

University of Glasgow

Academic Standards Committee – Friday 25 May 2018

Responses to Issues Raised in the Undergraduate and Postgraduate College Annual Monitoring Summaries 2016-17

Dr Richard Lowdon, Senate Office

1. Process

As in previous years, the Undergraduate Annual Monitoring Summaries for each College were submitted to the Senate Office two weeks in advance of the November meeting of ASC. The Postgraduate Summaries were submitted to ASC two weeks in advance of the January meeting of ASC. The College Summaries were then reviewed by the Senate Office in order to identify any common themes. Following consideration of the College Annual Monitoring Summaries, ASC confirmed and identified additional themes that they wished to be raised. The Senate Office then contacted relevant services to seek updates and responses to these University-wide matters.

2. Key Themes

The following issues from the Undergraduate and Postgraduate Annual Monitoring Summaries received responses from the relevant University Services:

- Quality and suitability of teaching spaces
- MyCampus
- Moodle
- Recruitment and marketing
- Library and IT provision at the Crichton Campus
- URKUND
- Language and assessment
- Provision for online Masters programmes

3. Quality and suitability of teaching spaces

Quality and suitability of teaching spaces was one of the most prominent topics raised in the Undergraduate and Postgraduate College Annual Monitoring Summaries. The following specific issues were sent to Estates & Buildings for commentary:

Location and allocation of teaching spaces

- I. “The main issue is that when teaching consecutive hours, staff have to move buildings, often across campus. This has a negative impact on teaching as well as student and staff satisfaction”. (Social & Political Sciences)
- II. “The failure of the room-booking system to take location into account or to prioritise local rooms for the use of subject areas. Local room use maximises ability to use in-house resources such as class libraries, and minimises loss of teaching time caused by cross-campus travel, as well as fostering a sense of community among staff and students. It was expressed by one subject, offering a bespoke class to visiting study abroad students, that ‘student experience is crucial for the continued success of the programme. Therefore, it would be better to be able to showcase

the best Glasgow has to offer in terms of facilities than to cram students into cramped rooms". (Critical Studies)

- III. "Teaching spaces for classes scheduled back-to-back are not proximate, resulting in disruption and waste of time. The distance between teaching spaces continues to present problems for both staff and students, particularly those students with disabilities or who have to attend consecutive classes across campus". (Critical Studies)
- IV. "Regarding room bookings, multiple lecture theatres were assigned for the same course, sometimes in distant parts of the University (resulting in issues arriving and departing); lack of notice from CTT on room assignment; double bookings; and even cancellation of lectures due to insufficient space. This often resulted in negative comments from students, and was demoralising for staff". (Humanities)
- V. "Allocation of rooms in St Andrews building continues to cause problems for both staff and students, making it difficult to arrive and depart on time due to distance between it and other teaching spaces". (Modern Languages & Cultures)
- VI. "Once again, it would appear that in preparing the room allocations, the previous year's allocations are ignored and a fresh start is made. Why is there is no memory in the system?". (Science & Engineering)
- VII. "Allocation of teaching accommodation needs to be fit for purpose, and more consistently assigned. Students may have specific needs (e.g. fitting their studies into a tight schedule; mobility needs; transport needs). Extend the criteria for allocating teaching accommodation (e.g. Languages needs rooms with movable furniture; the noise levels of languages classes prohibits the use of partitioned rooms)". (Open Studies)

Room facilities

- VIII. "Lack of recording facilities such as Echo 360; inappropriate facilities and/or lack of equipment for courses; and poor room layout. This has also had an impact on student feedback". (Humanities)
- IX. "Overflow rooms with video links cannot function if it is not possible for the overflow classroom to communicate technical difficulties receiving video feed to main theatre". (Critical Studies)
- X. "Provision of electrical sockets in lecture theatres inadequate". (Veterinary Medicine)
- XI. "Air conditioning in Hunterian Lecture Theatre and Hetherington 118 are not effective". (Modern Languages & Cultures)
- XII. "Technology requires upgrading and in some cases does not function, e.g. the board in Hetherington 317 together with projection screen is not fit for purpose". (Modern Languages & Cultures)
- XIII. "Adequacy and reliability of equipment available, particularly lecture recording facilities". (Critical Studies)

Suitability and maintenance of teaching spaces

- XIV. "Suitability of some teaching spaces for a 21st (or a 20th) century learning experience. Acoustics in some large halls (Kelvin Gallery is a standout case) is appalling and unacceptable". (Life Sciences)
- XV. "Temperature in teaching spaces, both high and low, especially at times of high stakes examinations". (MVLS)

- XVI. “Staff commented in 2016-17 upon a marked deterioration in the maintenance of rooms and the equipment provided therein. Janitors seemed in some instances not to be able to assist, computers not infrequently failed, the Gilbert Scott Conference Suite had no wireless, and sound files could not be played in several teaching locations. In one particular case, a room divider had to be erected by lecturing staff while a class continued in the adjacent room”. (Critical Studies)
- XVII. “Heating/ventilation system in Gilmorehill building continues to be a severe problem”. (Critical Studies)
- XVIII. “Requests for more spaces designed for interactive teaching, noting that large lecture halls are not amenable to discussion and that students ‘often complain about this aspect of University accommodation’”. (Modern Languages & Cultures)

