiring attention were extracted from the College Annual Monitoring Summaries (CAMS) and circulated to the relevant areas. In all cases a response has been provided and these are provided in sections A1 – D10 below. The grey shaded text shows the original issue for which a response was sought. A generic response was sent from Estates & Buildings and is therefore provided in Appendix 1 rather than in each of the individual College sections.

**College of Arts**

*A1 Head of the College of Arts*

**Inadequate GTA budgets** (SOH, SCS, SCCA). Inadequate GTA budgets are, as one SAMS said, “a universal and serious concern”, which Subjects genuinely feel “threatens the continuation of tutorials, small group language teaching, and practical and lab-based sessions”. Use of GTAs relieves pressure on staff, is good for postgraduates, and is good for undergraduates who benefit from more small group teaching and (it’s reported) tend to rate GTAs highly. SCS request, moreover, that GTA budgetary control be located at Subject level.

GTAs play a very important role in the teaching provision we offer across the College, and the teaching experience they gain is a valuable part of their own career development. Funding for GTAs is provided by the College and allocated by Schools. In 2010, a new GTA funding model was agreed by all subjects based on non-Honours FTE, not historic allocations. This remains under review. In 2012, GTA funding will be increased by 11%, and the Graduate School is currently working to ensure that as many PGR students as possible have the opportunity to undertake GTA work.

**Support staff numbers and location** (SCS, SOH). As reported last session, there clearly is extensive and deep concern about both the reduction and centralisation of Subject-dedicated support staff, changes which the Arts L&T Dean describes as “among the most difficult aspects of restructuring”. SAMS (at both UG and PGT level) express concerns that this reduction and centralisation will have a detrimental effect on support staff’s workloads and email loads (given centralisation), academic staff’s administrative loads, the efficient administration of courses, the working relationship between support staff and academic staff, accuracy in processing assessment, and the student experience.

At College and School level, we are currently in a period of substantial change in the administrative support of learning and teaching. Not only the shift towards School-based administration, but also the introduction of MyCampus in 2011-12, have triggered ongoing reconsideration of how students and staff can best be supported. The College has invested in creating additional MPA roles in areas where there was particular need, with 2 MPA posts in Humanities and a Graduate School Administrator role authorized in 2011-12. Anxieties about an immediate fall in NSS scores were not borne out: 86% of Arts survey participants in 2011 agreed with statement 15, 'The course is well organised and is running smoothly', which is perhaps the single statement with the closest

relationship to the work of L&T administrators. The equivalent figure in 2010 was 82%. However, NSS scores, together with SSLC minutes and other feedback, will continue to be carefully considered in this and coming sessions. Schools Execs will keep a close eye on the effectiveness of support for learning and teaching and will make cases for increased administrative support where necessary.

**Staffing levels** (SMLC, SCS). Staffing levels remain a source of widespread concern. Theology and Religious Studies (SCS) requests (i) clarification regarding financial support for their Subject and (ii) discussion at College level about their Honours provision. SMLC's concerns about low staffing levels and their effect are reported above (§3.2.1). And Theatre Studies (SCCA) propose an increase in their staff. Such concerns are shared by many other Subjects.

Staffing levels are a matter for CMG discussion and an investment programme for 2012 has been agreed: CMG priorities (University 2020 priority areas, SMLC, equalization of SSRs) are a matter of record. Appointments to new and replacement posts have been made in 2011-12 in a range of areas. The Dean for Learning & Teaching is very happy to discuss TRS Honours provision with the subject area teaching team and/or School Exec, and to bring an item on TRS Honours to the College's Learning & Teaching Committee if requested.

**The Status of Subjects in Arts** (SCS). At both UG and PGT level, SAMS make the point that, however interdisciplinary the approach, UG and PGT programmes are typically Subject rather than School or College concerns, at least in Arts. At UG level, this is reflected in the fact that SSLCs remain located primarily at Subject, not School, level. At PGT level, the point is forcefully made in the SCS' SAMS, which urges consideration of "the detrimental effect in terms of recruitment and quality assurance of eliminating the core role of Subjects in delivering academic excellence". English Literature and Scottish Literature also complain about poor communication between College and Subjects, e.g. lack of clarity as to who is responsible at School and Subject level for providing dedicated administrative support for PGT programmes.

(Moreover, Scottish Literature (SCS) complains (i) about external interference in their exam arrangements, student mobility, international exchanges, and dissertation provision, and (ii) that official requests to consider the problems these changes have caused have been ignored. SCS's SQO reports that similar frustration is wider spread. It is of course crucial that the introduction of Schools in the new structure not **impair communication with Subjects and the serious consideration of their concerns**. SCS's SQO is puzzled by Scottish Literature's point about dissertation provision, however, which she thinks relates to Scottish Literature making their dissertation compulsory even for joint hon students, which they have been asked to stop on pain of reducing student choice.)

There is no attempt to 'eliminat[e] the core role of Subjects in delivering academic excellence' in learning and teaching. The Deans for Learning & Teaching and for Postgraduates, together with other colleagues, have been encouraging subject areas to collaborate where appropriate by sharing courses or developing new, inter- or multi-disciplinary courses, in order to refresh and update curricula, to make efficiency savings, or to offer innovative teaching which reflects interdisciplinary developments in research. But the overwhelming majority of UG courses in Arts continue to be provided by single subject areas. Subject areas decide the form, content, and assessment regimes for the courses they offer, within the University's regulations.

On SSLCs, it should be noted that in line with the SRC's Code of Practice on Student Representation, Schools which do not already have UG SSLCs will be asked to

introduce them in 2012-13. Schools may well, however, wish to continue to operate SSLCs at subject area level as well.

Good communication between subject areas, School and College is of course very important. School L&T convenors play a crucial role in reporting policy, practice and development ideas to subject areas and to College. In 2012-13 the College will extensively develop its Learning and Teaching webpages, and at University level it is intended to institute a single Learning and Teaching web portal providing, so far as possible, a one-stop resource for information on policy and practice. A list of administrative remits among College Office staff is available at <http://www.gla.ac.uk/colleges/arts/staff/contactsinternal/>. Some of the Schools provide similarly detailed information on their webpages (e.g. <http://www.gla.ac.uk/schools/humanities/studentstaff/>).

**Maternity cover (SMLC).** Adequate cover for staff on maternity leave must be provided.

Heads of School are responsible for ensuring that their Schools comply with University policy on maternity leave.

**Threshold for PGT courses.** SOH suggest that the threshold of six students for PGT courses is not appropriate for 10 credit courses, which can be viable with as few as three students.

The threshold of 6 is an indicative benchmark for the College, and is lower than that generally obtaining elsewhere in the University. All courses will actually be costed on an annual basis, so it is possible to see what is viable and what is not.

**Conference support (SCS).** Theology and Religious Studies request more support for staff wanting to attend and participate in conferences. They point out that this can contribute to postgraduate recruitment.

This is a matter for School management; it is also possible to apply for conference support through the Strategic Research Support Fund, which has three rounds annually at College level.

**Interdisciplinary courses (SCS).** TRS ask the College to encourage “workshops to create more interdisciplinary honours options”.

The L & T Dean will be very happy to take this suggestion forward in 2012-13.

**PGT Social and Study Spaces.** English Literature complain about the lack of such spaces in Arts.

A new PG social space is due to open in Semester 1 of next academic year. Discussions are taking place with the library concerning PG dedicated study space.

### *A2 Dean of Learning & Teaching*

**Moodle.** Theology and Religious Studies (Levels 1 and 2) worries that Moodle is reducing student attendance and participation.

Subject areas, and indeed, individual course convenors, will need to continue to monitor how their use of Moodle or other technology affects student attendance and attainment. The effects of Moodle use vary considerably across the University. Some colleagues report finding that if Moodle is used to provide complementary, rather than duplicated,

resources, students continue to attend lectures and seminars in undiminished numbers. Alice as L & T Dean would be very happy to coordinate a workshop with colleagues in the Learning and Technology Unit on using Moodle to maximise student participation.

**Student writing support (SCS).** Scottish Literature suggests (i) better publicity for such student support services as writing workshops, especially for new students, and (ii) making College writing tests compulsory.

From 2012-13, the Academic Writing Skills Programme, which provided both the online diagnostic exercises and the writing workshops for new students, is being run by the new Writing Centre, part of the Student Learning Service. This centralisation of the AWSP will enable it to be expanded to other areas of the University and to take advantage of central services' provision, including in terms of publicity.

