

## University of Glasgow

### Academic Standards Committee – Friday 22 March 2019

### Annual Report from the University of Glasgow/Glasgow International College Joint Academic Management Board - Academic Session 2017-18

Mr Robbie Mulholland, Academic Collaborations Office

#### 1. Joint Academic Management Board (JAMB) - Remit and Membership 2018-19

- 1.1 The Remit and Membership of JAMB for 2018-2019 was agreed at its August 2018 meeting (see **Appendix 1** attached). There was one change to the Board's remit which reflected the fact that, over time, it had expanded to involve wider monitoring of Glasgow International College (GIC) student performance across their UoG degrees. Therefore, bullet point 3 '...monitor, on an ongoing basis, the performance of former GIC students now attending the University;' was added to the remit.

The following changes to membership of the Board took place: Dr Susan Deeley joined as Interim Dean of Learning and Teaching, College of Social Sciences in place of Professor Moira Fischbacher-Smith who continued as JAMB Convener; Professor Maureen Bain had replaced Professor Jill Morrison as Dean of Learning and Teaching, College of MVLS and Ms Anneli Williams, EAP Manager (In-sessional and Pre-sessional English), English for Academic Study Unit had replaced Dr Carole Macdiarmid. Ms Katy Scott, External Relations had left the University and arrangements were being made to replace her on the Board. Mr Robbie Mulholland had assumed the role of Clerk and Mr Graeme Shedden the role of Minute Writer.

- 1.2 Although not members of JAMB, the following new appointments to the role of Subject Moderator in session 2017-18 and into 2018-19 were made: Mrs Siriol Lewis and Dr Carole Macdiarmid (Language for Study and Study Skills); Dr Hannah Mathers (Geographical and Earth Sciences); Dr William Finlay (Accounting and Finance); Dr James Wilson (PG Business and Management) and Dr Stephanie Anderson (UG Management). (A list of the current Subject Moderators is attached as **Appendix 2**).

#### 2. Performance Reports (Progress Data)

The JAMB meeting of 3 August 2018 considered data comparing the performance of GIC students against other groups of students in the University. In respect of the results relating to the College of Science and Engineering pathways, the Board considered that the data was of limited value as the content of GIC courses in these pathways had changed fundamentally in the session in question (2016-17).

With regard to MVLS pathways, there appeared to be a pattern whereby students appeared to have difficulty achieving passing grades in Biology-related subjects relative to the wider student population. However, the data sample involved was small and members thought it insufficient in itself to be an accurate indicator of future performance trends.

The results on College of Social Sciences pathways were mixed, with students performing better in Economics and Social and Political Sciences courses than in Business and Management. It was noted also that GIC Foundation Courses in Business and Management had changed substantially since the performance data had been generated.

During session 2017-18, work was undertaken by GIC in collaboration with the University's Student Lifecycle Support and Development Team to develop a new reporting

template for student performance. This new facility will allow the University to review student performance more quickly and also provide information to GIC. In addition, work on a process to report on overall degree performance of GIC entrants progressing to the University was nearing completion.

### **3. Performance Divergence**

GIC had become aware of, what at first had appeared to be, a divergence in transition performance between the annual September and January intakes of students to GIC. On further reflection, however, the divergence appeared not to exist between the two intakes of students, but rather between the performance of students completing their final assessments in either May or August of each year – assessments undertaken in August being of an appreciably lower standard.

GIC considered that this distinction was due, in part, to the August diet of exams functioning as a resit diet for many of the students involved, and therefore, structurally, reflected lower academic performance than the initial May diet. Those members of the cohort for whom August was a first diet tended to be on longer courses with GIC, for which the English language entrance requirements were lower. The lower English language entry requirement was therefore likely to be reflected in the level of subsequent performance where the language of instruction was English.

