The College of Science & Engineering

Learning and Teaching Plan 2015-16

Strategic direction and context

Science and Engineering programmes have different structures but have the same basic emphasis: How to solve new problems based on an understanding of fundamental principles.

Review of 2014-15

Successful

Internationalisation

- First computing science graduates in Singapore
- Second year of electronics at UESTC, China (but major problems with English language instruction)
- Better information on course catalogue for incoming students (UoG)

Postgraduate taught programmes

- More programmes now carry professional accreditation (but a serious problem with regulations needs to be addressed)

Staff

- Mathematics Teaching Team won a University of Glasgow Teaching Excellence Award
- Started a programme for teaching and scholarship staff

Less successful

Efficiency

- Most uneconomic courses proved to be 'clones' of other courses and were economic overall
- Most uneconomic courses were final year courses for integrated masters programmes (MSci) and unavoidable, given obliged to offer such programmes
- Little progress on enhancement of administrative support for teaching across College

Progression and retention

- Identified some problems but progress stalled
- Slowly addressing issues with GIC (following College of Social Sciences)

Priorities for 2015-16

NSS 2014–15

- Some highlights but the overall score for CoSE went down, including some schools with long-established high scores. Unable to identify wide scale issues but over crowded teaching facilities may be having an impact

- Unable to identify widespread issues that affected this cohort, but are concerned that overcrowded teaching facilities will affect results in the next few years
- Communication between staff and students could be improved in many respects
- Expectations and understanding of Higher Education could be better managed
- More widely, need to improve information available to students before and during their university career
- Some subjects still need to engage more harmoniously with students

Assessment and feedback

- Variable scores in NSS, often anti-correlated with Q22
- Room for improvement almost everywhere
- LEAF has emphasised the importance of 'little and often', electronic or verbal rather than written feedback
- Need to make all feedback look *forward*: how to do better on the next assignment, rather than on the last one
- Make better use of technology such as Teleform (already widely used in some schools) for rapid feedback

Others

- Resolve problem with regulations for MSci / MEng and MSc – where one is assessed under UG while the other under PGT
- Improve recruitment process with MaRIO
- Enhance transition from GIC to CoSE and CoMVLS (with CoSS)

University-led issues

- Documents for course and programme information need improvement to assist prospective students (but procedures have been streamlined)
- Teaching accommodation is often substandard and not well maintained; refurbishment does not always respect the view of users
- Timetabling has not worked well for CoSE (but seems to have improved for other Colleges)
- Hardening boundaries between Colleges make it difficult for students to choose curricula that should be available for general faculty entry
- The Moodle service needs to be more powerful and flexible so that its full potential can be used

Does 'student resilience' need to be a higher priority? Counselling and other services are heavily used. Is there additional need for support, due to the way students are taught at school which means they are less prepared for higher education or whether there are additional societal pressures on students? To what extent and how should students be encouraged to become more self-reliant?