**40 Credit joint honours dissertation supervised across both subjects (SCCA).** Film Studies says this is impossible for want of a course code. It suggests the College put a "generic [such] course on the books".

Work on developing possibilities for interdisciplinary dissertations spanning, and counting towards, both subjects in a Joint Honours programme is already underway. The Supplementary Undergraduate Regulations have been altered this year to remove one of the apparent obstacles; other administrative issues remain, and have been raised a number of times at the College Learning and Teaching Committee in 2011-12. The L & T Dean hopes that during 2012-13 we will be able to clear the way for smooth operation of such dissertations.

**Examination software and support (SCS).** English Literature experienced several technical difficulties when using multiple choice software to evaluate a student exercise (Level 2B).

The College IT Services team, or the Learning and Technology Unit will be able to advise.

### *A3 Head of the Registry*

Examination arrangements. SCS request the University to (i) avoid splitting exams across multiple venues, (ii) ensure exam venues meet health and safety standards, (iii) avoid scheduling exams on bank holidays (or provide janitorial assistance for transporting scripts from exam halls even on bank holidays), (iv) avoid locating exams in the vicinity of noise, (v) instruct invigilators not to distract candidates, and (vi) issue the exam timetable earlier. (This reflects numerous exam difficulties which English Language reports: problems arising out of the splitting of an exam across three venues, "unbearably hot" exam halls, the holding of one exam near a wedding and another on a bank holiday, and invigilators repeatedly leaving and re-entering the exam hall.

- (i) Care is taken to try and avoid splitting exams across multiple venues where possible. This is not always practicable such as where exams are too large to fit in any one venue. Combining the Hunter Halls our largest single exam space can seat 400 exam candidates and we now have a considerable number of exams that are larger than this. Due to the complication of the timetable, the avoidance of timetabling clashes and the constraints of the available rooms, this can mean that smaller exams also need to be split across venues in order to fit with available rooms.
- (ii) All of the exam venues we use are provided by Central Room Bookings (CRB) and should meet the required health and safety standards. Where issues are highlighted

to us we report these to CRB and Estates and Buildings for investigation. The issue highlighted with some St Andrew's Building rooms was reported to Estates and Buildings and we have deliberately tried to avoid using these rooms where possible

- (iii) We do not usually have exams on bank holidays and the particular example in question arose when a new bank holiday was added at short notice which would reduce the available exam period. We aim to avoid timetabling exams on bank holidays in the future.
- (iv) Again, exams are located in accommodation provided by CRB and they in turn know that exams are taking place in these venues. Maintenance and the need for the University to bring in income from weddings and functions can sometimes mean there are occasional noise interruptions. Music practice and rehearsals in the Concert Hall can also mean noise in the vicinity of exams. CRB and Registry try hard to avoid noise interruption and when it does happen, to stop it quickly. The fact that University accommodation is multi-functional means that noise cannot be completely eradicated from around the venues.
- (v) Point (v) was missing from the provided list.
- (vi) Invigilators are instructed to minimize any level of distraction or interruption to students and the guidelines are regularly updated and emphasised. It would be useful for Schools to raise any such issues at the time in order to correct them quickly and we can certainly remind invigilators of this point.
- (vii) We would also be keen to issue the timetable earlier and this would be possible if all Schools responded to the deadlines issued for feedback both at the data check stage and at the provisional timetable stage. Unfortunately some areas do not respond in full and/or decide they wish changes at the very last minute. This has the effect of delaying the timetable for everyone. Students can be taking exams in a number of Schools and so the full timetable has to be correct in order to avoid other issues such as timetable clashes and heavy exam loads for students.

#### *A4 Student Lifecycle SD*

Concerns were expressed in the 2009-10 Arts quality report that the SLP enables first-years to register without meeting an adviser. One worry related specifically to "non-school subjects" (subjects of which school students may be unaware), given which the 2010-11 SCS SAMS requests English Language and Scottish Literature be made "prominent"—particularly as first-year options—by MyCampus. This worry is wider spread. Unfortunately, because of the SLP's current difficulties, it is too early to know whether the SLP is having the feared effect.

MyCampus does not preclude advisers meeting all new students. Students have the facility to enrol beforehand but curriculum advice can still be provided and students can change course enrolments. It was suggested that Arts plans might highlight 'recommended' subjects in appropriate areas (e.g. Scottish Lit to students considering an English Lit plan) to bring minority subjects to the attention of new students but plan builders declined to do so.

#### *A5 Recruitment & International Office*

SMLC and Internationalisation. SMLC suggests that it be "engage[d] at the core of the internationalisation agenda". (also referred to the Vice Principal for Internationalisation)

RIO has been working closely with the Business Development Manager (BDM) and Recruitment Conversion Marketing Officer (RCMO) in Arts to aid communication and

engagement in 'internationalisation' through the Internationalisation Business Development Forum.

David Jasper was appointed as the College of Art's new International Lead at the end of July and RIO held an introductory meeting with David to go through the International Recruitment Strategy. This meeting was attended by Senior International Officer (SIO) (Americas), SIO (Middle East and Africa - MEA), International Officer (IO) (MEA) and IO (Europe). David is now in the process of establishing an Arts International Working Group. SIO (Americas) will co-ordinate attendance from RIO. This group is due to meet in October/November.

SIO (Americas) leads on engagement with the College of Arts in the International Office team, in addition to the above, monthly meetings take place between the SIO (Americas) and the RCMO.

Advertising and Marketing. The request is made for investment in advertising and marketing PGT programmes (SCS). It is also recommended that Subjects have a role in such marketing.

RIO has been working closely with the Arts RCMO to understand the College requirements and planned actions and how they relate to overall RIO activity. RIO has also been developing the virtual tour, filming and liaising with the RCMO on academic interviewees and locations for the web. A new agency has been engaged which will suggest/provide new promotional platforms for both subject specific and College offerings as a whole. RIO appreciates that subject specific marketing for Arts is vital to provide a clear message.

Academic role in PGT admissions process. SCS and SOH report that some Subjects feel cut out of the PGT admissions process. Archaeology, for instance, have raised concerns about information provided to applicants; and English Literature strongly urges that RIO not prevent academic input into the PGT admissions process.

Further clarification would be helpful to RIO to help understand the extent of the issue here i.e. whether it relates to the decision making process or to marketing. It is suggested that RIO's Head of Admissions follows this up with the College.

#### *A6 Vice Principal Internationalisation*

*SMLC and Internationalisation:* SMLC suggests that it be "engage[d] at the core of the internationalisation agenda".

Although unclear about the precise action required here, the VP for Internationalisation reports that she met with the School Executive and with the Head of School in the last year to discuss internationalization.

#### *A7 Human Resources*

*Evening teaching.* SCS (Victorian Literature MLitt) ask for University guidance regarding (a) whether staff can be required to undertake core activities after 5pm and (b) whether students can be required to attend teaching after 5pm.

Our contract of employment for Research & Teaching staff states:

'No set hours of work are prescribed but you must attend at the time and place necessary for the proper performance of your duties. The standard working week for all employees with defined and nominal working hours is 35 hours. You may however be

required to work additional hours from time to time to meet service requirements, without additional payment.'

So there are no specified timeframes - so 5pm is NOT out of the question.

*A8 Senate Office*

*Evening teaching.* SCS (Victorian Literature MLitt) ask for University guidance regarding (a) whether staff can be required to undertake core activities after 5pm and (b) whether students can be required to attend teaching after 5pm.

Regulation 1.6 of the University Calendar states: "Teaching will normally be conducted between the hours of 8.30 a.m. and 6.00 p.m. Mondays to Fridays. Exceptionally certain class meetings may be timetabled outside these hours, including but not restricted to evening class and weekend courses offered by the Centre for Open Studies and other School field trips and study abroad."

Any teaching later 6pm should therefore be in exceptional circumstances.

*A9 Director of Estates & Buildings*

See Appendix 1.

## **College of Medical, Veterinary & Life Sciences**

### *B1 Head of the College of Medical, Veterinary & Life Sciences*

Teaching staff numbers (lecturers and demonstrators) were identified in all reports (Under and Post-graduate) as being of concern. It was noted that declining staff numbers and increasing student numbers will impact upon teaching quality and learning experience. This issue was also raised by external examiners (PGT).

