

University of Glasgow**Academic Standards Committee – Friday 13 February 2015****Annual Monitoring Overview 2013-14****Jane McAllister, Senate Office****1. Process**

As noted in last year's summary, there was some concern that staff engagement with Annual Monitoring was not as good as it could be. This was demonstrated by the late submission of a number of School Summaries and the subsequent delay in preparing the College Summaries for Academic Standards Committee. A review of the process looked at ways to streamline the process and improve engagement and resulted in the promotion of a discussion/meeting based approach to monitoring at School level to replacing the initial round of paperwork. There was also a radical simplification of the proformas for the later stages in line with the suggested agendas for School meetings.

For AY 2013-14, all Undergraduate College Summaries were submitted on time for the relevant meeting of ASC, as were 3 of 4 PGT College Annual Monitoring Summaries. The content of the CAMS demonstrates that the staff responsible for programmes are reflecting on their provision effectively, with potential improvements being systematically identified and taken forward for the enhancement of the student experience. The Summaries also provide many examples of good practice and record progress being made on actions identified in previous years.

"Closing the loop", in terms of reporting back to staff on action taken by School, College and University in response to Annual Monitoring, continues to be a challenge. It is acknowledged to be an important factor in encouraging staff to engage with and value the process of annual monitoring. The issues that have been reported in the College Annual Monitoring Summaries, for the attention of the University, College and School, have been compiled in Appendix 1. Where updates are known, these have been added. Otherwise, the issues will be forwarded as appropriate and responses/ updates reported back to ASC and Quality Officers in due course.

2. Undergraduate College Annual Monitoring Summaries for 2013-14

ASC received the UG CAMS in November and has noted the significant themes. This provides an update on the subsequent discussion at EdPSC.

Key issues

The Undergraduate CAMS again reported many instances of difficulties related to teaching accommodation - availability, suitability or quality of rooms allocated and booking systems. As a result of previous rounds of annual monitoring and other inputs from staff, the University has been working to ameliorate the constraints of our historical estate in the light of increasing student numbers. Several activity streams have been identified to tackle this including: reconfiguration of the Bute Hall and Hunter Halls to provide additional large teaching spaces; the development of a new Learning and Teaching Hub building; and, in the longer term, the development of the western infirmary site. Other organisational measures have been proposed involving space modelling, early prediction of student numbers and early room bookings, and increasing the spread of timetabling (the majority of classes are concentrated within the Tuesday to Thursday, 10am-4pm periods).

Technology was another significant theme of the issues raised focussing on usability, reliability, training and support for Learning and teaching related technologies. The

University's VLE, Moodle, was most often mentioned. This was an area of concern given the growth in various forms of e-learning and the increasingly sophisticated way that Moodle was now being used by staff and students. In its discussion of the CAMS, EdPSC wished to encourage this but acknowledged that it would require a different style of support. The linking of the respective roles of the Learning Technology Unit and IT Services would be key to fully supporting Moodle. It was also reported to EdPSC that issues with Moodle had been flagged to the Head of University Services.

The third significant theme arising from the Undergraduate CAMS for 2013-14 related to Staffing levels for both teaching and administration. There was concern that the recent focus, in advance of the REF, on recruiting staff based on their research portfolio had adversely impacted on the availability of subject expertise for teaching in particular areas. EdPSC acknowledged this and that the culture of valuing teaching should be reasserted through recruitment, recognition and reward, and promotion.

Finally, MyCampus continued to attract general dissatisfaction. A new Student Lifecycle Support and Development Engagement Plan has been produced with a view to moving towards full realisation of the expected benefits of the system. The Plan was presented to EdPSC on 10 December 2014. It includes activities such as:

- Engagement and collaboration with users - essential for ongoing development and enhancement of MyCampus
- Thematic Specialist User Groups are to be re-established to review use of the system and consider opportunities for development
- An Operations Group with college membership has been established
- SLSD Team will continue to participate in a Global User Group to influence Oracle's development roadmap
- An Annual Plan of activity, linked with University strategic aims, has been put in place to ensure that the full functionality of MyCampus can be exploited to the benefit of the institution.

3. Postgraduate College Annual Monitoring Summaries for 2013-14

The PGT CAMS for the College of Science and Engineering had not been received at the time of writing.