Room booking

- XIX. “The room booking system is not satisfactory; for instance, rolling over as a default would make more sense than starting from scratch every year; checking the bookings is unnecessarily complicated as teaching staff are asked to operate on worksheets which do not include actual calendar dates and the entries are in a seemingly random order. In addition, the parallel use of timetabling weeks and teaching weeks (instead of calendar weeks or *actual dates*) adds to the confusion. This is not only time-consuming but also makes the system prone to errors”. (Life Sciences)

3.1 Response from Estates & Buildings

The following response was received from Estates & Buildings in relation to these issues:

Context

The challenge of providing sufficient and suitable teaching space on campus and to meet the demands posed by continued growth in student numbers is well-recognised by the University and it is against this backdrop that the first scheme in the ambitious Campus Development Programme is a £90m investment in the Learning & Teaching Hub due to open in 2019 and providing over 1700 seats in state of the art teaching facilities as well as 1100 social/study spaces. In addition, the University has committed an annual sum of £2m for ongoing investment in upgrading teaching spaces across the campus.

However, in the interim there remains significant pressures on space which we are all seeking to manage as effectively as possible. The role of the Management of Teaching Space group is, in part, to consider and address the major challenges.

Theme 1: Location and Allocation of Teaching Spaces

Part A: Room Allocation Process

Prior to 2016 when preparing the timetable for the following academic session staff in Schools/RIs (via the School Timetablers) could request specific centrally-managed buildings or rooms for their teaching events and there were a number of individual agreements in place which gave particular Schools or courses priority access to certain rooms.

This practice, with the approval of the Management of Teaching Space Group¹ (MTS), was ceased from 2016 as being unsustainable in the light of:

- increases in student numbers

¹ Membership comprising: VP Academic & Educational Innovation, Secretary of Court, Deans of Learning & Teaching and representatives of Heads of School Admin, IT Services, SLSD, SMTT and SRC.

- the need to demolish the Maths & Stats building with the loss of multiple teaching rooms
- changes to teaching patterns, numbers of courses and class sizes.

Since that time all centrally-managed space is allocated according to 'best fit', where class size and equipment/features are matched to the room capacity and features. This has resulted in classes being allocated spaces which they may not have traditionally used (and may not be the preferred location), but in all cases ensures that there is adequate capacity for the stated class size.

Management and allocation of locally-managed space remains entirely the responsibility of Schools/RIs.

The year on year changes to anticipated class sizes and, in some cases, teaching patterns and courses structures means that rolling forward previous year room allocations would result in rooms behind assigned which are no longer suitable.

Furthermore, the consequence of in-year changes such as rescheduling or increased class sizes having necessitated either double-teaching or split-room teaching (linking rooms via VC to deliver to a single cohort) would be perpetuated through subsequent years if the allocations were rolled forward.

However, local space room allocations can be rolled forward if this is the preference of the School and they are asked to advise on this each year when the new dataset is created.

Part B: Proximity of Rooms

Minimising travel distances between back-to-back teaching events is a complex task:

- for students, it cannot be done at the time of allocating rooms since students are not enrolled on classes;
- for staff, it can only be considered to the extent that staff details are recorded against the events which they are teaching (and that this does not subsequently change);
- the time required to review the timetable and allocations in respect of this could not be absorbed within the 4 week room allocation period.

In an effort to address this and deliver some improvements, again with the agreement of MTS, for the 2017/18 timetabling cycle an additional 2 week validation period was added during which the Space Management & Timetabling Team (SMTT) undertook validation activity as described in the paper attached at Appendix 1.

The commitment in this proposal was to review all classes of cap. 150 or more, however events down to much smaller sizes were reviewed in practice.

Whilst this resulted in a timetable being published in June which provided much better consistency of room allocation and minimised travel distances between events, within the parameters outlined, much of this effort proved to be largely redundant given:

- Only 50% of events had lecturer details attached;
- Subsequent to timetable publication lecturer details on many events changed;
- Student growth at the start of session required changes to room allocations – with any suitably-sized room having to be allocated, regardless of location;
- Greater than usual volumes of change requests being submitted in respect of staff or student disability and requiring alternative room allocations.

A review of this activity with MTS concluded that, whilst the benefits were diluted by extraordinary circumstances, the additional validation period has some merit and should continue for at least one more year. A further review will be undertaken in Autumn 2018.

Theme 2: Room Facilities

In recent years we have managed to achieve a significant reduction in the use of linked spaces (i.e. a single cohort taught across two rooms by use of VC or other streaming solutions) with only one course (which specially requested this) being allocated such an arrangement when the timetable was initially published for 2017/18. However, the very significant changes required by start of session meant that where it was not possible to double-teach a course, linked teaching had to be used. Within this, the use of lecture recording (which does not permit interaction) to link classes rather than VC was used only as a last resort. It is recognised that this is highly undesirable and is actively discouraged.