This issue is understood well by MVLS. We believe that if all relevant current academic staff were engaged at an appropriate level in teaching, we would have capacity to maintain our teaching quality. Our main concern has been to ensure that College academic staff placed in Research Institutes are appropriately involved in teaching – see Appendix 2 for our College Statement on Managing the Teaching Interactions between Schools and Institutes. This paper was prepared jointly by Dr Rob Aitken, Head of the School of Life Sciences and Professor Richard Cogdell, Deputy Head of College and Head of Institute of Molecular Cell and Systems Biology.

It is very difficult to keep a full clinical load AND take on greater responsibility for teaching (School of Veterinary Medicine).

It is an ongoing challenge for all clinically active colleagues in professional programmes to balance competing demands. This issue is addressed in normal Performance and Development Review. There have been nine new research and teaching appointments in the School of Veterinary Medicine since the end of June 2011. Three of these posts have significant teaching responsibilities and one is a University Teacher post. The other posts have some teaching responsibilities (University Veterinary Clinician posts).

To ensure that the Clinical Specialists from other departments within the College continue to support the courses required for the teaching programmes run within the Nursing and Health Care School.

The College supports courses within nursing programmes and will ensure that Clinical Specialists continue to support all courses across the College. This will be monitored (The College Dean for Learning and Teaching is a member of the Nurse Education Committee).

Administrative support staff numbers are also reported to be low (School of Veterinary Medicine, Graduate School) leading to increased risk of error in assessment recording (School of Veterinary Medicine).

We undertook a review of administrative support and found that the School of Veterinary Medicine has a higher level of administrative support than other parts of the College. In addition there have been four administrative staff appointed in the School of Veterinary Medicine since January 2012 – two as replacement posts, one to cover maternity/paternity leave and one completely new administrative post at grade 6. We should also see improvements in the accuracy of recording exam results when the benefits of SLP are realised. The Graduate School Office has also seen a number of new administrative appointments and administrative support is being looked at in various parts of the College to identify and share sources of support.

Teaching technical support staff numbers are also reported to be too low (School of Veterinary Medicine, graduate school).



There have been no new technical support staff appointed in the School of Veterinary Medicine (School responsibility). The Graduate School has identified a need for more IT support and technical support for e-learning. This has improved recently and there has been sharing of good practice through the e-learning working group. More support may be required but the College believes that this should be taken forward in line with the University's e-learning strategy. Laboratory support is being looked at in some areas of the College.

Increased flexibility is required regarding budgets for PGT programmes as the academic years for such programmes often span more than one financial year.

This issue is being addressed via work relating to the Student Life Cycle project.

Lip Service is paid to CPD for teaching staff, as while it is encouraged the teaching load prevents engagement and no financial provision is made (School of Life Sciences).

The College considers staff support and development including CPD to be extremely important. The Community for Educational Scholarship was set up for this reason and is developing a programme of staff development sessions that staff can attend for free, building on a successful series of sessions in the last two years. The College Learning and Teaching Committee has a budget which it is using to pay for refreshments and travelling expenses for external speaker to these sessions. Any remainder will be used to support individuals to attend external conferences. Some Schools in the College also have budgets to support attendance and colleagues are encouraged to apply for funding from external sources e.g. Higher Education Academy. It is unfortunate that the perception is that the College pays lip service to CPD and we clearly need to put more effort into communicating to staff about opportunities.

Constraints on the Head of School's ability to manage teaching staff (including making new appointments) in order to adapt to the changing needs of the BVMS programme (School of Veterinary Medicine – staff).

See above re. new teaching posts in BVMS. According to Head of the BVMS the delay in appointing a new member of staff when someone leaves is a problem and causes significant stress to remaining staff. We will work with colleagues in Human Resources to try to reduce any delays.

Concerns were raised in both undergraduate and postgraduate reports regarding the potential conflict between teaching and research of individuals based in Institutes. This was of particular concern as there is often no scheme for the recognition of teaching in workload assessment for Institute staff and this is of great concern especially when there is pressure to increase research output. Furthermore, it is feared that increased pressure on researchers may pose a threat to programme teaching even when recognition for this is established. This may result in a deprioritisation of teaching activities which could pose a threat to teaching quality, rigour of assessment, student experience and long term student recruitment.

The College is well aware of potential tensions between teaching and research and this is regularly discussed at the College Management Group. These discussions resulted in the paper in appendix 2. We will continue to carefully monitor this situation.

Increased provision of small group teaching spaces appears to be needed throughout the different parts of the College for both under- and post-graduate teaching. This was identified as a potential limiting factor for student recruitment (PGT). **Remedy Dental School – Refurbishment of the teaching lab at the dental school (K27) would go some way to proving the space required for teaching Oral Pathology, as well as running tutorials.**

The teaching lab K27 is undergoing a complete refurbishment at a total cost of about £400k. The capital works are complete and the IT equipment is now being installed. It has been transformed from a dilapidated biological sciences lab into a state of the art multi-media, multi-functional teaching area, incorporating a 3D projection system (the first in the University), virtual microscopy function and a movable divider allow utilization as one large 50 facility and two smaller teaching rooms.

Garscube campus – need for additional large capacity teaching laboratory. **Remedy for this could/will be addressed as part of the GLaSS project.**

*From Head of BVMS* – the GLaSS project will not address this but there are plans to enlarge one of the current labs.

Review of the facilities in Rm G5/10 at the Nursing and Health Care School to ensure that this room remains suitable for teaching purposes.

We believe that this is in hand (CRB reviewed the room several weeks ago).

Level 2 Preclinical Skills requires remedial work and the current set up is problematic when classes are run concurrently. **Remedy – wall repainting and provision of a door between Classroom C and prosthodontics teaching area to prevent noise disturbance when classes run concurrently.**

This has been completed as part of the minor works programme this session.

AV facilities at Dental School specifically Tutorial room G37 requires upgrade currently poor projector with a blurred image. **Remedy – new projection system required.**

The issue with the projector in Room G37 related to a loose mounting and was dealt with some time ago.

Access to clinical skills facilities would be very helpful as the Nursing and Health Care School is very cramped for clinical practice sessions.

The Nursing and Health Care School utilizes facilities at the University of West of Scotland and have converted a small room in the basement of Nursing and Health Care which only holds a few students. They also have some access to the Wolfson Medical School Building but unfortunately not as much as they wish due to timetabling clashes with medical and other students.

Cochno: farm requires modernisation as no longer fit for agricultural best practice.

Ongoing issue.

The ventilation system in the main lecture theatre of Gregory building has been reported to be extremely poor.

This is not an MVLS space and any problems can only be addressed by CRB.

Lab 209 in Graham Kerr building needs upgrading

This has not yet been upgraded.

Room 222 in West Medical Building requires proper AV equipment

This room has been transformed into a high quality teaching space – School of Life Sciences used minor works money and School funds for the equipment upgrade.

Support for purchase of the equipment for Oral Biology (table PCs, WiFi) and the case scenario lab (Dental School)

We have identified the funds to purchase the 50 tablet computers required for the refurbished K27 lab described above – these were ordered in the last financial year. WIFI has been installed as part of the lab refurbishment. All of these requirements have, therefore, been met.

The computers in the Dental Branch Library do not have sound. The students would like to have sound available on these computers, for use with headphones, so that they can listen to podcasts.

This has been checked – the computers in the dental branch library do have sound available so it is not clear where this complaint has come from.

### *B2 Dean of Learning & Teaching*

The need to review the logistics of final professional examinations, to ensure the correct balance of knowledge and skills type of assessments, blue printing and standard setting (School of Veterinary Medicine)

This will be taken forward within the context of the new BVMS curriculum.

A wider issue was the suitability of the marking descriptors (a 0 – 10 scale was used) for the viva voce and case-based components of the examination (School of Veterinary Medicine – external examiners).

This will be taken forward within the context of the new BVMS curriculum.

Curricular change may cause timetabling difficulties for teaching spaces (School of Medicine)

Discussed with administrator in School of Medicine- they have been able to accommodate potential clashes due to Case Based Learning and an increased number of lectures in year 3 in the Wolfson Medical School Building however they continue to be concerned about the lack of sufficiently large lecture theatres to accommodate 300 students.

Increased support for the use of learning technology to deliver teaching and assessment and investment in the necessary soft and hardware (School of Veterinary Medicine, graduate school) also to be referred to the Learning and Teaching Centre.