Key Issues

The issues raised in the PGT CAMS show some correlation with those identified above. Technology, teaching accommodation and MyCampus all feature. However, the most numerous concerns related to:

- Staffing – particularly concerns that the effort involved in providing support to PGT students is not accurately reflected in workload models and that administrative support is stretched to the point of breaking (examples are given of assessment submission processes being adversely affected by administrative cover/location)
- Recruitment – a number of requests for advice or further input from Recruitment and International Office were made in relation to marketing and improving recruitment to programmes and increasing diversity of the student backgrounds recruited.
- Support for learning – a number of areas noted that PGT students had required or requested support with academic writing. A number of areas had developed their own solutions in response; these could be useful basis for developing practice in other areas, or the across the University, if similar needs are identified in future.

Items reported for University attention in CAMS 2013-14

Theme	CAMS	UG/ PG	Issue	Report/Update ¹
Attendance Monitoring	Arts	UG	Could scanners be available in teaching rooms to facilitate quicker and more reliable attendance monitoring (SMLC)	Include with Hot topic information to be forwarded to VP (L&T)
Course Approval	SS	UG	Approval process for course change resulted in planned changes abandoned due to inflexibility of the process (BACP)	Review of Course Approval Process is in progress. These comments will be forward to the group.
Course Approval	SS	UG	Teaching: The process of changing ILOs must be simplified and the role of the MA Board of Studies clarified. The current PIPS approval system is overly bureaucratic, cumbersome and is a significant barrier to encouraging innovation in our teaching	Review of Course Approval Process is in progress. These comments will be forward to the group.
Course Approval	SS	PGT	Approval process for course changes resulted in planned changes being abandoned due to the inflexibility of the process (Childhood Practice).	Review of Course Approval Process is in progress. These comments will be forward to the group.
Course Approval	SS	PGT	Commitment to establish an academic programme for Drug and Alcohol studies, both nationally and internationally. Does the university wish to continue with this provision – How will we know?’ (DAS).	Review of Course Approval Process is in progress. These comments will be forward to the group.
Estates	Arts	UG	Estates: Poor signage in Main Building e.g. 656	Reported to Estates and Buildings
Estates	Arts	UG	Boyd Orr refurbishment. Caused significant disruption and distraction during teaching times and especial problems for students with mobility problems while lifts were unavailable. The PC in lecture theatre E was slow and should be reviewed for an upgrade	Disruption noted. Problems with PCs in Lecture theatres should be reported as they occur via www.gla.ac.uk/services/avit/reportafault/
Estates	S&E	UG	Refurbishment and, more importantly, ongoing maintenance of accommodation also presents a problem.	Feed into refurbishment planning via College. College to agree priorities.

¹ Report/Update is repeated on each row to allow sorting and easier extraction of information by College

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			<p>There is a lack of suitable small-group teaching spaces within the Kelvin Building - increased student numbers again.</p> <p>Severe heating problems occur in winter in lecture theatre 222 in the Kelvin Building, often bringing the room temperature below legal working minimum. This long-known problem has not been fixed by Estates and Buildings.</p> <p>The promised refurbishment of the Observatory seems to have stalled over the last 10 years (P&A)</p>	<p>Also note proposed development of L&T hub (EdPSC minute EC/2014/4.1 at https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-10-13.htm)</p>
Estates	MVLS	UG	Cochno Farm: continues to require investment and development (SVM)	Feed into refurbishment planning via College. College to agree priorities.
Estates	S&E	UG	Appropriate teaching space is still required with good BLACKboards (Maths)	Feed into refurbishment planning via College. College to agree priorities.
Estates	SS	UG	large number of broken seats in the WILT	Issues with Lecture theatres and other rooms (including building fabric) should be reported as they are encountered via the forms at: www.gla.ac.uk/services/avit/reportafault/
Estates	SS	UG	<p>Concerns on Rooms made by all subject groups across the School:</p> <ul style="list-style-type: none"> • Kelvin gallery (not fit for purpose, space too large) – Economics particularly felt that the Kelvin Gallery was unfit for purpose. It is reported as not having a white board, and all lecture venues should be equipped with a white board. • Humanities lecture theatre (uncomfortable). • Gregory Building LT (chalky). • Thomson Building 236 (regular fire alarm, projector screen too high) 	<p>Issues with Lecture theatres and other rooms (including building fabric) should be reported as they are encountered via the forms at: www.gla.ac.uk/services/avit/reportafault/</p> <p>Or</p> <p>Feed into refurbishment planning via College. College to agree priorities.</p>