The University is making significant investment in lecture recording facilities, having delivered a 33% increase in spaces with this facility last Summer and further installations planned. A commitment has been made that, as a minimum, all teaching spaces of cap. 50 or greater will have lecture recording by 2020.

Any features or equipment required for a class must be stated on the event. Where space providing this combination is not available School staff are advised and asked to prioritise requirements so as to get the best available option.

The provision of power sockets is being addressed as far as possible when rooms are refurbished. However, there will always be limitations within the existing estate. Teaching space in new buildings is being supplied with many more power sockets.

Theme 3: Suitability and Maintenance of Teaching Spaces

Where we require to use historic spaces such as Kelvin Gallery and Bute Hall for teaching the acoustics are challenging, but there is very little improvement which can be made within these spaces. We do rely on staff using microphones to help the situation, however this is only a partial remedy. Acoustics in the new teaching spaces will be far more suited to the purpose.

There is significant and ongoing investment in both the physical fabric and equipment in teaching spaces across the campus with recent surveys showing marked improvement in the overall condition of the estate. However we are dealing with a large and aging estate, so it will take some time to fully refurbish all teaching spaces to a consistent standard.

It should also be noted that teaching spaces under local management are the responsibility of the owning School/RI who would need to prioritise investment in these spaces if improvement is to be achieved.

All refurbishment activity across the teaching estate is transforming traditional teaching rooms into active learning spaces. To date we have converted 26 rooms with further rooms being refurbished this Summer. Teaching space in all new builds will fully support active learning.

With regards to specific issues with equipment, furniture or fabric in teaching rooms – these need to be reported so they can be dealt with. The annual room survey will pick up issues, but routine reporting as and when problems arise will help to ensure prompt resolution.

Theme 4: Room Booking

All data within the timetabling system rolls forward each year when the new dataset is created, with the exception of the allocated room where this is a centrally-managed space (room allocations in local space are rolled forward if requested by the School). This is

required, as noted above, because student numbers, class sizes and numbers of sub-groups vary each year, requiring different rooms to be allocated.

Appendix 1

Submission to Management of Teaching Space Group 20.3.17

Timetable & Room Allocation Validation

This new task will be undertaken by SMTT during the first 2 weeks of June this year as a trial to determine the benefits to be gained from such additional validation and whether that outweighs the additional time constraint placed on Schools as a consequence of this.

Actions

1. All classes above the capacity 150 checked for consistency of room allocation, seeking:
 - a. Same room for each week of the class if possible with NO or minimal change
 - b. Change only permitted if not breaking an already existing pattern for class cap 150+ or if full change can be made
 - c. Same room for an individual subgroup on as many days of the weeks as possible with minimal change, and priority within this given to courses being taught 4 or 5 days a week (e.g. consistency of allocation for Lecture Group 1 of a course being taught 4 days per week would be prioritised over a similar group being taught twice per week)
 - d. Consistency for 1st & 2nd year of higher importance than 3 year and beyond (*to be discussed*)
2. Staff Consistency
 - a. Events with Staff attached cap 150+ above will already have been checked for consistency as detailed above
 - b. Events with staff attached and capacity below 150, aim to give consistency of building for same sub-group type.
 - c. View staff timetables to check locations of back-to-back events seeking to keep the walking distance down. Moves to alternative suitable free spaces to be made where possible. If nothing is free, identify closest suitable spaces with a view to swapping allocations if it would either benefit both or, at least, not be detrimental to the other.

Note:

Action 2 can only be undertaken to the extent that staff (lecturer) details are attached to events. The number of events with these details attached as a % of the total will be noted at the outset and will be taken into account when assessing the benefit to be gained from this activity.

Any subsequent changes made to the data following timetable publication (e.g. class size, additional courses/classes, disability or lecturer information) could result in consistency and/or location being compromised. Again, consideration will be given to this when reviewing the approach.

4. MyCampus

One of the most frequently identified issues from the College Annual Monitoring Summaries was the administrative workload and technical issues associated with MyCampus. The following comments were sent to Student Lifecycle Support & Development for response:

- I. “Suggest publishing individual timetables on MyCampus as per common practice at other Universities, and avoiding confusion over which exam to attend where course names may be slightly similar”. (Business School)
 - II. “School of Humanities advises that MyCampus should be developed to produce gradebooks in order to avoid subject-based spreadsheets”. (Humanities)
 - III. “School of Humanities notes that it takes too long for course specifications to filter through to MyCampus after approval, e.g. in one case a name change was not enacted until after the examinations period”. (Humanities)
 - IV. “MyCampus continues to cause problems; little has changed since its introduction but staff feel that there is little point in continued reporting of problems because there is no institutional willpower to address the situation. Staff report that the micromanagement that MyCampus employs as a result of its coding is the direct cause of the administrative burdens teaching staff have”. (Science & Engineering)
- “A general comment in dealing with MyCampus is, ‘Permission to follow a task through to completion to rectify problems has been splintered such that many people now need to be involved instead of allowing one person to solve the problem quickly’”. (Science & Engineering)