Schools have their own budgets for equipment however there have been several College developments e.g. Speedwell assessment technology was purchased with help from a grant from the Learning and Teaching Development fund as well as College funds, there was a meeting(13.8.12) to ensure that Echo360 technology was properly incorporated across the College. It is very important that developments in use of technology fit with the University strategy so that they can be fully supported and so the College would like to wait for the completion of the University e-learning strategy before making further major investment.

### *B3 Vice Principal Learning & Teaching*

Some staff feel that the university does not show great enough appreciation of good teaching, and others are concerned that the gulf between research and teaching activities is considered widening

I understand the concern but I do not agree that the gulf between research and teaching activities is widening. The evidence suggests the opposite. In recent years we have revised our promotion guidelines in such a way that learning and teaching is properly recognised and have also seen promotions to Professor via the teaching track. We also continue to recognise teaching excellence through the Teaching Excellence Awards. Nevertheless I do appreciate that, as a research intensive, the University puts a particular emphasis on research which is heightened by the preparations for the REF and I am concerned that some staff feel teaching is not properly valued. Together with the Deans of Learning and Teaching, I have begun to look at how teaching is recognised in other leading universities that have a reputation for teaching innovation. In addition, the Learning and Teaching Centre is working on a Glasgow model to implement the UK Professional Standards Framework for teaching here at Glasgow to permit staff to gain professional recognition through the HEA. It is likely that both of these strands of work will feed into a future revision of our promotions criteria. In the meantime, I will work with the Deans to get a better understanding of what is behind the concerns addressed above so that we can effectively address them.

### *B4 Head of the Registry*

Exam timetables should be provided earlier. This is a particular concern to overseas students who struggle to make their travel arrangements with short notice (School of Life Sciences).

We would also be keen to issue the timetable earlier and this would be possible if all Schools responded to the deadlines issued for feedback both at the data check stage and at the provisional timetable stage. Unfortunately some areas do not respond in full and/or decide they wish changes at the very last minute. This has the effect of delaying the timetable for everyone. Students can be taking exams in a number of Schools and so the full timetable has to be correct in order to avoid other issues such as timetable clashes and heavy exam loads for students.

### *B5 Recruitment & International Office*

Increased communication is required between RIO and teams delivering PGT programmes to coordinate activities and ensure correct information, and between RIO and students to streamline admissions.

RIO believes that significant progress has been made here in 2011/12 including RIO Head of Admissions attending the MVLS Away Day in August.

A Deputy Director for Recruitment Marketing was appointed in August who will pull together monthly RCMO Group meetings and have regular meetings with the MVLS RCMO. RIO also plans to liaise with RCMOs across all Colleges prior to issuing the monthly Admissions Reports to ensure that data, centrally and at College level, is in sync.

### *B6 Director of the Learning & Teaching Centre*

Increased support for the use of learning technology to deliver teaching and assessment and investment in the necessary soft and hardware (School of Veterinary Medicine, graduate school).

There are a number of recent initiatives and projects underway to enhance the central provision of TELT (technology enhanced learning and teaching) software including screen capture, peer review and support, and virtual classroom tools. IT Services and Estates continue to invest in classroom enhancements and tools such as the Echo 360 lecture recording hardware.

However, the engagement of Academic staff with such learning technology to enhance the student experience requires appropriate levels of support to be in place, and barriers to uptake will arise where there is insufficient provision. There are strategic discussions taking place regarding the shape and nature of TELT support across Colleges and Schools and whilst in early stages, these discussions are around a theme of a central hub providing strategic direction and guidance supported by locally placed support staff, plus a specialized unit charged with enabling transformational change at a Subject, School, or College level. It is therefore to be encouraged that Colleges and Schools look to strengthening local support provision and engage with the Head of the Learning and Technology Unit (LTU) when planning TELT support appointments. The School of Veterinary Medicine is currently undergoing a full curriculum redesign which is essential to meet professional accreditation. In doing so the School is looking to continue making substantial inroads in its use of TELT but the Head of the LTU is aware that support resource provision is an issue, and is exacerbated by location. As the current resourcing of LTU precludes the level of local support required, the Head of LTU would support the provisioning of local TELT support for the School.

### *B7 Director of Estates & Buildings*

See Appendix 1.

## **College of Science & Engineering**

### *C1 Head of the College of Science & Engineering*

#### Chemistry

Chemistry would benefit from an effective teaching administrator as much of the administration of teaching is done by academic staff. This comment echoes through the AMRs. An administrator could help with e.g. collating and formatting exam papers, inputting information into MyCampus, monitoring class lists etc. Freeing up time for teaching staff would allow them to spend more time on their teaching and research activities, e.g. preparing and submitting more research proposals and hence generating income for the University, for a relatively small investment. Sadly this comment is a recurring theme and Chemistry should have benefitted from such an appointment years ago.

The College of Science and Engineering is aware of this issue and is currently undertaking a review of its support structures with a view to ensuring that there is a Teaching Administrator responsible for each School. It is recognized that there are vulnerabilities and gaps in the current support structures. A College wide model is under consideration by the College Management Group at present.

#### Engineering

Large class sizes in the early years continue to pose a problem with regard to providing adequate tutorial support. Use of graduate teaching assistants has helped. However this is limited by the availability of graduate students with the appropriate background in conjunction with the maximum hours allowed for teaching assistant duties.

At this time it is not clear how widespread this issue is. In some courses, e.g. Year 1 mathematics then enough GTAs do come forward. It may be that some courses have a particular problem where as a result of staff leaving, PhD student numbers have reduced sharply. It has been agreed with the School that this situation should be monitored for the coming year and that staff identify early where there are issues and that these are resolved when they arise.

The severe staff shortages, and hence increased workloads, in some discipline areas, notably Aerospace and Civil Engineering, have led to increased stress levels amongst existing staff. A programme of new appointments is underway which should help to alleviate some of the difficulties.

New appointments have been made at professorial and lecturer levels. This will re-energise these disciplines.

In some areas of the School the benefits associated with the change in line management structure have yet to be fully appreciated by staff. Some work remains to be done to alleviate concerns of staff regarding the loss of identity within discipline areas, and the risk that this is transmitted to the students.

The appointments previously referred to will together with existing senior staff reinforce the discipline specific activities and guard against loss of identity.

#### GES

The School would benefit hugely from being based in a single building.

The College is working towards maximizing the impact from the Western Infirmary site but this is a longer term objective.

Exceptionally high student / staff ratios remain a problem to the School, well in excess of all our “main competitors” in the UK.

Staff/Student ratio will be reviewed in light of this year’s load (once we have reliable data).

At the creation of the College, the School of Geographical and Earth Sciences benefitted from the addition of 2 FTE support staff.

The cost of fieldwork does not appear to be considered in the funding of degree programmes. If we wish to maintain the academic integrity of our degree, and the student experience and satisfaction, programmes that rely on fieldwork as a critical part of delivering the vocational skills need to be adequately resourced.

There are difficulties in ensuring these costs are fully reflected in the TRAC process. For example the TAS mechanism may not properly capture time spent on fieldwork, which is typically focused in a very small number of weeks around Easter. The Finance Office is liaising closely with GES to ensure that the TRAC returns do represent the real costs that Geographical and Earth Sciences costs are appropriately split.

Better funding and availability of library resources.

This comment relates to Level 3 students who became frustrated with key texts not being available because of the 1 text per 50 students model implemented by the Library. Additional copies of some texts are available within the School to alleviate this issue. Also the wider use of electronic resources is being advocated.

### Chemistry

Once again, a lack of tutorial-size accommodation within the Joseph Black building is noted, which hampers small group teaching.

### Engineering

Across the campus there are many lecture theatres which are not best suited to the teaching of technical subjects. Often it is simple, avoidable, mistakes in the basic design of the theatres – no provision for simultaneous projection and use of a whiteboard, for example. This is a continuing problem.

### Maths and Stats

A perceived difficulty in finding appropriate tutorial rooms was mentioned in several reports, especially (but not only) at Levels 1 and 2.

One class head described problems with the AV equipment in Rooms 515 and 516, Mathematics Building.

It was suggested that new blackboards or whiteboards were urgently required in Rooms 16/417, Mathematics Building.

Many of the estate issues are centrally controlled within the University. The College continues to utilize minor works and other funding to alleviate local issues and complement the wider estates capital programme.

## GES

State of lecture theatre 109 in the Gregory building. Nice looking new theatre but its either too hot and stuffy or freezing. There is no air supply and conditions are basically not suitable for lecturing to students. This room is the responsibility of Central Room Bookings. College – to communicate with E&B.