GIC's conclusion was that the divergence in performance was related to the structure of the admissions process and therefore almost inevitable. Although this trend was likely to recur, GIC and JAMB did not regard this as an academic issue that required to be addressed.

### **4. Student Transition**

During session 2017-18, JAMB was made aware of several steps being taken to support students in their transition from GIC to the University. This included the embedding of a mentoring scheme into GIC programmes, where at an informal level, direct entrants were generally paired with experienced students for laboratories in Science and Engineering. In addition to the Transitions Project which was in place for students going on to study Social Sciences, transition events were being put in place for all GIC students entering the Colleges of Medical, Veterinary and Life Sciences, and Science and Engineering. Within Engineering, staff from the Learning Enhancement and Academic Development Service (LEADS) ran support classes for students (including GIC students) taking Mathematics courses.

The Board also heard that the GIC tutorial system increasingly provided scaffolding around the development of independent learning skills and students were involved in the target setting process through 1:1 tutorials with their Personal Tutors - with support reduced as students approached entry to the University. One of the main aspects of the new curriculum set to commence in session 2019-20 was a Research Project module in which students would apply their study skills to an area that was important to their future study (see item 8 below).

### **5. Progression Pathways**

The Board was aware that the member of staff in External Relations who had played a key liaison role with GIC with regard to data sharing/reporting and the hosting of pathways information had left the University during session 2017-18. The progression pathways information was the GIC articulation list which detailed the progression routes available to students who enrolled at GIC and it brought together key information such as admissions and English language requirements; fees and other important data. Members considered it important that there should continue to be an agreed point of contact for overseeing the dissemination of such information.

JAMB thought this an appropriate time to review a range of issues around data sharing and reporting between the University and GIC. With this in mind, from early in 2019, JAMB aims to involve all key service academic areas in a review of several of the key operational aspects of the UoG partnership with GIC. Amongst other things, this will include consideration of matters such as start dates for GIC students and access to historic Moodle pages for GIC second year entrants.

## **6. Subject Moderators' Reports (SMRs)**

The meeting of JAMB of 4 December 2017 considered Subject Moderators' Reports (SMRs) for session 2016-17 with Deans of Learning and Teaching reviewing the reports specific to their own Colleges. JAMB was advised that GIC staff found the reports to be very helpful in providing feedback to GIC on its provision.

## **7. Role of Subject Moderator**

JAMB considered that Subject Moderators had a key role to play in coordinating activities designed to promote student progression from GIC to UoG. The Board noted that although a baseline remit for the role of Subject Moderator was available and was adequate, there was a need to produce a job description which was more generic and applicable to all Colleges. Work to produce an amended job description for the role was ongoing and a final draft would come to a meeting of the Board in session 2018-19.

## **8. Curriculum Review**

In May 2016, the Kaplan senior management team supported a review of GIC's curriculum – the last Kaplan curriculum review having taken place in 2012. Since 2016, GIC has progressed the review working in close conjunction with the University to quality assure the process. The intention of the review was to integrate academic skills more closely with core learning in each subject, increase student choice in the curriculum and enhance the use of technology in the student experience. During the course of session 2017-18, GIC consulted with Subject Moderators on the proposed curriculum and JAMB received GIC's draft module and programme specifications.

*[N.B. – Subject to minor amendments to the paperwork, final module and programme specifications were approved at the December 2018 meeting of JAMB, for introduction in session 2019-20].*

## **9. Academic Review of Glasgow International College (GIC) held on 26 March 2015**

The Academic Review of Glasgow International College had taken place on 26 March 2015. An interim report outlining the actions which GIC had taken against the report's recommendations had previously been submitted to Academic Standards Committee (ASC), but ASC had requested a further update regarding one recommendation (Recommendation 1, Transition). JAMB noted the Academic Director of GIC would submit an updated response regarding progress made against the recommendation to ASC early in 2019. Members of JAMB were aware that several aspects of the recommendation related to the University as a whole, not just GIC, and that therefore they would be consulted regarding developments concerning Transition in their particular area ahead of the GIC submission.