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			<ul style="list-style-type: none"> Concern over tutorial venues on 7th floor of main Gilbert Scott building (poor layout and no visualiser or projector) Difficulty in switching from one device to another (or using both) e.g. visualiser to projector in lecture theatres. 	
Estates	SS	PGT	Students continue to decry the quality of the McGregor Building and Humanities lecture theatres.	Feed into refurbishment planning via College. College to agree priorities.
Estates	SS	PGT	Concern over lecture/tutorial venues with many of those not being fit for purpose (due to size, shape, air ventilation and equipment). (ASBS)	Feed into refurbishment planning via College. College to agree priorities.
External Examiners	Arts	UG	External Examiners and donor courses for Intercolated programmes. Medical Humanities convener reported that the system of EE authorization was extremely cumbersome and does not easily accommodate interdisciplinary programmes involving more than 1 or 2 subjects. Protocols also need to be put in place to provide guidance to staff about what should be involved when opening up courses to such programmes	Senate Office will investigate
External Examiners	Arts	PGT	Staff in Film and Television Studies feel that the External Examiner's fee is "embarrassingly low" (CCA).	Explanation of fee policy requested from Senate Office
Health and Disability Support	Arts	PGT	Appropriate support for staff and students dealing with the impact of students' mental health issues continues to be a pressing issue (CCA).	Response to be requested from relevant service
Health and Disability Support	Arts	UG	It was noted that the Student Disability Service is very supportive of students with e.g. dyslexia, but the support takes a long time to implement, often almost to the end of semester 2 (CCA).	Response to be requested from relevant service
Health and Disability	Arts	UG	Mental Health Issues and Counselling Service. Reports of students with mental health problems who had been unable to secure appointments or consistent care through the university	Response to be requested from relevant service

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Support			counselling service.	
Library	SS	PGT	Students have asked if it would be possible to have an internet-based booking system for the library study rooms. At the moment bookings must be made in person at the front desk. (ASBS)	Response to be requested from relevant service
My Campus	Arts	PGT	MyCampus continues to be a significant problem for PGT students – especially at the start of the programme; there were a number of issues with enrolment which also added to the workloads of admin staff (CCA).	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT helpdesk.
MyCampus	Arts	UG	SMLC feels this system does not meet the enrolment needs of their School. Other Schools noted the additional pressures this system has placed on its administrative staff, especially at the beginning of the teaching session and during the examination periods	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT helpdesk.
MyCampus	MVLS	UG	Improving MyCampus performance & support during periods of heavy use, improving MyCampus functionality, e.g. direction of student absence notes (SVM, SM)	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT helpdesk.
MyCampus	S&E	UG	MyCampus continues to be problematic at all levels and causes extra (often unnecessary) work for all staff and inconvenience to our students, who are internet savvy and view it with a mixture of disbelief and disdain (P&A)	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT

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				helpdesk.
MyCampus	S&E	UG	MyCampus system continues to be cumbersome and inaccurate. Student timetables were not accurate for some courses. Specific laboratory sessions were missing and/or venues changed at short notice (without informing the teaching staff of those changes) (GES)	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT helpdesk.
MyCampus	SS	PGT	Some students had difficulty with respect to registration and enrolment via MyCampus (CLCRE and IESR).	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT helpdesk.
MyCampus	SS	PGT	Unending problems with MyCampus (IESR).	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT helpdesk.
MyCampus	SS	PGT	Students are confused by the disparity between the final GPA score appearing on MyCampus and their graduating award. (ASBS)	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT helpdesk.
MyCampus	MVLS	PGT	Time tabling, room bookings and my campus issues are cited regularly across the reports received.	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD

