

Extract of Agenda item for the meeting of the Academic Standards Committee to be held on 16 November.

**College of Science and Engineering
College Annual Monitoring Summary (CAMS)
Session 2011-12**

SLSD response

Advisers are frustrated by the deficiencies of MyCampus. Because they spend so much time working around the failings of the software, they are prevented from devoting the time necessary to give considered academic advice to students. They are also disillusioned by the lack of reasonable improvements in the usability of the system for both staff and students.

Chemistry

Informal feedback from the new advisors within the School shows that they feel under-supported. The introduction of these new roles, on top of the new MyCampus system, makes the job significantly more challenging and has inadvertently created further work for the more experienced advisors, as they advise the new advisors.

Engineering

The introduction of the new advising system on top of the recent roll out of MyCampus was a source of great concern across the School. Staff from the Teaching Office are to be commended for their handling of numerous enquiries from staff and students regarding functionality (or lack of) and problems with course enrolment. However, MyCampus continues to have a detrimental effect on teaching, as staff struggle to extract basic information on which they rely. This extends, unfortunately,

to staff and students in University of Glasgow Singapore, with some students unable to enrol correctly onto courses for five weeks, tying up valuable support staff time in trying to resolve such issues.

Maths and Stats

Many new advisors are frustrated because so much of the time and effort they expend on advising is not spent giving academic or personal support but dealing with mundane administrative difficulties, e.g. having to 'quick enrol' students due to timetable clashes.

Physics and Astronomy

The flexibility that is one of the unique strengths of our Science degrees inevitably required that our advisors had to undertake a considerable number of actions last autumn to update, and effect changes to, the plans of their advisees. Our Advisors carried out these tasks as efficiently and professionally as possible, thus continuing to provide our customary excellent learning environment for students (this was specifically commended during our Periodic Subject Review).

Psychology

This has been a challenging year for new advisors. The School's Senior Adviser and advisors with more experience have provided support for newer advisors. This has included formal

training sessions within the School and within the College of Arts, and Moodle resources with Subject and College specific information.

It is difficult to respond to the above without identification of specific failings that caused additional work.

Advisers should not have been involved in routine enrolment of students because of timetable clashes. This happened to a great extent in 2011 but was addressed in 2012 to allow students to sort out clashes themselves.

Errors in class scheduling did cause problems for students and the resulting enquiries may have been directed to advisers. SLSD staff supported GES and Computing Science with class scheduling and used class associations to avoid timetable clashes. Clashes were identified by SLSD staff in Maths scheduling and the same offer of assistance was made but declined.

Engineering used mainly block enrolment (particularly for SIT). It's not clear from the above where the enrolment problems arose.

Functionality has been greatly improved since the first year of operation. Access to critical pages for advisers requires fewer mouse clicks if the new Homepage is used.

Admin staff in Engineering provided support to advisers and undertook many of the tasks associated with the updating of student records.

It has been the recommendation of SLSD for some time that advisers should have admin help to undertake some of the record-keeping tasks associated with MyCampus. With a more comprehensive records system providing greater functionality (Progression based on plan rules, enrolment in classes etc), it makes more sense to concentrate the responsibility on a small number of admin staff. We agree that meetings with advisers should not be about managing the student's record.