



University
of Glasgow

Enhancement-led Institutional Review 2013-14

Reflective Analysis



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2013-14
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Introduction

1 Introduction

- 1.1.1 The University of Glasgow is a community of learners; we believe that the fundamental strength of our University is ‘the professionalism and creativity of staff.’¹ We deliver an excellent student experience through our staff’s attention to their students’ experience as learners, to the development of their disciplines, their engagement with their teaching practice and the enhancement of provision.
- 1.1.2 The physical environment in which we deliver the student experience is an evolving one. Founded by Papal Bull in 1451, the University moved to its current home at Gilmorehill in 1871 having outgrown its original home in the High Street and while this remains the main student campus, the University also has a campus at Garscube in the North of Glasgow (the home of the School of Veterinary Medicine) and a shared campus with the University of West of Scotland and Dumfries and Galloway College in Dumfries (home to the School of Interdisciplinary Studies). Since ELIR 2, the University has developed physical presences outside of the UK in Oman, Singapore and China in collaboration with **international** partners. The University currently has a unique opportunity to expand the Gilmorehill campus significantly, and engaging staff, students and the local community in the development is central to our approach. (Appendix 1)
- 1.1.3 Throughout its history the University has connected with and has been sensitive to the needs of the local community – and unusually for a major research-intensive University – we continue to recruit large numbers of our students from the Greater Glasgow area. The external societal factors that lead many areas of Greater Glasgow into deprivation have shaped the commitment from our staff to embrace widening access and have cemented our commitment to ensure we give our students the opportunities they require to succeed. As well as a diverse community of local learners, the University attracts significant numbers of students from across the UK and is increasingly **international** – with increased numbers of **international** students coming to Glasgow, increased numbers of our students undertaking **international** experiences and an increasingly **international** staff community. This encourages a broader sense of learning – of culture, of society, of diversity.
- 1.1.4 The Reflective Analysis will detail a transformative period for the University, building on the fundamental building blocks above, emphasising great changes and challenges which we have had to overcome and which in some cases we are continuing to address. The sustaining factor throughout this period, which has ensured that we have continued to provide an excellent student experience and maintained high academic standards, is the commitment of our staff.
- 1.1.5 The Reflective Analysis will reflect on:
- an ambitious **restructuring** exercise (Appendix 1) designed to facilitate the next steps in the University’s development and the key supporting steps or actions, including
 - redrawing and reconfiguration of leadership roles for learning and teaching within Colleges (Appendix 1)
 - the introduction of a major new student information system (Appendix 1) and the associated challenges experienced in implementing revised processes and new systems (6.3.4)
 - learning and teaching enhancement through top-down and bottom-up initiatives (4.2)
 - revision of academic career development support (4.5)

¹ Academic Quality Framework: www.gla.ac.uk/services/senateoffice/gea/

- strengthened approaches to **Student engagement** (Appendix 1), including student recognition and reward of excellent teaching (4.2.11)
- the growing impact of **Internationalisation** (Appendix 1)
- the increased student population and its impact on infrastructure (3.1.3), including current limitations of physical capacity, and
- the development of Graduate Schools (2.1.9, 3.6.2-3.6.7)

1.1.6 In addressing these, the Reflective Analysis highlights four ‘key themes’: **University Restructuring; Student Lifecycle Project; Internationalisation;** and **Student Engagement**. The ‘key themes’ are not primarily intended as examples of good practice, but rather as transformational projects, strategic priorities or embedded commitments that have had a significant impact on the University since ELIR 2 and which are key to the advancement and fulfilment of its strategic ambitions. The background to the Key Themes is explored in Appendix 1.

1.1.7 Three case studies have been selected to augment the Reflective Analysis, describing three very different projects that underline our principal approach: enhancing the excellent student experience through the commitment and dedication of our staff:

- Widening Participation and Success²
- Developing Academic Writing Skills³
- Developing Graduate Attributes⁴

1.1.8 The following are available as appendices:⁵

- Key Themes - Appendix 1
- Preparations for ELIR - Appendix 2
- University Governance and Committee Structure - Appendix 3
- Academic Structure - Appendix 4
- University Court and Committees - Appendix 5
- University Senate and Committees - Appendix 6
- University Leadership and Management - Appendix 7
- University Services Structure - Appendix 8

1.1.9 The Reflective Analysis, Appendices, Case Studies, Advance Information Set and a set of supporting information – including all documents referenced in the footnotes - is available in a dedicated ELIR SharePoint⁶. A broad range of quality documentation is also available through our Periodic Subject Review SharePoint⁷ site including Annual Monitoring Reports, Staff-Student Liaison Committee minutes, School or Subject Learning and Teaching Committee minutes for all Reviews undertaken since 2011.