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				Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT helpdesk.
MyCampus	Arts	PGT	Ongoing problems with MyCampus continue to impede the smooth running of all PGT programmes (CCA).	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT helpdesk.
MyCampus	Arts	PGT	Movement between the English Language M.Sc. and M. Res. programmes occurs because either the M.Sc. has low recruitment or because students request a move to the higher degree. Yet in 2013-14 this resulted in duplicate records being set up for students, which caused confusion. There are still registration problems in 2014-15, which will be reported on in the next AMR (Critical Studies).	Information on next steps of development for MyCampus were discussed at EdPSC on 10 December 2014. A new SLSD Engagement Plan was provided [link to be inserted] Comments will be forwarded to SLSD Team for information. Specific problems should be reported as they occur via IT helpdesk.
Other	SS	UG	Recognition of community development as a distinct entity in SOE (BACD)	This is a College issue.
Recruitment	SS	PGT	Concern over the size(very large numbers of students) on lectures/tutorials. (ASBS)	Response to be requested from relevant service
Recruitment	SS	PGT	Recruitment issues around the quality and diversity of student population. (ASBS)	Response to be requested from relevant service
Recruitment	SS	PGT	The MSc TESOL programme will benefit from a more diversified intake. Advice from RIO will be welcome	Response to be requested from relevant service
Recruitment	Arts	PGT	Colleagues noted that it is very difficult and slow to implement updates to the programme web page on the university website - this can only be done through RIO staff. Others noted a lack	Response to be requested from relevant service

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			of sufficient help with PR/marketing of programmes (CCA).	
Recruitment	Arts	PGT	TRS Mlitt: 'there is no marketing of this programme other than via the website'. Thus 'better communication strategies are required between RIO and subjects to promote recruitment and clarify access requirements (visas and English language certification)' (Critical Studies).	Response to be requested from relevant service
Recruitment	Arts	PGT	Creative Writing submits that 'despite repeated attempts to get a marketing plan in place', it has 'been unable to receive confirmation of monies or activities available for the marketing of our programme, particularly necessary as we launch the MFA/DFA. This is an ongoing area of clarification and action on the part of the School and College' (Critical Studies).	Response to be requested from relevant service
Recruitment	Arts	PGT	Language assessment for international students who have come through the pre-session courses at the language centre and have not taken IELTS is insufficient for the level of the programme (a particular issue was identified in 2014-5 session by History of Art but the problem of some students' inadequate language proficiency is relevant more widely) (CCA).	Response to be requested from relevant service
Recruitment	Arts	PGT	Modernities: 'the online applications system is still not able to accommodate direct uploading of referees' recommendations (including automatic reminders etc). There is a long-standing request to the director of RIO to authorise this facility which would bring GU's system in line with all our competitor institutions' (Critical Studies).	Response to be requested from relevant service
Regulations	S&E	UG	Application of new discretion rules for final degree classifications continues to cause concern among academic staff and external examiners (engineering)	Comments will be forwarded to Academic Regulations Sub-Committee
Regulations	SS	UG	Penalty System: One cause for concern, as indicated by our externals and discussed at our exam board, is the University	Comments will be forwarded to Academic Regulations Sub-

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			penalty system. While we do grant extensions to students based on good cause, the number of applications has very much increased in the past few years and it takes quite a lot of staff time to answer enquires, processing the claims, and chasing students up for medical documentation. While the intention of deducting two marks per day for late work might have been to reduce the number of claims, we find that it has increased levels of stress and anxiety amongst our students and would welcome a re-examination of the penalty system by the University. (Sociology)	Committee
Regulations	SS	PGT	Consider whether regulations governing MSc awards with distinction should be modified to recognise an overall GPA of 18 or a preponderance of credits at grade A. (ASBS)	Comments will be forwarded to Academic Regulations Sub-Committee
Regulations	Arts	PGT	Modernities: Final Degree Classification and Threshold Grades. The final exam board for this programme was extremely concerned about 'the effect of the regulations governing final degree classification which require a student to obtain a threshold grade in coursework regardless of their performance in the degree as a whole. [further detail provided in CAMS] (Critical Studies).	Comments will be forwarded to Academic Regulations Sub-Committee
Security	Arts	UG	Security: inadequate provision of security for Gilmorehill Halls during early evening screenings	Response to be requested from relevant service
Staff Support	SS	PGT	There is a lack of provision for tutors aiming to provide 'feedback on non-assessed formative tasks' (MSc TESOL)	Comments will be forwarded to the Academic Development Unit for response
Staff Support	SS	PGT	Resources for new programme design, especially for Course 2a – 'Developing Effective Supervision Practices' (PgCAP)	Comments will be forwarded to the Academic Development Unit for response
Staff Support	SS	PGT	Opportunities for professional development are needed in supporting both new and experienced supervisors (MEd Professional Practice)	Comments will be forwarded to the Academic Development Unit for response