The Gregory Building student accommodation is the College's top priority on the list coordinated by Professor Coton in relation to teaching space development. Work is expected to begin summer 2013.

## Physics and Astronomy

It is essential that the teaching spaces in the Kelvin building are properly maintained. Lecture theatre 222 is still in need of maintenance, with lectures experiencing problems with AV equipment and broken seats.

There are also major issues with several of the classrooms outside the Kelvin building used for lectures. Room C407 in the lecture theatre is still regarded as unsuitable for teaching. It is still used for A2 lectures, despite consistent request for a better location, and its awkward layout is causing problems given the significantly increased A2 class size in 2010-11. Moreover, most astronomy students take physics courses, so a lecture theatre in the Kelvin building will reduce the time it takes to move between classes.

Physics honours lectures are still being allocated by Central Room Bookings to many different lecture theatres all around campus. It would be preferable if most students studying Physics were able to have their lectures in the Kelvin Building.

A seminar room in the Kelvin Building (room 235) should be refurbished so that it may be used for teaching of small classes (less than 30 students), which would accommodate most optional Honours classes

The teaching space at the University Observatory is struggling to cope with the astronomy honours class size and needs to be improved.

Estate redevelopment at the Observatory is also highly placed on Professor Coton's initiative, although, in conjunction with Estates and Buildings, some minor modifications have been carried out this summer to provide an enhanced environment and to enable better DDA compliance.

The Dean of Learning and Teaching has discussed with the Project Team who advise that 'home' buildings for Schools are given priority: the CTT factor in 'requested buildings' as well as room categories and features. If they cannot allocate rooms in the preferred building, they will allocate rooms in second or third choice building, taking account of the distance from the 'home' building. There will inevitably be occasions when classes will have to be taught elsewhere due to room capacity, or because priority has to be given to disabled access.

## Psychology

Room booking for Level 3 is a perennial issue. The class are required to change rooms within one 2 hour teaching Block which causes disruption.

The Dean of Learning and Teaching has raised this with the Project Team who advise that two hour slots can be entered as a single event in the CMIS system. If, however, there are two different student groups in two consecutive hours taught the same class/by the same lecturer, it is possible to create linked events in the CMIS system.



CTT staff can advise on the technicalities, but if events are linked they will remain in the same room, subject always to the capacity remaining the same for both hours, and unless the room has disabled access and this is needed for another class as this must be given priority.

All of the accommodation issues have been noted and will be taken forward in collaboration with Estates and Buildings. We will agree a planned schedule of works to address these issues on a prioritized basis.

### *C2 Dean of Learning & Teaching*

#### Maths and Stats

There is a concern that not all Senior Advisers of Studies fully understand which students to encourage into Mathematics 1R/1S and which into Mathematics 1X/1Y, causing a great deal of confusion and unnecessary work for the School at the start of the session.

The Dean of Learning and Teaching has alerted the Chief Adviser (Science) about this issue and he will liaise with Mathematics & Statistics and make sure that a clear message goes out to enrolment advisers.

#### Engineering

Staff have commented on the very broad ability range and commitment levels of students, indicated by the wide spread of grades in some courses. This is exacerbated by the very short timescales associated with the 1st semester.

Related to the above point staff continue to express concern over poor attendance at lectures. The increased provision of course materials available on Moodle is suspected to be the root cause of this. Students have been reminded that Moodle is not an alternative to attending lectures.

(both of the above will also be reported to the Vice Principal for Learning & Teaching)

These issues will be discussed at an early meeting of the College Learning and Teaching Committee in 2012/13. Considerable work is underway developing and delivering pre-arrival information, induction processes and a range of activities supporting retention.

### *C3 Vice Principal Learning & Teaching*

Staff have commented on the very broad ability range and commitment levels of students, indicated by the wide spread of grades in some courses. This is exacerbated by the very short timescales associated with the 1st semester. (Also referred to College Dean of Learning & Teaching)

The intake standard, as judged by Highers and A-levels, has risen consistently over the past three years. This should feed through into a reduction in the ability range of the students on our courses. Commitment is a more difficult one to control but the Graduate Attributes work we have been doing is, in part, aimed at getting students more engaged with their studies at University. Induction conducted at College/School level is also important because this is a key time to influence students' attitudes to study.

Related to the above point staff continue to express concern over poor attendance at lectures. The increased provision of course materials available on Moodle is suspected to be the root cause of this. Students have been reminded that Moodle is not an alternative to attending lectures. (Also referred to College Dean of Learning & Teaching)

Through the learning and teaching development fund we have been supporting a range of projects aimed at increasing student engagement with learning. If, however, the student perceives that the lecture does not add anything to what is available on-line, there is always a danger that students will decide not to attend lectures. The challenge is to make the lecture interaction add real value to the learning process. Different staff have used different methods to do this and these have been reported over the years at the annual University Learning and Teaching Conferences. We will encourage wider uptake of these methods. To help with this, we are about to set up a new web page on MyGlasgow which will draw together a range of best-practice teaching resources to help staff take advantage of some of the work done in other parts of the University.

#### *C4 Student Lifecycle SD*

Some comments relating to MyCampus suggest that more control is needed to avoid students being able to enrol on the Science Fundamentals course, which is not at a suitable level for all students.

It would be possible to control admission to the Science Fundamentals course by using Student Groups where students with a chosen grade in Higher/A level would not be permitted to enrol in the course. This would require the College to set up enrolment requirements for the course.

Automated entry of course statistics into the AMRs would be a huge help. (*Also referred to the Director of the Planning Office*)

Discussions are taking place with the Planning Office about these reports.

#### *C5 Planning Services*

Automated entry of course statistics into the AMRs would be a huge help.

We would certainly agree that this request is sensible. At present we are in discussions with SLSD in relation to handling requests such as this. At present my view is that the report is more likely to be provided on time and accurately if it were generated by SLSD. We will work with SLSD to arrange for the transfer of knowledge that will allow this office to be able to produce these types of reports in the future.

#### *C6 Senate Office*

AMRs should be available in June, so that they can be completed following the exam boards. School QA officers should be sent a link where these forms can be downloaded. There are comments from Class Heads that suggest websites required for downloading the forms have in some cases not been updated in a timely manner. (Chemistry)

The timetable for the annual monitoring process has been revised and it has been agreed that Undergraduate reports should be submitted to ASC in early October each year and therefore reports will be made available in the previous June to allow completion after Exam Boards (starting in June 2013). AMR templates were published online in February 2012 to allow completion of AMRS following exam boards for semester 1 courses. School and College annual monitoring summary (SAMS and CAMS) templates were published online in June 2012 and circulated as appropriate by College Quality Officers.

With regard to industrial projects, the code of assessment appeared to be fairly incomprehensible to many external supervisors, despite the fact that the supervisors also deal with students from other universities (Engineering).

Information on the application of the Code of Assessment, including a short summary and an extensive Guide to the Code, which is updated annually, is available on the Senate Office website. However we have also identified the need to enhance the understanding of the Code of Assessment more widely among both academic and support staff. This will be taken forward with input from the Clerk of Senate and Convener of ASC and will include briefing sessions for staff.

Concerns raised by staff in the School of Engineering have been associated with both specific and general aspects of the provision. Reports and responses have been communicated to the Senate Office, and include comments associated with:

1. 90 min exam durations and IT problems in Civil Engineering
2. Ensuring consistent quality of industrial projects for Aerospace students
3. Time scale between end of teaching and exams in semester 1
4. Continued dislike by some External Examiners of the 22 point scale associated with the Code of Assessment (CoA)
5. Adequacy of the abilities of a significant number of students in Maths and English

Item 1: the Clerk of Senate responded to a number of issues raised regarding the application of the regulation on standard examination durations.

Item 2: this is considered to be a matter requiring attention at School level.

Item 3: there was an extensive review of the University's academic structures (introduced in 2008) during session 2010-2011, culminating in a report to Senate in October 2011. Issues relating to the end of Semester 1 and the short gap between teaching and examinations in December were considered in detail, and a series of options were presented to Senate. While opinion was divided within Senate, there was that none of the options provided an ideal solution and the final conclusion was agreement to retain the current structure.