1.1.10 An overview of University ‘facts and figures’ is available on our website.⁸

² Case Study: Widening Access and Success: <http://goo.gl/XMftig>

³ Case Study: Developing Academic Writing Skills: <http://goo.gl/xHU85Y>

⁴ Case Study: Developing Graduate Attributes: <http://goo.gl/5PhVJ9>

⁵ Appendices: <https://sharepoint.gla.ac.uk/sites/collaboration/elir/default.aspx>

⁶ ELIR SharePoint: <https://sharepoint.gla.ac.uk/sites/collaboration/elir/default.aspx>

⁷ Periodic Subject Review SharePoint: <https://sharepoint.gla.ac.uk/services/senateoffice/psr/default.aspx>

⁸ Facts and Figures: www.glasgow.ac.uk/about/facts

Institutional Context and Strategic Framework

2 Institutional Context and Strategic Framework

i. Key Features of the Institution's Context and Vision

- 2.1.1 The University published its strategic plan Glasgow 2020: A Global Vision⁹ in 2010. Glasgow 2020 sets out ambitious aims to support our vision of Glasgow as 'one of the world's great, broad-based, research intensive universities'. The strategy has three themes which recognise our fundamental purpose as a University: a focus on students' and research funders' needs; the extension of our global reach to become a truly **international** university with a multi-cultural community of students and staff; and the encouragement of multi-disciplinary approaches to research. Glasgow 2020 articulates our commitment to excellence in learning and teaching and research and provides a framework for the delivery of an excellent student experience.
- 2.1.2 Glasgow 2020 is a natural extension of our former strategic plan, Building on Excellence (2006-2010), which signalled our aspirations to be recognised as a world-class, globally-connected university with a strong sense of social responsibility and a deeply-rooted commitment to enhancement.
- 2.1.3 In this document, we reflect on the transformative journey towards our Glasgow 2020 vision. In the period of the current ELIR, this includes a major **restructuring** of the University, a complete overhaul of student support systems through the **Student Lifecycle Project** (which implemented **MyCampus**), a significant shift in the **Internationalisation** of the student population, increased partnership development and the establishment of a physical presence outside of the UK. Throughout, there has been a sustained commitment to **student engagement** and focus on enhancement of the student experience.

ii. Strategic approach to enhancing learning and teaching

- 2.1.4 The commitment to the enhancement of the student learning experience lies at the heart of our mission statement: '... to undertake world leading research and to provide an intellectually stimulating learning environment that benefits culture, society and the economy'.
- 2.1.5 The vision within the University Learning and Teaching Strategy 2011-2015,¹⁰ provides further insight into the ideals that we are pursuing:
- a motivated, vibrant, diverse community of learners and teachers working in partnership to develop confident, skilled and highly valued graduates equipped for a knowledge based society, enabled by a learning culture that values teaching and is shaped by our research rich environment
- 2.1.6 Our Learning and Teaching Strategy provides focus and influences practice throughout the University. It is enabled by College and School Learning and Teaching Plans and is monitored annually¹¹ and reviewed periodically. Our quality processes encourage and support reflection on Learning and Teaching Strategy priorities in Schools, Institutes and subject areas. The development of strategically aligned local plans helps strike a balance between ensuring consistency and

⁹ Glasgow 2020: A Global Vision: www.gla.ac.uk/about/

¹⁰ Learning and Teaching Strategy: www.gla.ac.uk/services/senateoffice/policies/learningandteachingstrategy/

¹¹ The Vice-Principal (Learning and Teaching) is required to present an annual report on the Learning and Teaching Strategy to Court.

achievement of University-wide strategic objectives and establishing a rigid approach or being overly prescriptive as to method. As highlighted in the Key Themes (Appendix 1), the roles of School Learning and Teaching Conveners and College Deans of Learning and Teaching are integral to developing a coherent but relevant approach to Learning and Teaching at all levels throughout the University. The University Learning and Teaching Committee receives and reviews reports from each College on its Learning and Teaching Plans annually.¹² In this way a collegiate and complementary top-down and bottom-up approach to strategic implementation is encouraged.