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Staff Support	SS	PGT	Support as the Programme team works with the Further Education sector on the Continuing Professional Development needs of lecturers and as they seek recognition for the MSc/PgD in Teaching Adults for the Further Education Register from the General Teaching Council (Scotland) (MSc/PgD Teaching Adults and MSc Adult & Continuing Education).	Comments will be forwarded to the Academic Development Unit for response
Staffing	S&E	UG	An additional member of administrative staff for the Teaching Office is badly needed (Computing)	College Management determines the allocation of resource for staffing. Requests for additional staff should be submitted to College (via School, where appropriate).
Staffing	S&E	UG	Administration levels continue to be extremely high and the employment of a dedicated teaching administrator would ease this burden on staff, allowing them time to prepare and teach more effectively (P&A)	College Management determines the allocation of resource for staffing. Requests for additional staff should be submitted to College (via School, where appropriate).
Staffing	S&E	UG	Staff resources are stretched with all courses understaffed due to large and sustained increase in student numbers without increase in staff levels. All staff report high levels of workload, taking on extra small-group tutorials and lab teaching in order to keep staff-student ratios at appropriate levels. Staff report that this problem is worsening (P&A)	College Management determines the allocation of resource for staffing. Requests for additional staff should be submitted to College (via School, where appropriate).
Staffing	SS	UG	Staffing levels needed – additional 1 day/week on a permanent basis for a staff member (BACD). Increase of staffing levels (teaching) to enable staff to conduct more research (BACD).	College Management determines the allocation of resource for staffing. Requests for additional staff should be submitted to College (via School, where appropriate).
Staffing	SS	UG	Replacing staff who leave and confirming staff on temporary contracts. When staff members obtain 'buyouts' for their time, it has severe implications for remaining staff members who conduct most of the teaching.	College Management determines the allocation of resource for staffing. Requests for additional staff should be submitted to College (via School, where appropriate).

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Staffing	SS	PGT	Effective marketing strategies tend to attract and increase number of students joining the Programme. The impact of these increases should be reflected on staff and material resources; they should also be increased to maintain high quality student experiences (MEd/MSc Educational Studies).	College Management determines the allocation of resource for staffing. Requests for additional staff should be submitted to College (via School, where appropriate).
Staffing - Workload	SS - PGT	PGT	The workload model for supervising Master's students is 'not realistic' in order to support student learning and provide them with an excellent learning experience. Also, with increased internationalisation, comes a greater requirement for support ... The students often need not only academic but pastoral support and this exceeds the 15 hour allocation (MSc/PgD Teaching Adults and MSc Adult & Continuing Education)	College Management determines the allocation of resource for staffing. Requests for additional staff should be submitted to College (via School, where appropriate). This comment will also be forwarded to the Chief Advisers Sub-Committee (CASC)
Staffing - Workload	SS - PGT	PGT	...Most programme leaders spend a great deal of time that is not adequately included/factored-in to their workload providing pastoral care for often personal, sensitive or complex issues that can impact on students' performance...	College Management determines the allocation of resource for staffing. Requests for additional staff should be submitted to College (via School, where appropriate).
Staffing - workload	SS - PGT	PGT	The small size of the teaching team presents an immense challenge to supervision provision with the increasing course numbers and competing responsibilities at School and University levels (CLL)	College Management determines the allocation of resource for staffing. Requests for additional staff should be submitted to College (via School, where appropriate).
Staffing - workload	SS - PGT	PGT	Insufficient time allocated by workload model to prepare before courses, particularly for new courses (TESOL)	College Management determines the allocation of resource for staffing. Requests for additional staff should be submitted to College (via School, where appropriate).
Staffing (GTA)	Arts	UG	GTA Training (statutory) needs to (a) be improved and (b) take place at an earlier stage in the semester if it is to be useful	GTA training/pay has also been highlighted through Periodic Subject Review. ASC referred the matter to Deans of Graduate Schools and Deans of Learning and Teaching. Proposals will be reported