Item 4: information on the application of the Code of Assessment, including a short summary and an extensive Guide to the Code, which is updated annually, is available on the Senate Office website. However we have also identified the need to enhance the understanding of the Code of Assessment more widely among both academic and support staff. This will be taken forward with input from the Clerk of Senate and Convener of ASC and will include briefing sessions for staff.

Item 5: Students can be directed to the Student Learning Service to seek additional support with Maths and English, e.g. through the NUMBER project. Additionally the Vice Principal (L&T) has commented that the intake standard as judged by Highers and A Levels has risen consistently over the past three years so this should result in a reduction in the ability range of students.

## **College of Social Sciences**

*D1 Head of the College of Social Sciences (response received from Dean of Learning & Teaching)*

There are concerns about administrative support, this has been reduced following restructuring and there is concern about the possible impact of this, in particular impact on the workload of remaining administrative staff (raised by two Schools).

There has been investment in new administrative posts within the Business School during recent months. The School of Social & Political Sciences is embarking on a review of administrative tasks. The Head of School is working with the Head of College Administration on this review. The College Management Group is clear that if resource gaps are identified, that careful consideration will be given to the best means of providing suitable support to the School.

Student numbers have risen across the Business School over recent years, and whilst the attention is generally on PGT numbers, there has been substantial growth in UG too. Economics has experienced the greatest degree of growth. Student numbers during 2011-12 are proving a particular challenge. It is becoming increasingly important that we are able to anticipate and control the numbers of pre-honours students in particular, and especially those coming for a period of study from Europe.

The admissions to the MA are very difficult to control. The Chief Adviser of Studies, Dean of L&T and the Head of Admissions are meeting on the 19th September 2012 to discuss how to reduce these numbers. We have some ideas for controlling the growing number of EU students in particular.

More resource was needed at College level to support international students (Business School).

The College International Officer has reorganised her sessions for international students and is working with the Dean of L&T to develop more online materials for students. Closer working between the International Officer and the Effective Learning Adviser (within the Student Learning Service) has also begun so as to provide additional support for students.

Ethical approval policy for UG students needs to be revisited – it is currently too slow.

This has been raised (in May 2012) with the Chair of the College Ethics Committee by the previous Dean of L&T (Tom Guthrie) and is with the new Dean of L&T to follow up.

As with last year the PGT population with the Business School has continued to increase and this is having considerable resource implications for CRB. In order to provide a high level student experience and meet the accreditation requirements of AMBA, AACSB and EQUIS the University needs to expand and enhance the teaching accommodation. CRB are working extremely hard to try and accommodate the requests for large rooms and should be praised for the way in which they resolve these issues. However, until such time as appropriate accommodation is available, both students and staff are actively complaining about the lack of resources.

The Business School has renovated existing School teaching facilities to improve the quality of provision and the WILT has been redeveloped to accommodate larger student numbers. Until teaching starts, it will not be entirely clear whether the provision is

sufficient although numbers in the Business School have been maintained at last year's levels so the WILT should be adequate. It remains that teaching accommodation across the University seems to be under pressure and providing for growing numbers will prove challenging. The College is working with CTT to try to make the best use of the available space but longer-term solutions are still required.

A dedicated space for PGT students for private study and social space. Since the removal of the PGT space in the Gilbert Scott Building students have been complaining, comparable Schools all offer much enhanced services etc to their premier fee paying students.

New PG study and social space will be available on the ground floor of the Gilbert Scott building within the next few weeks; it is due to open in October.

There was concern from two Schools about the absence in the University estate of a large lecture theatre. This led to a requirement for double teaching of large classes, adding to pressure on teaching staff in areas already under pressure. This has been addressed to some extent in the current session by providing video-linked overflow classes, but this is not seen as an optimal solution by many teaching staff. (Business School & School of Social & Political Sciences).

The video-linked lecture theatres did not prove attractive to students or staff. In the Business School, it has been decided that the video-link will not be used and so further double teaching is needed during 2012-13. There have been a number of new staff appointments since last year, however, so some of the additional pressure will potentially be eased by these appointments.

Lack of availability of medium sized rooms for classes of 30-50 which could be configured to accommodate group discussions within the class – in one case such a class was scheduled for the Humanities Lecture Theatre. (School of Law)

There have been significant changes to room allocations during the summer (2012). The Business School appears to be happy with the allocations it has been given. Education has experienced more significant challenges with room allocations this year than in the past and is, even at this stage in the year, still trying to work with CTT to find appropriate space. The room allocation process has raised some issues across the College that will inform future discussions with CTT but it has not been an especially smooth transition to the new CTT / room booking process. At this stage it's not entirely clear whether the new allocations are suitable all round. I am unaware of any changes to teaching space such that more 30-50 student sized rooms are available.

CRB Accommodation: Generally Lecture Theatres are dated with poor AV facilities and acoustics.

This is an issue largely for Central AV. The Business School has invested in improving AV within its main lecture theatres.

In certain MSc contexts a 60 credit dissertation does not really address issues relating to employability and engagement with practice. A more orchestrated 40 credit project could offer a solution. (Business School)

The Dean of Graduate Studies is reviewing all PGT provision within the College and as such, will include a review of the dissertation within that.

## *D2 Vice Principal Learning & Teaching*

Attendance monitoring is a key aspect of border agency policy, yet we lack an e-based form of attendance monitoring, indeed regulations are somewhat vague re holiday and attendance regulations: especially within the dissertation period. In addition, there are no clear guidelines relating to part time employment re PGT students, this also has border agency implications.

The University has set up a working group to urgently look at UKBA related issues, including both of those identified here. The Deputy Secretary is chairing that group which includes academic representation and University Services staff.

There was a need to ensure that the quality of DACE provision was not affected by its move to University Services.

The Open Studies programme (formerly DACE) will be reviewed using the PSR process as part of the PSR cycle. It is also subject to the same quality processes as other provision in the University. This should ensure that quality is not affected.

The University is encouraged to support research staff with substantial teaching roles to become involved with the courses offered by the Teaching and Learning Centre.

It is not entirely clear what is meant here by "support". We continually encourage all staff to take advantage of these courses but we cannot mandate their attendance. It is likely that the introduction of the Professional Standards Framework will provide an opportunity to engage a broader cross-section of the community in LTC courses in the future.

## *D3 Head of the Registry*

The spreading of PGT exams in the April/May diet, in particular for the Economics students has been problematic in the past, more consideration to an even spread of exams would be appreciated.

All exams are scheduled within the guidelines for timetabling, i.e. not more than three exams in two days and no crossovers, evening exam followed by morning exam. The best way to deal with this would be for Economics to state any specific requirements for spacing at the data check stage and we would do our best to accommodate these. Even leaving this to the provisional timetable stage would make this sort of requirement much harder to achieve.

## *D4 Director of Careers Service (response from International Careers Adviser)*

Careers Service – more dedicated support to the MBA programme, such as active placement and job application mentoring.

There seems to be high demand from students for more careers support and specifically for placement opportunities, contact with companies and for fairs where potential recruiters could attend.

One current MBA student is actually doing some research into different format possibilities for the future MBA. This student has gathered feedback from recent MBA students and information about employability support offered elsewhere. Ignacio Canales (course leader) has kindly agreed to arrange for me to meet this student next week to discuss the issue of careers support.

I will also meet Ignacio himself towards the end of the month to discuss ways in which we can work together going forward and to agree the level and nature of our input for the forthcoming year beyond that which is already in place.

I'm hopeful that all of this will result in increased access to our MBA students. I will keep you posted.

#### *D5 Student Lifecycle SD*

MyCampus – the need to register students for all 180 credits prior to the start of the programme does not reflect the administrative realities of the individual programmes. Students are being forced to make decisions regarding elective choices prior to completing core classes.

The requirement on the number of credits to enrol on at the start of a programme hasn't changed with the implementation of MyCampus and there has always been a drive for students to enrol for funding purposes (e.g., SFC return and income allocation). The add/drop period for semester 2 courses runs through semester 1 up to at least the second week of teaching in January. Throughout this period, students can change enrolments. Enrolling early allows a student to view their timetable online for the full year.

#### *D6 Head of the EFL Unit*

English as a Foreign Language – due to the increased PGT numbers there is a demand for more places to be made available.

I think this comment refers to 'In-session support' – the English and Study Skills 'free' classes (rather than places on the commercial Pre-session courses that prepare students for study where we have as many places as there are applicants).

For In-session support we are always oversubscribed. We have only around 300 places for the whole international student body. They are offered a maximum of 3 hours per week over 8 weeks in Semester 1 and 2 in generic language classes.