- 2.1.7 The alignment of practice to strategy and the inclusive nature of our approach will be demonstrated in the following pages and through our selection of case studies, two of which relate to identified Learning and Teaching Strategy priorities and the third of which illustrates the harnessing of local innovation in a strategic context.
- 2.1.8 The University Research Strategy is embedded within Glasgow 2020: A Global Vision¹³ and it is here that our commitment to delivering a high standard student experience for Graduate Researchers (PGR students) is articulated. This commitment runs throughout the four strategic themes of: Research Environment; **International** Excellence; Interdisciplinary Research; and Knowledge Exchange.
- 2.1.9 The four College Graduate Schools were formed during the **restructuring** of the University with a remit to support, nurture and develop a vibrant, supportive and stimulating environment for Postgraduate Taught (PGT) and Postgraduate Research (PGR) students. In addition to managing and facilitating a range of services and resources and delivering a range of training courses to support the personal and professional development of their students, the Graduate Schools endeavour to ensure a productive and interdisciplinary collegiate environment for students which is intellectually stimulating, encourages them to contribute to culture, society and the economy and enables them to become leaders in a global environment. Further, Graduate Schools are a focal point for working with and supporting the aims of funders, such as the Research Councils, in the allocation and management of studentship funding and responding to the changing developments in PG student funding, such as the rise of cross-institutional Doctoral Training Centres. In response to a recommendation made in the Graduate School Review in 2012, the Graduate School of Science and Engineering developed a Graduate Studies Strategy. The Strategy sought to apply the University-wide Learning and Teaching and Research Strategies to local requirements and aspirations. The College of Social Sciences has also received a recommendation to consider the development of a Graduate School Strategy through this same process. It is anticipated that through the reflective process of the Graduate School Review as well as through their natural ongoing development, the remaining Graduate Schools will also develop and/or refine their local strategies over the next two years.
- 2.1.10 The Research Strategy is augmented by the Impact and Knowledge Exchange Strategy 2013-16.¹⁴ This Strategy was implemented to formalise the University's approach to knowledge exchange and to seek to embed knowledge exchange in research, teaching and training practices. Its aim is to

¹²College Learning and Teaching Action: www.gla.ac.uk/services/senateoffice/policies/

¹³Research Strategy Summary : www.gla.ac.uk/research/aims/ouraims/

¹⁴Knowledge Exchange Strategy: www.gla.ac.uk/services/rsio/knowledgeexchange/

capitalise on ‘the strength of our research portfolio [...] to accelerate generation of economic and societal impacts in the UK and **internationally** through proactive KE activities and relationships.’ It is hoped that an embedded approach will demonstrate and reinforce the value of knowledge exchange, in support for Glasgow 2020 targets.

2.1.11 The second Equality and Diversity Strategy was approved in February 2012.¹⁵ In developing the second iteration, the Equality and Diversity Unit consulted across the institution to assess how a small centralised unit could maximise its impact on a large, devolved institution. It was recognised that by closely aligning the Equality and Diversity Strategy with the University’s established strategies (Glasgow 2020; Learning and Teaching; Research; and **Internationalisation**) equality and diversity matters would become embedded as an integral focus within University learning and teaching and research. Equality and Diversity is discussed further in 3.2.

iii. Effectiveness of the approach to implementing strategies

2.1.12 Since ELIR 2, the University has undergone a period of far-reaching change and transition including a major **restructuring** which sought to reduce barriers between academic areas in order to increase and enhance interdisciplinarity and encourage sharing of practices. The University has maintained and enhanced its activities against this background of change. We are committed to supporting projects effectively and to engendering broad engagement and reflection throughout the institution. The major transformational projects undertaken since 2009 have been aimed at delivering the aims and objectives established in Glasgow 2020 and its supporting strategies. These projects have been challenging and, in some cases, they continue to challenge. However, we have learned valuable lessons from self-evaluation during and following the projects, enabling the University to continue to review and refine its approach to major transformational projects. Further change is planned: the ambitious development of the campus, measured growth in transnational education and the outcomes of the Research Excellence Framework are expected to influence our evolving strategy and to shape the University in the coming years.