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				back to ASC then referred to services for consideration (ASC/2014/7.1.1 https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Minutes/minutes_2014-10-03.htm)
Staffing (GTA)	SS	UG	GTAs: Pay and Conditions of GTAs: General concerns that the current level of payment for GTAs does not reflect the time required to undertake the preparation, assessment and administrative duties associated with the post	GTA training/pay has also been highlighted through Periodic Subject Review. ASC referred the matter to Deans of Graduate Schools and Deans of Learning and Teaching. Proposals will be reported back to ASC then referred to services for consideration (ASC/2014/7.1.1 https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Minutes/minutes_2014-10-03.htm)
Student support	SS	PGT	There is a call for a consistent 'proofreading and editing provision for international students' as well as precise guidelines on the level of correction tutors are expected to give (TESOL).	Response to be requested from relevant service
Student Support	SS	PGT	Continued lack of provision with respect to student learning support provision, i.e. English Language ability, academic writing, library skills (MSc/PgD Teaching Adults and MSc Adult & Continuing Education)	Response to be requested from relevant service
Student Support - International	SS	PGT	There is a relatively large number of international students and this led to some students struggling academically especially at the beginning of the year. University provision for these students is helpful and needs to continue to play a role in their success (Psychological Studies).	Response to be requested from relevant service
Student Support -	SS	PGT	Recurring concerns about English language ability of some international students and the effects this has on the student	Response to be requested from relevant service

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International			learning and support needs(ASBS)	
Student Support - International	SS	PGT	Concerns about English language ability of some international students and the effects this has on the student learning and support needs. (Interdisciplinary Studies)	Response to be requested from relevant service
Student Support - Part-time	SS	PGT	Many universal University systems e.g. registration & enrolment, regulations governing extensions and penalties are not geared towards part-time learners with full time jobs and other commitments, impacting on their ability to work to tight deadlines; appear in person to collect GUID cards; or to attend the support courses that are offered during the day' (MEd/PgD/PgC Inclusive Education).	Response to be requested from relevant service
Student Support - Part-time	SS	PGT	'The needs of part-time distance learners often appear to be overlooked in planning the provision of student support services' (MEd Professional Practice).	Response to be requested from relevant service
Teaching Space (Allocation)	MVLS	PGT	Time tabling, room bookings and my campus issues are cited regularly across the reports received.	Response to be requested from relevant service Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf
Teaching Space (Allocation)	SS	PGT	The room booking process is unable to cope with issues of over-recruitment expeditiously. (ASBS)	Response to be requested from relevant service Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf
Teaching Space (Allocation)	Arts	UG	All Schools report persistent and significant difficulties in this area (Timetabling and Room Booking) and indicate that it has caused both additional stress and time wastage	Response to be requested from relevant service Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf

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Teaching Space (Allocation)	MVLS	UG	<p>Room bookings:</p> <ul style="list-style-type: none"> Allocation of examination rooms across campus makes resolution of any difficulties by staff difficult (SVM) Room availability, appropriate size and allocation for both small and larger group teaching (SM). Access required to the Western Infirmary Lecture Theatre (SM) Suspension of room booking system whilst timetables are being finalised is unsatisfactory (SVM) 	<p>Response to be requested from relevant service</p> <p>Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf</p>
Teaching Space (Allocation)	S&E	UG	Provision of exam halls for class tests during lecture times (chemistry)	<p>Response to be requested from relevant service</p> <p>Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf</p>
Teaching Space (Allocation)	S&E	UG	Timetabling of lecture accommodation by CTT has been particularly problematic this year for many class heads, with yearlong classes allocated different rooms in different buildings across campus on a daily basis. Feedback from class heads to CTT staff often appears to be ignored. In particular, the provision of in-house accommodation allows staff to carry out lecture demonstrations and foster student-staff communication. Again staff report that this problem is worsening (P&A)	<p>Response to be requested from relevant service</p> <p>Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf</p>
Teaching Space (Allocation)	S&E	UG	Central room allocation should be done more sympathetically to the requirements of students and staff, within a single course, lectures are frequently timetabled to occur in rooms at one end of the Campus to be followed directly	<p>Response to be requested from relevant service</p> <p>Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf</p>