4.1 Response from Student Lifecycle Support and Development

The following response was received from IT Services in relation to each of the issues raised above:

- I. Technically there are opportunities that can be explored which could enable the publishing of individual timetables for students. However there is continuing assessment of, and discussion about, the timely availability of accurate data within MyCampus to develop the exam timetable and be able to publish this at the student level. The exam timetabling process is a complex one with many dependencies on related processes and with a significant level of ‘exceptions’ which currently require manual intervention. Those processes and dependencies include space (availability of centrally managed or available space); allocation of invigilators; accuracy and timeliness of data regarding the duration of examinations; timeliness and accuracy of information relating to requirements for students needing additional support arrangements.

It is possible that the development of personal exam timetables for students may be considered within the scope of the University’s Transformation Project on Assessment & Feedback.

- II. Functionality exists within MyCampus to support the management of student assessment and grading. ‘Activity Management’ – supports complex and flexible academic models that need to control the tracking and assessment of student academic progress; provides a flexible framework and structure to build out the academic content of a course (for example, Assessment Items, which may be a coursework item such as an Essay or a Research Project; Examinations, or Attendance). This structure is the foundation on which the final calculation of the course result will be based. Using Rules Engine, Activity Management will also provide flexible rule calculations, examination enrolment and management, grading of non-course elements, support for resits, and capping of results for examinations or assessment Items.

There is currently a project underway with MVLS to exploit this functionality to support Curriculum Mapping of the BVMS programme.

It is also understood that this functionality will be considered in the University’s Transformation Project on Assessment & Feedback.

III. There are two process jobs that handle the PIP interface:

UOGPIP_C – Course interface. Runs Daily 23:05

UOGPIP_P – Plan interface. Runs Weekly - Sundays 23:30

SLSD are asked occasionally to run ad hoc instances of the PIP plan interface.

Failures of the PIP interface are usually very rare, but they have occurred in the last couple of weeks because the PIP system was not available when the processes attempted to run.

More common are specific errors logged by the process. For reference, there have been eleven instances of logged PIP errors since the start of January. These are usually data related. The role of SLSD in this is to identify the problem and alert the relevant person (PIP proposer, planning or PIP team) that it needs to be corrected. In most instances the issue/error can be corrected in time for the next scheduled run of the process.

If there are specific examples where the course interface has caused issues that have been raised via SupportWorks and have not been addressed, we would welcome details of these so that we can investigate.

IV. At the time the first point was raised at Academic Standards Committee I responded to request more information:

“The Director of SLSD responded to comments that had been included in the monitoring reports regarding problems caused by MyCampus, noting that many of these were general in nature. Ms Broad invited members of staff to contact her direct with specific details of the problems in order that they could be investigated. Dr Casey advised that she had designed a 'triage list' for school Quality Officers which could be used to log problems as they arose. It was recognised that, rather than logging problems, hard-pushed staff would often find a work-around solution. Dr Casey agreed to forward the list to the other Quality Officers for information.”

As the Director of Student Lifecycle Support & Development I have followed up with the Dean of Learning & Teaching and also with the Head of Student & Academic Administration in the College but they were not able to find specific examples. They also advised that Dr Morag Casey, the College Quality Officer, attempted to get specific examples from Schools within the College but without success.

As Director of SLSD I am keen to understand the issues faced by our colleagues across the University as they use MyCampus and I am also keen to get specific examples that my team can explore – the system is used to support many processes throughout the applicant and student lifecycle, so it is not easy to ‘second-guess’ what is being referred to. The upgrade recently completed gives us access to a number of new tools and features which we might be able to use to improve the user experience for some processes – but we need to understand the detail of the specific processes and/or tasks causing difficulties in order to assess this.

I and my team would be happy to meet directly with colleagues who have made these comments and see what they are trying to do and how the system is making it more difficult – SLSD really do want to make the experience better!

5. Moodle

Issues relating to the functional and technical limitations of Moodle were raised in several College Annual Monitoring Summaries, along with the need to provide more support for staff and greater access to students. The following specific comments were sent to IT Services for response:

- I. "Students on non credit- bearing courses do not have access to University facilities such as the Library and Moodle; lack of access to Moodle has been raised by some tutors as a barrier to innovative teaching and learning". (Open Studies)
- II. "Better support for Moodle functionality e.g. Open badges functionality, and training in, Moodle". (Life Sciences, Veterinary Medicine)
- III. "The Moodle interface for marking remains unfit for purpose. It is both cumbersome and unintuitive. The unacceptable lag between use action and system response means that marking takes far longer than it should. Basic actions (such as saving a grade and moving on to the next student's submission) require excessively long procedures. Failures to accurately render formatting in PDFs introduces errors in students' submissions, and requires markers to go back through and correct original grades that were initially lower than deserved due to the improper formatting. All of these problems delay marking and delivery of feedback to students". (Critical Studies)
- IV. "Core Moodle makes it difficult to hold a timed class exercise within the VLE". (Critical Studies)
- V. "The Moodle 'Quiz' plug-in does not allow for the application of the 22-point scale, marking and uploading of feedback is not currently possible within it, and its marking functionality is limited, in addition to the plug-in not interfacing with URKUND". (Critical Studies)