2.1.13 To facilitate achievement of our plans, we are investing in staff and organisational effectiveness. We recognise, and are tackling, the challenges of effective communication within such a large, complex organisation. The **MyCampus** Benefits Realisation¹⁶ exercise, discussed in more detail in 3.7.4, 6.11.5 Appendix 1 1.2.5, for example, highlighted the extent to which challenges with communication limited the effectiveness of revised processes and changed responsibilities. The University has recently appointed an Internal Communications Manager to enhance internal communication structures and to ensure that staff are involved in and aware of significant developments. This work has already begun, for example through the introduction of ‘Campus Conversation’¹⁷ events, but will be further developed and significantly expanded during the next review cycle.

2.1.14 The University continues its commitment to maintaining and enhancing the quality of the student experience. Central to this has been **student engagement** and our partnership with the Students’ Representative Council (SRC). The SRC is an effective body and its interactions with the University

¹⁵ Equality and Diversity Strategy: www.gla.ac.uk/services/humanresources/equalitydiversity/strategy2011-2015/

¹⁶ MyCampus Benefits Realisation: <http://goo.gl/Op7qOL>

¹⁷ Campus Development Project: www.gla.ac.uk/about/campusdevelopment/

are extremely positive; we will seek to continue this highly effective partnership throughout the next cycle and to ensure that our students retain a key role in discussion, policy development and decision making.

Key Points

- Glasgow 2020, and its supporting strategies on Learning and Teaching, Research and Knowledge Transfer, **Internationalisation**, Equality and Diversity and (shortly) the People and Organisational Development Strategy shape the strategic direction of the University
- The University is in a period of transformation, characterised by the significant projects of **Restructuring** and the **Student Lifecycle Project**, to support the achievement of aims to deliver world-class research and support students' needs
- The transformative projects seek to enhance an already excellent student experience and maintain existing high academic standards
- Committed staff have facilitated the achievement of excellence in learning and teaching and are integral to supporting **student engagement** and success

Enhancing the Student Learning Experience

3 Enhancing the Student Learning Experience

i. *Composition and key trends in the student population, including typical routes into and through the institution*

3.1 Admissions, Retention and Success

3.1.1 The University's Learning and Teaching Strategy defines our approach to admissions, retention and success:

via a robust, transparent and fair admissions policy, to attract the best talent, irrespective of background to engage in and successfully complete their study at this University. In doing so, to remain the leading University of choice for talented students from under-represented groups.

3.1.2 The overall student population has increased since ELIR 2 by around 4%. As shown below, this overall growth has primarily been through an increased **international** student population. In 2012-13, 22% (12.5% non-EU) of the student population were **international** students – an increase from 14.5% (8.5% non-EU) in 2009-10. The most notable increase is at postgraduate taught level where 49.5% (42% non-EU) of students in 2012-13 were **international**. This is an increase from 34.5% (27% non EU) in 2009-10.¹⁸ The table below demonstrates that EU and **International** headcount student numbers have increased significantly at undergraduate and postgraduate taught levels. The growth in EU and **International** student numbers has balanced out the slight overall reduction on home undergraduate and PGT student numbers.

| Academic Year | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Change 2009-10 to 2012-13 (%) |
|----------------------|--------------|--------------|--------------|--------------|-------------------------------|
| UG Home | 18236 | 18212 | 17477 | 17141 | -6% |
| UG EU/International | 1763 | 2149 | 2435 | 2871 | 62.85% |
| UG Total | 19999 | 20361 | 19912 | 20012 | 0.07% |
| PGT Home | 2500 | 2523 | 2407 | 2326 | -6.96% |
| PGT EU/International | 1322 | 1813 | 2165 | 2286 | 72.92% |
| PGT Total | 3822 | 4336 | 4572 | 4612 | 20.67% |
| PGR Home | 1158 | 1204 | 1172 | 1261 | 8.89% |
| PGR EU/International | 619 | 650 | 640 | 750 | 21.16% |
| PGR Total | 1777 | 1854 | 1812 | 2011 | 13.17% |
| Total | 25598 | 26551 | 26296 | 26635 | 4.05% |