There is of course subject specific support available for them through the International Student Support Officer and Accounting and Finance ask us to do 2 kinds of support classes (lecture input and writing feedback) for their groups. These provide a further 40 hours of subject specific input.

However, we are aware there is a shortfall for needs and are in the process of putting together a bid, through our new Head of School, to SMG. We understand Professor Macklin has already discussed this briefly with Neil Juster

If successful, we would request funding from Colleges for us to contribute adequate levels of support to the university-wide support network. This is currently a complex support network as there are overlaps between EFL, International Student Support Officer, Effective Learning Advisers, the Academic Writing Support Programme, KIOS etc. We plan to consult with the Director of LTC for advice on this.

#### *D7 Recruitment & International Office*

The need to predict accurate applicant numbers ahead of the beginning of each academic year; an improved process for the collection of deposits from applicants which will assist with the prediction of numbers; the introduction of application fees which can be used for PGT

scholarships; more attention and priority to the diversity of applicants; more focus on the recruitment and marketing of programmes with low student numbers.

Monthly meetings will be set up with RCMOs and Colleges to ensure understanding of numbers prior to publication.

RIO's Head of Admissions is now a permanent member of the DOGS Committee and this should help identify and address problems/issues and implement strategies at source. A RIO briefing paper on deposits was presented to the DOGS Committee in May and is with the Colleges for further consultation. Each College has committed to carry out one or two pilots during 2012/13 Admissions Cycle and will identify the programmes to RIO.

The approach being adopted for a phased admissions process for the Business School will simplify the deposits process (through deposits being collected at three distinct points in the year rather than on a perpetual / uncontrolled basis). This latter approach will also help address the diversity issue as this is not solely driven by the recruitment strategy but also the way in which we admit students.

Campus Solutions cannot fully facilitate the collection of application fees for next session. SLP will continue to develop the function. There is some reservation at College level on the impact of levying application fees.

RIO has developed Regional Recruitment Plans which outline tactics that will be employed to diversify our target markets. The focus of these tactics is diversification both within China and away from China: firstly implementing recruitment and partnership activities focused on recruiting students to areas outside Business, such as expanding the successful SWUFE Study Abroad agreement into other areas within Social Sciences and developing opportunities with our strategic partner in the region, Nankai; and secondly reducing the over reliance on China for PGT recruitment in the Business School and driving focused recruitment campaigns in other countries such as USA, Canada and India.

In terms of focusing recruitment and marketing of programmes with low student numbers, we are developing focused PGT partnerships - Law in China through 1+1 programmes for example. Recruitment Marketing will also be reviewing the 2012/13 proposed marketing activity with the RCMO to see how best we can tackle this.

#### *D8 Human Resources*

A need for clarity of the relationship between the probationary process and P&DR process; a related need for the issue of guidelines for mentors of probationary staff; clarity re the procedures and processes for course approval and submission of candidates for awards (LTC)

#### **General principles governing probation**

- a) Lecturers/Teachers, on appointment, shall be required to serve a period of probation; exceptionally Senior Lecturers/Teachers may be required to serve a period of probation, particularly but not exclusively when they have had no previous university experience. The period of probation, will be three or four years (four years for post holders who do not have much research experience). Should the Head of School/RI wish the probationary period to be reduced, he/she would require to make a separate case to the Convener of the Appointing Committee.



- b) Staff who are on fixed term contracts are required to start the normal probationary period as if it is for 3 years, in case of an extension to the contract. If the contract is extended, Staff in this category will just move to the next year of probation or continue with outstanding objectives from the current year.
- c) The fact that prior to the completion of the probationary period a probationer shall have advanced to lecturer Grade B or Senior University Teacher shall not preclude the application of these procedures.
- d) The probationary period for staff taking up appointment before 1st January in any year shall be deemed to be effective from the previous 1st October; that for staff taking up appointment on or after 1st January in any year shall be deemed to be effective from the subsequent 1st October.
- e) A probationer shall not be subject to the formal scheme of appraisal.

#### *D9 Senate Office*

The School of Law raised a concern about the timing of the December diet – there was insufficient time for revision and reflection and students were extremely tired by this point in the semester.

There was an extensive review of the University's academic structures (introduced in 2008) during session 2010-2011, culminating in a report to Senate in October 2011. Issues relating to the end of Semester 1 and the short gap between teaching and examinations in December were considered in detail, and a series of options were presented to Senate. While opinion was divided within Senate, there was that none of the options provided an ideal solution and the final conclusion was agreement to retain the current structure.

More guidance on applying the Code of Assessment with good practice examples would be welcomed (Business School).

Information on the application of the Code of Assessment, including a short summary and an extensive Guide to the Code, which is updated annually, is available on the Senate Office website. However we have also identified the need to enhance the understanding of the Code of Assessment more widely among both academic and support staff. This will be taken forward with input from the Clerk of Senate and Convener of ASC and will include briefing sessions for staff.

A need for clarity of the relationship between the probationary process and P&DR process; a related need for the issue of guidelines for mentors of probationary staff; clarity re the procedures and processes for course approval and submission of candidates for awards (LTC)

Clarification from the Learning & Teaching Centre showed that following the re-structuring in the University, there were a number of occasions where there had been hold-ups with information being passed on to the appropriate bodies, in terms of course proposals and communications with Registry which related to members of LTC not being on all of the relevant mailing lists. LTC also sought advice on the procedures and processes that are now in place for course approval through the School and College and for the submission of candidates for their programme awards. It was confirmed that subsequently the processes were clarified for course approval through the College Admin Office and that there had been an improvement in communications and successful College approval of courses and programmes. For submission of candidates for awards the School of Education had offered

to continue to do this, but the LTC may take this role in the future. It was also reported that, in general, improvements in communication to academic staff were still required (either programme leaders or QA/E officer in the LTC).

*D10 Director of Estates & Buildings*

See Appendix 1.

**Response from Director of Estates & Buildings – Ann Allen**

***(issues highlighted to E&B are detailed in the following section)***

Thank you for providing issues raised by the College Annual Monitoring Process. Feedback from Annual Monitoring report is welcomed and provides a useful document to support the capital investment process outlined below.

As the ASC are aware there is an agreed University procedure for prioritising and approving investment in our buildings. Investment proposals are raised through Heads of School, to the College Management Team for debate and agreement. Estates and Buildings consolidate the request and pass this through to the VP Strategy and Resources. The consolidated list of proposals are debated at SMG, and priorities agreed. This goes to Court for final approval before being issued as the Universities Capital Plan.

It is a simpler process for reactive maintenance where all requests must be submitted via the E&B Helpdesk on E&B web site. This includes issues such as broken equipment and chairs. The onus is on the user to report the problem as there is insufficient resource to be constantly inspecting all of our 300 properties. Where there are issues with IT and provision of WIFI it should be reported to IT and where there are issues with janitorial services these should be raised with accommodation services

The general themes in the 2010/11 report are aligned to the general themes within the capital investment plan. I would respond in particular to investment in lecture theatres and laboratories. I would also comment on our approach to room allocation.

Over the last 5 years a £7.5m investment programme has refurbished 9 lecture theatres within the centrally booked teaching space. A further £3.5m is planned for the next 5 years and lecture theatres are currently being surveyed.

In 2010-11, £3.5m was invested in refurbishing laboratories, with Levels 8, 9 & 10 Boyd Orr Buildings and the teaching lab in the Dental School refurbished. The current 5 year capital plan sees continuing investment in improving laboratories. The first priorities for refurbishment are labs in the Gregory Building for Earth Science and the Jarrett Building on the Vet School Garscube Campus. The priorities for investment were agreed with the Learning & Teaching Infrastructure Working Group chaired by VP (Learning & Teaching ) and academic colleagues.

In addition to formal teaching spaces UG has recognised the importance of learning and knowledge transfer in social spaces. A dedicated Post Graduate Social space in a cafe style environment has been developed with a in-house seminar room open 24/7 and in November 2012 a dedicated social learning space for over 200 PGT's will be completed located within the University's Main Library. This will complement a similar open facility for all students located on level 2 of the Library

The University has commenced a phased programme to improve room allocation and room utilisation and E&B are working closely with schools introducing CMIS timetable / room allocation software. It is appreciated that schools have a preference to stay in particular rooms and buildings for all lectures however to meet all requests this is not always possible There is particular pressure on large lecture theatres and 30-50 seat flat floor seminar room particularly within the 10-12 & 2-4 O'clock time slots. Over the next few months working closely with VP L & T and Deans of L & T, the Central Timetabling team will review current processes and introduce improved procedures. The wider issue of sufficiency of lecture theatres will be taken into consideration as part of

development of a Campus Development Framework which will include recently acquired Western Infirmary site.