5.1 Response from IT Services

The following response was received from IT Services in relation to each of the issues raised above:

- I. IT Services will review procedures and consider whether it is practical to give Moodle access to Open Studies students.
- II. This will be raised with LEADS and a review of training is already planned.
- III. We are not aware of a generalised performance issue. Specific users having problems with system performance should raise this with the support team via a Helpdesk call and they will investigate. The last upgrade to Moodle made improvements to the PDF handling which should have removed or reduced the formatting issues. Any further problems should be reported to the Helpdesk for advice.
- IV. This should be possible using a Quiz timer. If the user can supply more information to the Helpdesk, advice can be given.
- V. The 22-point scale is a known issue and not possible to resolve within the product as it stands. The University is currently reviewing its use of Urkund and Turnitin which will have a bearing on the resolution to issues with Quiz. In addition, a new assessment plug-in will be introduced in summer 2018, ULCC Coursework, which users may find meets their needs as an alternative to Quiz. Longer term, University initiatives under the Transformation Programme are planned which will review all processes and systems relating to assessment and feedback.

6. Recruitment and marketing

Another issue identified in the Annual Monitoring Summaries related to recruitment and marketing – this was particularly noticeable in the College of Arts Summary. External Relations were sent the following comments for response:

- I. The School of Culture & Creative Arts raised concerns about the new system for online review of MLitt applications and the ability to access and review applications.
- II. The School of Modern Languages & Cultures expressed concerns about the offer letters and application process for online students and suggested that a review of the process was required to make it more relevant. Concerns were also noted about the frequency of email and application monitoring over the Summer, which has resulted in processing delays.
- III. The School of Humanities expressed a need for greater funding of PGT bursaries to enhance marketing and recruitment. It was suggested that income gained from increased student recruitment could be invested to create more PGT studentships.

6.1 Response from External Relations

The following response was received from External Relations:

The system used for reviewing applications during 16/17 is actually the same system that has been in place since October 2013. It is possible that this refers to a policy change where the Admissions team insisted from April 2017 onwards that convenors used the online system to review applications. This was because some convenors had been reluctant to use the online system and had expected staff in Admissions to email documents and application forms to them as pdf documents. Downloading the application form and documents and emailing over to schools was resource intensive and meant that admissions officers were spending a disproportionate amount of time on these programmes. This was slowing down turnaround times for other programmes in the same College. We therefore insisted on use of the online system, if convenors wished to review applications.

This online system has been in place across the University since October 2013 and there have not been any specific issues relating to staff in schools/RIs viewing documents raised about the system during this time. It is possible that the concerns raised were due to teething problems with setting up new staff permissions on the system, and training, and I hope they are now resolved. If individual convenors are having problems with the online system then we would be happy to provide further training.

A new online application is currently being developed that will launch later this year and should address the concerns around the application process for online programmes. Offer letters have been reviewed and updated over the last year so they are more relevant and audience-specific for online programmes.

The summer months are an incredibly busy time for the Admissions team but we are not aware of any specific delays over the summer last year. Applications and emails are monitored and processed throughout the day on a daily basis at all times of year including the summer months. Recorded average application to decision turnaround time for this school in June, July and August 2017 was 13 days which is standard at such a busy time of year and benchmarks favourably with our Russell Group competitor set. We would need more detail of the specific applications delayed so we could investigate further.

Scholarships are reviewed on an annual basis with a Discount Working Group in place with senior College representation to determine success of current financial incentives and future need that is then proposed to, and agreed by, SMG. The College can certainly review specific scholarships that they would like to implement from budget available. A central Scholarship Team in External Relations monitors and evaluates scholarship allocation for those that support recruitment and conversion activity and can supply further detail of what is currently available.

7. Library and IT provision at the Dumfries Campus

Another issue identified in the Annual Monitoring Summaries related to IT facilities and student library access at the Crichton Campus.

7.1 Response from Information Services

The following response was received from Information Services:

Crichton Campus: Library Provision

a. How to make direct contact with subject librarians at the Main Campus to assist with searches and information concerning resources

The current arrangements for students at the Crichton campus is to seek support at the Crichton Library in the first instance. For more specialist subject enquiries, students are recommended (by UWS Library staff) to contact College Librarians on the Main Campus by email, phone or skype.

Recommendation 1: College Librarians should take responsibility for the content on the [Library pages](#) on the Crichton website. This would allow CLs to provide an enhanced level of direct support, including a new suite of online learning objects, designed to meet information needs of GU students at Crichton. See Appendix 1 (UG & PGT support) and Appendix 2 (PGR support).