¹⁸ Student Monitoring Data: <http://goo.gl/DJpRQf>

- 3.1.3 This growth in overall student numbers has presented a significant challenge in terms of the physical infrastructure on the Gilmorehill campus. There are currently testing capacity constraints and the University has progressively looked to offset this by using space more creatively to support teaching and to create additional teaching capacity. Graduate Schools have also struggled with providing adequate research space with increased postgraduate research student numbers – with the introduction of, in some areas, hot-desking policies rather than individual office space. This is an ongoing issue which will ultimately be resolved through the planned expansion of the campus, as detailed in Appendix 1, but the current constraints have been challenging for staff and students. One specific strand of the current campus master-planning process is attempting to forecast the future teaching needs both in terms of capacity and pedagogical approach.
- 3.1.4 The growth in PGT **EU/International** student numbers has been predominantly generated by very strong recruitment from South East Asia and particularly by student demand for the Adam Smith Business School. This has meant that, while overall the University has met its targets for **international** and PGT student recruitment, recruitment to the Adam Smith Business School has compensated for under-recruitment in other areas. 63% of non-EU **international** PGT are from China and 69% of non-EU **international** PGT are in the Adam Smith Business School. We are seeking to diversify the nationality base and to consistently meet recruitment targets for **international** students and PGT across all Colleges.
- 3.1.5 To support our commitment to a ‘robust, transparent and fair’¹⁹ approach to admissions, the University has increased the centralised resource for admissions processing and has strengthened the devolved network to support admissions and recruitment across the University. Strategically, a more centralised approach to admissions reduces the administrative burden on academic staff and facilitates a consistent approach to admissions processing. Since October 2013, the majority of undergraduate admissions and all PGT and PGR admissions have been managed centrally through the Recruitment and **International** Office²⁰ and through **MyCampus**.²¹
- 3.1.6 There has been investment in, and expansion of, the Recruitment and Admissions Teams centrally and across the University – including increased staffing for **Internationalisation**, UK Recruitment and Widening Participation. This network of academic and administrative staff provides strategic leadership and professional admissions expertise within Colleges as well as centrally. The broad ‘admissions team’ now includes senior academics as **International** Deans for specific world areas - e.g. Dean for the Americas. The role of **International** Dean also extends beyond admissions and includes particular focus on the development of strategic partnerships and coordinating and advising on **internationalisation** activities in a region.
- 3.1.7 The devolved responsibility to Colleges, while working closely with Recruitment and **International** Office, demonstrates the University’s approach of encouraging individual Colleges to operate in a way that reflects the nature of their programmes and markets and to enable the University to meet its strategic objectives of highly talented students and a diverse student body. The increase in the

¹⁹ Learning and Teaching Strategy Objective 1

²⁰ As appropriate at PGR level, academics in the relevant Graduate School retain responsibility for admissions decisions. The Medical, Veterinary Medical, Dentistry, Law, Education and Music undergraduate programmes also manage their admissions locally.

²¹ From 2012, legacy admissions systems have been systematically replaced by MyCampus

average tariff on entry of undergraduate students (from 399 to 469 between 2010 and 2013, surpassing the University Key Performance Indicator target of 415²²), and increased application numbers from non-traditional sources provide evidence that the University approach to admissions and recruitment is, on the whole, delivering the desired objectives.

- 3.1.8 The University also identifies student mobility as a means of enhancing **Internationalisation**. The Strategy to Create **International** Experiences for Students²³ outlines the broad range of activities which University of Glasgow students can engage in, including learning, study, work or volunteering, to **internationalise** their experience. The main metric for success is for 16% of students to have had an 'international experience'²⁴ as part of their Glasgow experience by 2019-20. The **Internationalisation** Strategy Annual Report 2012-13 identified a 13% increase in students undertaking **international** experiences from 2011-12, with 1683 students undertaking a range of Erasmus, **international** exchanges, summer schools and **international** electives.²⁵
- 3.1.9 The University works in partnership with Kaplan UK Ltd, who operate Glasgow **International** College, to support the recruitment of **international** students and provide preparatory courses to assist with transition into the University. The ambitious recruitment targets, which were set in 2006 upon development of the partnership, were not realised and, in partnership with Kaplan **International** Colleges, the University agreed revised targets in 2010. It was recognised that the failure to meet the original targets, in terms of overall numbers, the split between undergraduate and taught postgraduate student numbers and nationality spread of students, had been heavily influenced by variations in the external market. The percentage of students progressing into the University from the College also fell short of expectations in the early years. If anything, these setbacks led to closer partnership working both to understand and address issues of recruitment and progression. In addition to the Joint Academic Management Board and the Collegiate Board of Studies that, together, address the academic aspects of the partnership, we have also established a Joint Strategic Management Board that takes oversight of the broader aspects of the partnership. Although total recruitment and progression has not yet reached the original predicted levels, in 2013-14 the total number of students registering with the University exceeded the revised targets. 72% of College students progressed to the University in 2013-14²⁶, a significant improvement on 60% achieved in 2012-13.²⁷
- 3.1.10 A major factor in the improvement in the progression statistics has been close working between subject level staff (known as 'Subject Moderators') in the University and staff in Glasgow **International** College not only looking at the academic coherence of pathways, but also the integration of College students into the University environment. This has been informed by joint research between the College and the University to analyse the experience and performance of College students after entry to the University. Support for student progression from the College has been aided by Learning and Teaching Development Fund²⁸ awards. Various projects have set out