#### Issues for Estates & Buildings raised in College Annual Monitoring Summaries for 2010-11

##### *College of Arts*

SOH – School of Humanities SCS – School of Critical Studies SCCA – School of Culture & Creative Arts SMLC – School of Modern Languages and Cultures
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#### **Good News**

- Improvements to some teaching spaces were reported.
- Theatre Studies are pleased that **studio spaces of the Gilmorehill Centre** have been released for practice-based learning.

#### **Action Required**

- All Schools report that **CRB** sometimes assigns unsuitable rooms. A general problem is that some classes now **fill or exceed the capacity of rooms available**, given the trend towards larger class sizes (SOH).
- In relation to problems with CRB reported below, SCS recommends that CRB:
  - (i) give more careful consideration to **room suitability**, especially where there are special requirements (e.g. sound files);
  - (ii) **avoid assigning multiple venues** for a single course, where possible;
  - (iii) be more **flexible and responsive to demand** not only before but during the teaching period.

Further problems with teaching spaces follow, listed by School. **It is discouraging that some of these have been raised in previous CAMS, e.g. the heating and ventilation problems in the Gilmorehill Centre.**

#### **SOH**

- **Gregory Building Lab 105** needs “refurbishment and reconfiguration” for small group teaching
- **Alexander Stone 314 & 302A**, and **Joseph Black B406**, are amongst rooms that are “shabby, over/under heated, inadequately equipped”
- **Larger teaching labs** are needed in Arts. The largest holds 25 students but is used by courses with 40-50 students (esp on the Information Management and Preservation programme).
- PGT. There are too few **centrally-bookable rooms for seminar teaching**. (Information Management and Preservation programme.)
- PGT. The **DISH labs** (1 and 2 University Gardens) are overheated and poorly ventilated. (History)
- PGT. **MyCampus** is not accepting as teaching spaces staff offices, where most PGT tutorial teaching takes place.

## SCS

- English Language requests a lecture theatre large enough to take the full class given **technical problems** affecting the video-link between **WILT** and **Kelvin**.
- Students complained about broken seats in **WILT** and **Kelvin**.
- **Gloag Room** is unsuitable for tutorials, given fixed seating, and perhaps even for lectures (TRS)
- **Rooms 101a and 101b** of the **Charles Wilson** building are separated by a thin partition meaning that the playing of sound files in one disturbs students in the other. (See English Language.)
- **CRB**: confusion caused by a single course being held in different rooms on different days, sometimes (TRS, Level 1) altering in different weeks.
- **CRB**: Scottish Lit were unable to book room at last minute

## SCCA

- Film Studies: **unreliable heating system in Gilmorehill Centre** produced intolerable teaching and working conditions (temperatures >30c), a topic of extensive complaint in student feedback. The problem centres on rooms 217a and 217b. CRB and E&B repeatedly notified but the response was too slow and (at 21 June 2011) the ventilation of these and other rooms in Gilmorehill Centre remains problematic.
- Music: have complained “for at least a decade” about **sound from practice rooms** disturbing teaching rooms.
- Music: requests help upgrading **Concert Hall’s projection equipment** and teaching relief to enable planning of an **upgrade of the Concert Hall** itself.
- Music: requests support for the **maintenance of centrally owned instruments**, e.g. Steinway concert pianos and Concert Hall organ.
- Music: complains about “**accommodation**”; see their Periodic Subject Review.
- Music: inadequate facilities for **teaching and examining performance**.
- Film Studies: insufficient heating in **Andrew Stewart Cinema**.
- Film Studies: removal of **janitorial cover** after 4:30pm in a building holding classes and screenings until 8pm has meant doors have been left open and access given to intruders.

## SMLC

- **Hetherington’s teaching rooms (e.g. 118)** are hot and windows can’t be opened.
- **Hunterian Basement Lecture Theatre** is unsuitable for teaching given no natural air or light.
- **Hetherington, Level 3**, needs new wifi

## *College of MVLS*

- Class sizes have increased and require repeat lectures. **Remedy - As the request (made every year...) for a very large lecture theatre seems to be too expensive to meet, an alternative would be a full two-way video link in Boyd Orr LT2, linking it together with LT1, and therefore rendering it possible to use them jointly to deliver L1 teaching.**
- There has been increasing difficulty in accommodating the MBChB class in one lecture theatre
- Broken seating in the WILT lecture theatre, while this will not directly affect the Medical school it needs to be fixed.
- Heating & ventilation in Ilay lecture theatre (Garscube). Consistently raised as an issue with E&B but no solution has been forthcoming.

## *College of Social Sciences*

- Concern was expressed in one School about late confirmation of room bookings for tutorials by Central Room Bookings. (School of Social & Political Sciences)
- Timetabling needed to be done in such a way as to avoid cross campus trips between classes in consecutive hours (School of Education)
- Difficulty in booking a room for a day where this was required by the teaching pattern on a programme (School of Education)
- It was reported to be difficult to book teaching accommodation with disabled access, and that some accommodation was not accessible (e.g. 8-9 Lilybank Gdns). (School of Social & Political Sciences)

### Specific Issues

*Business School* reported a number of issues about availability and quality of accommodation; these were being addressed through dialogue with CRB. Some of these issues will be addressed for PGT provision by WILT 2.

#### *School of Education – Issues in St Andrew’s Building*

- Classrooms in STAB generally need a ‘deep clean’.
- There is a need for good quality furniture in teaching rooms.
- 218 is unsuitable for more than 15 students.
- 227a and 227b have windows which do not open.
- 213 (Lecture theatre) has no windows and poor ventilation.
- 559a: poor lighting, draughty windows.
- 450a –the provision of air-conditioning would improve the atmosphere for staff and students.
- Gym: mould on walls, leaking roof and windows, inconsistent heating.
- Music corridor: needs painting, classrooms require new blinds and rewiring
- The black-out blinds in 518 prevent the opening of the windows. This means that the room gets hot and stuffy –not good for an effective teaching and learning environment (This has been raised in previous AMRs).

#### *School of Social and Political Sciences*

- ASB 711 (where there are no blinds and the sun disrupts classes)
- ASB 712 where is no computer.

#### *School of Law*

- Lecture Theatre (208) in Alexander Stone Building too cold
- A number of complaints about rooms being too small to accommodate classes scheduled for them.

## COLLEGE OF MVLS

### Position Statement

#### Managing the teaching interactions between Schools and Institutes

##### *Background*

All members of MVLS who hold regular academic posts and who are not specifically bought out by external funding have a responsibility to contribute to teaching. In almost no cases are people sufficiently well funded, that the whole of their salary is recouped by overheads on grants and this means that **teaching pays for most people's salary**. Moreover at all levels of seniority, teaching is a significant component in any case for promotion, with the possible exception of progression to a Readership.

##### *Managing interactions*

- It is essential that Schools within MVLS can call upon Institute staff to help provide top quality teaching at both Undergraduate and Masters' levels – School staffing levels and expertise cannot sustain taught programmes without significant contributions from Institutes, and University strategy and its competitive position depends upon a research-led approach to teaching.
- Staffing requirements should be organised by the Heads of Schools in discussion with the Directors of Institutes. Any disputes can then be adjudicated by the Head of College.
- When changes in courses are taking place, it is essential that discussions take place in good time to allow staff time to prepare for delivery of the teaching.
- Directors of Institutes should try to manage teaching loads so that differences between individuals have an objective basis and are minimised when other contributions are equivalent. Discussions about teaching contributions should be included in all Performance and Development Review meetings.
- The workload model will be helpful in this regard but until this becomes available, there has to be an acceptance that all teaching-related activities delivered in recent years cannot be suddenly redistributed – staffing levels and workloads in Schools make this impossible.
- The attitude in some parts of some Institutes that staff can refuse to teach must be challenged. It is up to the Directors to get this message across so that MVLS can provide the best teaching possible and to ensure it continues to be truly research led.

This position statement was discussed by the College of MVLS Management Group at its meeting on the 27<sup>th</sup> of February 2012 and approved by all Heads of Schools and Directors of Institutes (or their deputies).