Theme	CAMS	UG/PG	Issue	Report/Update ¹
			by a laboratory at the other end of the Campus (GES)	
Teaching Space (Allocation)	S&E	UG	Consistent and effective room provision and booking procedures (Maths)	Response to be requested from relevant service Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf
Teaching Space (Allocation)	SS	UG	Overall, the allocation of rooms at every level is unsatisfactory: some classes had no room when the semester started, a few of the rooms allocated were too small and/or were on the opposite side of campus to the previous hour. In part this might have to do with how CRBs work but, more broadly, the university must invest in the estate	Response to be requested from relevant service Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf
Teaching Space (Allocation)	SS	PGT	Room allocation. 'Extended movement around university campus. Accommodation to suit the needs of students urgently requires attention' (Drug & Alcohol Studies).	Response to be requested from relevant service Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf
Teaching Space (Allocation)	SS	PGT	Room bookings: breakout rooms for some courses were in different buildings', which is 'disruptive to staff and students', especially with large classes (TESOL).	Response to be requested from relevant service Also note Update from CTT to EdPSC https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2014/03.pdf
Teaching Space (Availability)	S&E	UG	Due to increased student numbers, suitable accommodation is difficult to come by. Many staff report difficulties in obtaining suitable exam accommodation for class tests during the semester (P&A)	Large lecture accommodation at EdPSC (EC/2013/29) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-04-30.htm Development of Learning and Teaching Hub at EdPSC (EC/2014/4.1) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-10-13.htm

Theme	CAMS	UG/PG	Issue	Report/Update ¹
Teaching space (Availability)	S&E	UG	Increasing the number of large lecture rooms (+300) should be a high priority to avoid repeat lectures, which have become more prevalent as a result of the common curriculum in Engineering (engineering)	<p>Large lecture accommodation at EdPSC (EC/2013/29) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-04-30.htm</p> <p>Development of Learning and Teaching Hub at EdPSC (EC/2014/4.1) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-10-13.htm</p>
Teaching Space (Availability)	SS	UG	<p>Increased class sizes and lack of adequate lecture space are the two main issues. Relates to:</p> <ul style="list-style-type: none"> • Double teaching, admin and org problems, Saturday examinations • GIC entrants comparability to those that have attended level 1/standard route 	<p>Large lecture accommodation at EdPSC (EC/2013/29) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-04-30.htm</p> <p>Development of Learning and Teaching Hub at EdPSC (EC/2014/4.1) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-10-13.htm</p>
Teaching Space (Availability)	SS	UG	Both Sociology and Politics raised strong concerns about the availability of large enough rooms for their Level 1 and Level 2 courses. Where possible it would be helpful to avoid the need for video links, and where unavoidable it would be preferable if the spill over room were to be located closer to the main lecture hall to allow staff to deal with any IT problems that may arise. Where video-link lectures are necessary we need full and prompt IT support when technical problems arise.	<p>Large lecture accommodation at EdPSC (EC/2013/29) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-04-30.htm</p> <p>Development of Learning and Teaching Hub at EdPSC (EC/2014/4.1) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-10-13.htm</p>
Teaching Space (Availability)	SS	UG	Need to use Saturdays for class tests because of lack of availability of suitable venues mid-week	<p>Large lecture accommodation at EdPSC (EC/2013/29) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-04-30.htm</p> <p>Development of Learning and Teaching Hub at EdPSC (EC/2014/4.1) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-10-13.htm</p>