## **10. Academic Writing Skills Programme**

The Board noted that all incoming undergraduate and postgraduate taught students were required to take part in the Academic Writing Skills Programme (AWSP) from session 2018-19. JAMB agreed that the AWSP Programme Director should be invited to attend a meeting of the Board in session 2018-19 once results from the AWSP writing diagnostic became available. This would allow staff to learn more about the programme, the

performance of GIC students who had undertaken it relative to other cohorts, and ways by which GIC students could get maximum benefit from participation.

## **11. Digital Assessment Review**

Following a review of digital assessment procedures at GIC in session 2017-18, preparations were underway for the introduction of limited digital assessment at the College in session 2018-19. The Board was informed that digital facilitation of baseline Mathematics tests at GIC was planned for September 2018 and the process would be reviewed at an appropriate point to gauge the effectiveness of such assessment techniques. Substantial digital assessment of Mathematics was already undertaken at the University and relevant Board members who had experience in this area continued to liaise with each other on this issue.

## **12. Glasgow International College (GIC)/Kaplan International Pathways (Kaplan) Updates (not already covered in the report)**

The Board was advised of a number of developments within GIC and Kaplan during session 2017-18. These included the following:

### *GIC:*

12.1 As of 4 December 2017, 690 students had registered at GIC with another 130 expected to commence throughout the remainder of session 2017-18. The overall figure was predicted to rise by another 200 in the following academic year. It was noted that most of this increase would be driven by increased recruitment to Science & Engineering pathways.

12.2 During the course of 2017 GIC celebrated its 10 year anniversary. In the period since it welcomed its first cohort of 82 students in 2007, over 5,000 students had attended GIC.

### *Kaplan:*

12.3 During the course of 2016, Kaplan International Colleges had rebranded as Kaplan International Pathways. Developments that have occurred at Kaplan since 2016 include: the development of a partnership with the University of Nottingham; the introduction of a college providing pathways to the University of Essex, and the launch of a new office in Dubai – this latter initiative was aimed at extending Kaplan’s reach in Middle East markets.

12.4 The meeting of JAMB held on 4 December 2017 heard that the 2017 QAA monitoring visit to GIC had concluded that GIC was ‘making commendable progress with implementing the action plan following the June 2016 Higher Education Review (Embedded Colleges)’. Further reviews and monitoring visits for Kaplan colleges would take place in 2018.

12.5 Members were advised that Kaplan was in the process of conducting a review of assessment and feedback within the institution. JAMB would be kept informed regarding the outcome.

## **13. Visas and Immigration**

There were no particular issues raised at JAMB in session 2017-18 relating to visas and immigration. The Board was informed that GIC had undergone a UKVI audit in 2017 and no recommendations for action had been made.

GIC brought to JAMB’s attention, however, that although the jurisdiction of the Office for Students (OfS) (which had come into being in January 2018) did not extend to Scotland, there could potentially be changes to visa arrangements for colleges registering with the

OfS in terms of Tier 4 administration. GIC agreed to keep JAMB informed of any further developments in this regard through session 2018-19.

**UNIVERSITY OF GLASGOW  
and  
GLASGOW INTERNATIONAL COLLEGE**

**Joint Academic Management Board**

**Remit, Composition and Membership 2018-19**

**Remit**

The Joint Academic Management Board (JAMB) has been established by the Senate of the University of Glasgow (UoG) and Kaplan, Inc, and is responsible for all academic issues relating to the establishment and operation of Glasgow International College (GIC) programmes. In detail, the remit of JAMB is to:

- approve proposed programmes and courses, and changes to them;
- consider issues relating to the transition of GIC students to the University;
- ***\*monitor, on an ongoing basis, the performance of former GIC students now attending the University;***
- consider and approve GIC's External Examiner nominations;
- consider the Annual Course Monitoring reports and recommend changes where necessary;
- maintain oversight of and approve the pathways available to GIC students;
- report to the Academic Standards Committee (ASC) and the relevant UoG Colleges on programme approval matters, and to the Joint Strategic Management Board (JSMB) on strategic matters as appropriate.