Recommendation 2: Ralph Jessop (COSS Library Committee Rep for Crichton) is investigating possible CL membership of Crichton Campus Staff/Student Committees where we can collect feedback and promote engagement with e-resources and online learning objects.

b. How to encourage students to make use of book-borrowing facilities from main campus?

At present, students must go to the Crichton Library to request that an item from the main campus. UWS Library staff then have to email Library Services with individual requests.

Recommendation 1: Karen Stevenson is liaising with colleagues in IT Services and Registry to investigate the possibility of giving GU students based at Crichton a specific code on the PAT system. This would clearly identify Crichton based students and permit them to use the online 'request an item' facility on Millennium with an option to send the item to Dumfries. This might take some time to achieve.

Recommendation 2: In the short term, students on the Crichton Campus should email College Librarians directly on library-socialsciences@glasgow.ac.uk to request items.

c. Masters students are increasingly asking for eBooks, so how do we purchase eBooks that would need to be purchased via GUL and put on the GUL system?

The Main Library provides access to all online materials (eBooks, E-Journals and databases) to Crichton staff and students. The Library has an extensive collection of eBooks that can support students across all of the UG & PG programmes offered at the Crichton Campus, particularly in the field of Education. Anecdotal evidence suggests a lack of awareness / use of these resources by staff and students at Crichton.

Recommendation 1: Enhanced online support (see point 1 above) on how to locate and access online resources, specifically eBooks by using the Main Library website & make more efficient use of ReadingLists@Glasgow.

Recommendation 2: College Librarians work with academic staff at Crichton to provide more information about the extensive eBook collections currently available from the Main Library that they could incorporate into reading lists.

Recommendation 3: Liaise with colleagues at UWS Library to rebalance the UG Crichton Library budget to reflect the increased demand for eBooks. Suggest that the 7k allocation to GU Crichton from the Funding Council be split between eBook and print purchases and recommend that UG takes responsibility for 60% of the budget to purchase eBooks and UWS retain 40% for print purchase.

d. How can we purchase and allow students access to both e-texts and hard copies in the current system?

College Librarians are in discussion with UWS Library colleagues about sharing management information on staff and student requests for materials. College Librarians and ReadingList@Glasgow Team are working with academic staff at Crichton to ensure that they are making best use of Eresources from the UG Library and the print collections at the Crichton Library. College Librarians and ReadingList@Glasgow Team members recently visited the Crichton Campus to provide information and training to academic colleagues.

Recommendation 1: Provide more training sessions on the ReadingLists@Glasgow system

Recommendation 2: See recommendation 3 above re changes to use of budget with UG taking responsibility for eBook purchase.

e. Library opening hours would appear to be something of an on-going concern for some students who find its opening hours overly restrictive

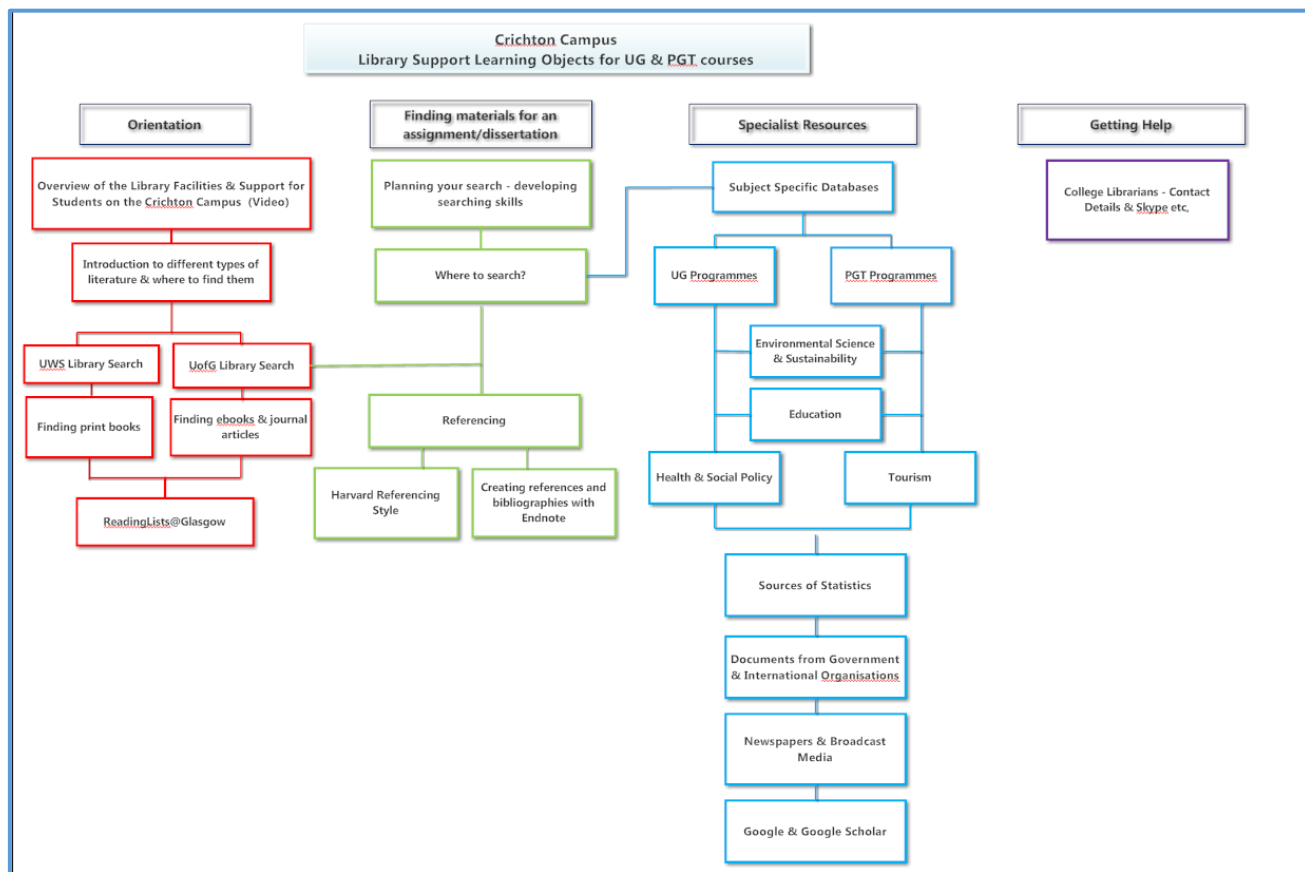
Decisions on the opening hours of the Library space within the Dumfries & Galloway College Building are complex. The Library is situated within a single building housing all services for the College, and it is impossible to offer access to the Library space only.