Theme	CAMS	UG/ PG	Issue	Report/Update ¹
Teaching Space (Suitability)	Arts	UG	inadequacies with current provision of space for practice-based elements	Feed into refurbishment planning via College. College to agree priorities. Development of Learning and Teaching Hub at EdPSC (EC/2014/4.1) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-10-13.htm
Teaching Space (Suitability)	S&E	UG	Better provision of small teaching rooms for tutorials (chemistry)	Feed into refurbishment planning via College. College to agree priorities. Development of Learning and Teaching Hub at EdPSC (EC/2014/4.1) https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2014-10-13.htm
Teaching space (Suitability)	S&E	UG	Some lecture rooms are still poorly equipped for Engineering courses. The minimum requirement is at least, one roller board and the capability for AV projection simultaneously without obscuring the board (engineering)	Feed into refurbishment planning via College. College to agree priorities.
Teaching Space (Suitability)	SS	UG	Consistent, suitable teaching spaces for all classes (BACD)	Feed into refurbishment planning via College. College to agree priorities.
Teaching Space (Suitability)	SS	PGT	Students raised the inadequacy of teaching spaces (MEd Community Learning & Development).	Feed into refurbishment planning via College. College to agree priorities.
Technology	Arts	UG	All Schools (see below) reported that support for the development and use of Moodle 2, Turnitin, Echo 360 and Talis Aspire required widespread improvement	Response to be requested from relevant service
Technology	MVLS	UG	VLE policy has restricted access to full Moodle and Mahara functionality, constraining innovation and ability to personalise the learning experience for students; improved VLE	Response to be requested from relevant service

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			performance during periods of heavy use (SVM, SM, SLS) Technological support for the VLE (SVM, SM, SLS)	
Technology	MVLS	UG	Wifi: Greater and improved wifi coverage, is required given the increased reliance on e learning to support teaching (SVM, SM	Response to be requested from relevant service
Technology	MVLS	UG	Technology: Staff would like more freedom to explore and test emerging TELT-related technologies outwith the strictures of institutional IT systems/policies (SLS)	Response to be requested from relevant service
Technology	SS	UG	Increase in labs with SAGE availability required.	Response to be requested from relevant service
Technology	SS	UG	More widespread availability of EVS	Response to be requested from relevant service
Technology	SS	UG	Difficulties in importing quizzes from Moodle to Moodle 2 – represents a lot of additional work for the course staff.	Response to be requested from relevant service
Technology	SS	PGT	More visualisers in teaching rooms would be welcome (MSc TESOL)	Response to be requested from relevant service
Technology	SS	PGT	Views of the Learning & Teaching Centre being sought, concerning 'upgrades and enhancements to Moodle' as EdD is 'a high quality premium e-learning enabled distance programme that relies on the VLE (EdD).	Response to be requested from relevant service
Technology	Arts	PGT	Creative Writing: the forum for delivering online seminars and workshops was isolated as an area for improvement and 'existing university facilities through the Big Blue Button facility in Moodle are inadequate for student needs; these are limited to text-based chat, and there is no reliable recording or copying option' (Critical Studies).	Response to be requested from relevant service
Technology	Arts	PGT	Creative Writing: Making Room 101, 5 University Gardens a Video Conference Suite – a request was submitted for this last year (and Creative Writing was told it must prove need by using someone else's VC suite). [detail provided in CAMS].	Response to be requested from relevant service

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			Creative Writing is now using BlueJeans as a video-conferencing tool (with recordable sessions) and re-submitting a bid to make Room 101 a videoconferencing room for the MLitt DL and to support the developments of the low residency MFA & DFA (Critical Studies).	
Timetabling	MVLS	UG	Deadline for finalising timetables currently coincides with a period of already heavy workload for the Undergraduate School (SVM)	Response to be requested from relevant service
Timetabling	MVLS	PGT	Time tabling, room bookings and my campus issues are cited regularly across the reports received.	Response to be requested from relevant service
Timetabling vs Accommodation	Arts	PGT	The hybrid nature of the Eng Lang M.Res. (part-taught and part-supervised) has caused problems for student arrival dates and accommodation contracts: [further detail provided in CAMS] it is noted that 'apart from the general worry and inconvenience for students, this made supervision at the final stages and dissertation corrections very difficult' (Critical Studies).	Response to be requested from relevant service
Campus Services	MVLS	UG	Campus links: Provision of a regular shuttle bus between Gilmore Hill and satellite campuses, particularly Garscube. This issue is seen as key to facilitate research and teaching links between these campuses, and to be a serious safety matter for students, particularly female students, undertaking research projects in Garscube (SVM, SLS)	Response to be requested from relevant service