**Composition**

- Convener (Also a member of the JSMB)
- Deans of Learning and Teaching (or nominees)
- ASC representative
- Clerk - member of the Senate Office (Academic Collaborations Office)
- GIC representatives

**Co-opted**

- Manager EAP Unit (or nominee)
- External Relations representative
- Kaplan representative

**Frequency**

The JAMB will meet twice a year for programme and course approval, and annual course monitoring.

**Quorum**

At least three members of each party must be present at each meeting.

**University of Glasgow  
Glasgow International College  
Joint Academic Management Board**

**Membership List  
2018-19**

**University of Glasgow**

Dean of Learning & Teaching - CoSE	Professor John Davies
Convener	Professor Moira Fischbacher-Smith
Interim Dean of Learning & Teaching – CoSS	Dr Susan Deeley
Clerk/member of Senate Office	Mr Robbie Mulholland
Representative for ASC	Dr Anna Morgan-Thomas
Dean of Learning & Teaching - MVLS	Professor Maureen Bain
Dean of Learning & Teaching - CoA	Professor Wendy Anderson
<b><i>Co-opted Members</i><sup>1</sup></b>	
Manager EAS Unit (or nominee)	Ms Anneli Williams
External Relations Representative	Vacancy

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**Glasgow International College**

College Director	Dr Doug Aiton
Subject Leader (ELT and Academic Skills)	Ms Emma Bitterberg
Academic Director	Dr Neil A MacLeod
Programme Leader (Business, Social Sciences & Law)	Ms Anna MacVicar
Programme Leader (Science & Engineering)	Mr Andrew Thurston
<b><i>Co-opted Members</i><sup>2</sup></b>	
Academic Services Manager	Ms Carol Mitchell
Director of Student Learning Kaplan International Pathways	Dr Victoria Wilson-Crane

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<sup>1</sup> Subject Moderators may also be co-opted on occasion.

<sup>2</sup> Other members of staff may be co-opted as required.

**Subject Moderators<sup>3</sup> (Session 2018-2019)**

Subject Moderators (Accounting & Finance)	Dr William Finlay Mr Ryan Taylor
Subject Moderator (Biology)	Dr Chris Finlay
Subject Moderator (PG Business & Management and BSSL Pre-Masters)	Dr James Wilson
Subject Moderator (Chemistry)	Dr Beth Paschke
Subject Moderator (Computing Science)	Dr Craig Macdonald
Subject Moderator (Economics)	Mr Tony Gloyne
Subject Moderator (Economics & Finance pre-Masters)	Dr Mark Aleksanyan
Subject Moderator (Engineering)	Dr Trevor Davies
Subject Moderator (Geographical and Earth Sciences)	Dr Hannah Mathers
Subject Moderator (Law)	Dr Irene-Marie Esser
Subject Moderator (UG Management)	Dr Stephanie Anderson
Subject Moderator (Mathematics)	Dr Gwyn Bellamy
Subject Moderator (Physics)	Dr Eric Yao
Subject Moderator (Arts and Humanities)	Dr Scott Spurlock
Subject Moderator (Politics)	Dr Katherine Allison
Subject Moderator (Sociology)	Mr Neil Davidson
Subject Moderators (Language for Study & Study Skills Subject)	Mrs Siriol Lewis <i>and</i> Dr Carole Macdiarmid
Subject Moderator (Science & Engineering PGT pathways)	Dr Nicolas Labrosse
Subject Moderator (MVLS pathways)	Dr Cheryl Woolhead

Updated: 13 December 2018

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<sup>3</sup> Subject Moderators are not members of JAMB.