The standard opening hours at the Crichton Library are from 8am – 6pm on weekdays, with the exception of a Tuesday when it is open until 9pm and a Friday when it closes at 5pm. There is no provision at the weekends. Library opening hours have been extended to 9pm four evenings a week to support GU students during the examination period. UWS staff are collecting statistics on use of the Library during the extended hours. Table 1 below contains data from the first two weeks of the trial.

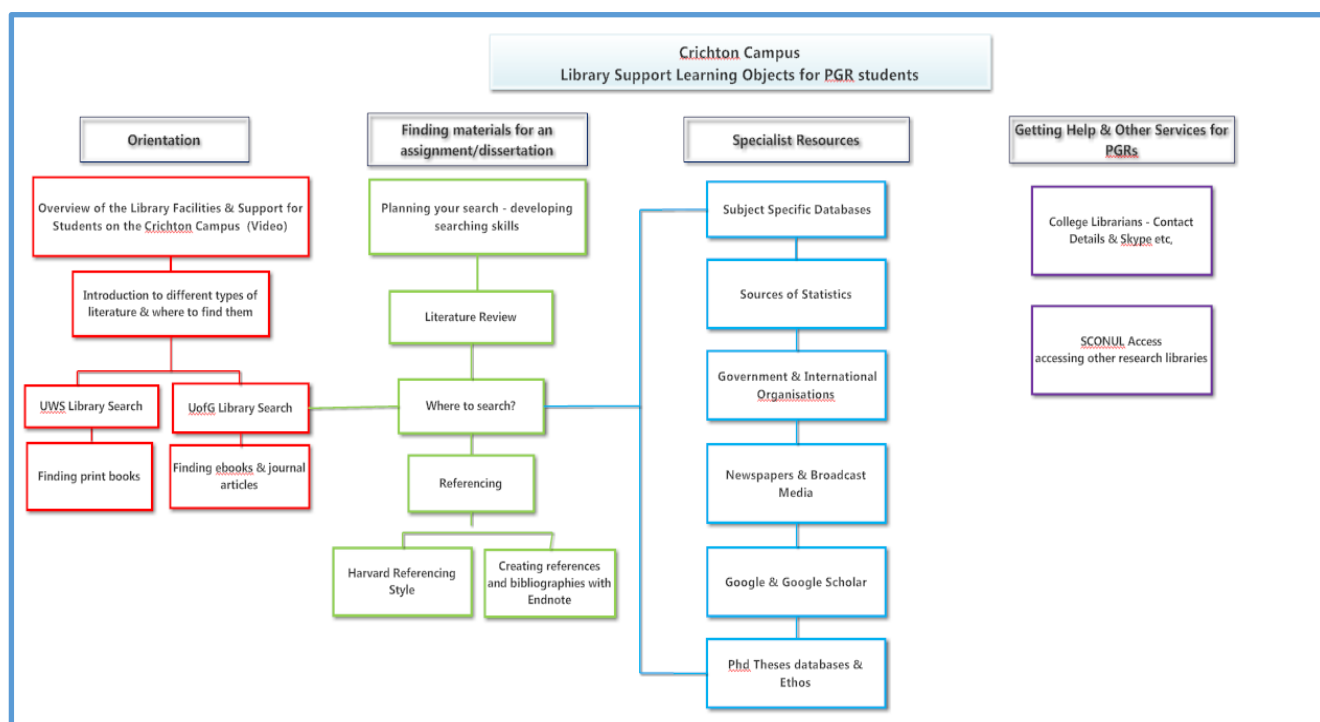
Day	6pm - 7pm	7pm - 8pm	8pm - 9pm	No of Enquiries
Monday 16th April	3 (1 x DAGCOL & 2 X GU)	2 (2 x GU)	1 (1 x GU)	No enquiries
Tuesday 17th April	8 (2 x GU, 3 x UWS, 3 x??)	5 (1 x GU; 2 x UWS, 2 x ??)	5 (2 x UWS, 3 x ??_	One
Wednesday 18th April	3 (1 x GU; 1 x DAGCOL & 1 x ?)	4 (2 x GU; 1 x DAGCOL; 1 x ?)	3 (1 x GU, 1 x DAGCOL, 1x ?)	One
Thursday 19th April	1 (GU)	2 (2 x GU)	1 (GU)	No enquiries
Monday 23rd April	2 (GU)	4 (GU)	5 (GU)	Two
Tuesday 24th April	4 (2 x GU, 1 x UWS, 1 x ?)	6 (2 x GU, 1 x UWS; 3 x ?)	4 (2 x GU, 1 x UWS, 1 x ?)	Three
Wednesday 25th April	7 (5 x GU; 2 x ?)	4 (4 x GU)	3 (3 x GU)	No enquiries
Thursday 26th April	6 (4 x Gul 1 x OU, 1 x UWS)	6 (4 x Gul 1 x OU, 1 x UWS)	6 (4 x Gul 1 x OU, 1 x UWS)	Five
Monday 30th April	4 (3 x GU, 1 x DAGCOL)	2 (2 x GU)	1 (GU)	No enquiries

Recommendation 1: Investment in better e-resource provision and online support to students to provide them with access to Library resources 24/7.

Appendix 1: Library Support Learning Objects for UG & PGTs at Crichton Campus



Appendix 2 Library Support Learning Objects for PGRs at Crichton Campus



8. URKUND

Most of the College AMSs made reference to technical and usability issues associated with URKUND. The convener of the URKUND/Turnitin Working Group was sent the following comments for response:

- I. "URKUND: reports are not adequate when plagiarism is detected and requires staff to undertake this manually. The software compares poorly with Turnitin which also offered a good marking tool, absent in URKUND". (Business School)
- II. "Retain TURNITIN as a highly effective feedback tool that also happens to have powerful similarity searching capability. It is not an alternative to URKUND, it is different and has unique valuable capability". (Life Sciences)
- III. "Several Schools reported that electronic marking interfaces (URKUND), workflow management tools and assignment interfaces (Moodle and URKUND) were clumsy or unfit for purpose". (Arts)

8.1 Response from URKUND/Turnitin Working Group

The following response was received from the convener of the URKUND/Turnitin Working Group:

"The URKUND/Turnitin Working Group will be submitting an interim report in May, with a recommendation of which one to adopt going forward. The issues raised in the Annual Monitoring reports are similar to ones which appeared in the survey of schools and subjects we undertook as part of this review. These points will be addressed in our report".

9. Language and assessment

In several of the College Annual Monitoring Summaries, concerns were raised about students with language difficulties and the challenges that this had posed Schools when attempting to set appropriate assessments. Schools noted that it was important for all students to be treated the same way, so that any adjustment in assessment should be applied to all. Learning Enhancement and Academic Development Service (LEADS) were contacted for a response.

9.1 Response from LEADS

It was agreed that this issue should be discussed at the next Assessment and Feedback Working Group meeting in May.

10. Provision for online Masters programmes

A further issue identified in the Annual Monitoring Summaries related to provision for online Masters programmes. IT Services were sent the following comments for response:

- I. The School of Critical Studies highlighted concerns about the provision and infrastructure for its online Masters programmes. In particular, concerns were raised about the obligation to use WebEx, the limitations of Skype for Business, insufficient licenses, and limited storage space for recordings.
- II. The School of Modern Languages & Cultures expressed the need for stable webinar platforms for their Teaching English for Academic Purposes Online programme. The School noted that Big Blue Button had crashed on several occasions, which resulted in webinars being interrupted or cancelled.

10.1 Response from IT Services

It was noted that the University is currently actively seeking to implement new video conferencing/virtual classroom software which it is aimed will be in place for the start of session 2018-19.

11. Issues under Review

EvaSys

Issues relating to EvaSys were discussed at the Quality Officers Forum with School and College Quality Officers. In regard to concerns about low survey response rates, the guide to improving response rates for online surveys can be found here:

<https://www.gla.ac.uk/myglasgow/senateoffice/qea/courseevaluation/#/faq>. During the 2016/17 academic year, the average response rate for online surveys across the University was 49%, which is in line with other universities using the system. Schools should contact Richard Lowdon (Richard.Lowdon@glasgow.ac.uk) directly if they have any specific queries about EvaSys or the Course Evaluation Policy.

Writing days and writing support provision

This issue is still awaiting a response, which will be reported at the next meeting of ASC.