²² Learning and Teaching Strategy Update to Court: <http://goo.gl/Wh20ZG>

²³ Strategy to Create International Experiences for Students: <http://goo.gl/LA5ZoF>

²⁴ The international experience includes volunteering and non-credit bearing experiences.

²⁵ Internationalisation Strategy Report August 2013: <http://goo.gl/5TqjR>

²⁶ This figure is based on registered students at November 2013.

²⁷ GIC Progression Data: <http://goo.gl/2NfR4c>

²⁸ The Learning and Teaching Development Fund is described in more detail in 4.2.12

to research transition into Year 2²⁹, transition into PGT³⁰ and, most recently, the student experience and transition with a much larger cohort³¹ – as the University and the College begin to reach the targets for intake. These projects have aided understanding and have led to the development of a booklet ‘What’s it really like to study at the University of Glasgow?’³² The projects have also highlighted areas for further work to strengthen students’ confidence in transitioning to the University – this has included additional pre-arrival information and a closer working relationship between the University and the College to ensure each party understands the needs and requirements of the other in order to support the delivery of an excellent student experience and to ensure students are given the opportunity to reach their potential.

- 3.1.11 Legislative changes have required Glasgow **International** College to apply for, and gain, the Home Office Highly Trusted Sponsor status for Tier 4 Compliance and to undergo review through the Embedded College Review for Educational Oversight process. The engagement model – of committee structure and the role of ‘Subject Moderators’ – was highlighted as good practice in the Educational Oversight Review and has subsequently been adopted by other Kaplan partnerships. The strong partnership working with the University was an important factor in the College achieving the highest possible ‘commendable’ rating in this process.
- 3.1.12 The School of Interdisciplinary Studies (Dumfries) is a significant expression of our strategic aim to grow multidisciplinary. Our presence in Dumfries has been consolidated and strengthened by greater partnership-working with campus partners and a Refreshed Academic Strategy³³ produced by the academic partners for the Campus.³⁴ The underlying research environment, central to our commitment to research-led teaching, is also developing strongly through initiatives such as the Solway Centre.³⁵
- 3.1.13 Recruitment to the School has progressed significantly since ELIR 2. In particular, undergraduate student provision has been redeveloped to focus on three professionally-orientated programmes reflective of the School’s interdisciplinary strengths and the natural and cultural resources of Dumfries and Galloway. The reshaped curriculum has supported the increased recruitment of undergraduate students from 104 in 2009-10 to 230 in 2012-13. The School also contributes to our widening participation activities through an articulation agreement into the MA (Health and Social Policy) with a range of Further Education College partners.³⁶ The PGT provision has also been reshaped and developed as a hub and spoke model. The **international** recruitment at PGT level has been a successful development with 17 of 30 PGT students from overseas in 2012-13.³⁷

²⁹ GIC Student Transition Report 2009-10: www.gla.ac.uk/media/media_184168_en.pdf

³⁰ Enhancing the international student experience: Postgraduate Taught students from Glasgow International College (LTDF): www.gla.ac.uk/media/media_293565_en.pdf

³¹ Supporting GIC Students’ Transition to Year 2 on the MA Social Sciences: Acculturation Strategies, Social Media and Mentoring (LTDF): www.gla.ac.uk/media/media_287812_en.pdf

³² College of Social Sciences International Student Support: www.gla.ac.uk/colleges/socialsciences/info/students/international/preparingforstudy/

³³ School of Interdisciplinary Studies Court Update April 2013: <http://goo.gl/clzyrZ>

³⁴ The Dumfries Campus partnership involves the University of the West of Scotland and Dumfries and Galloway College.

³⁵ The Solway Centre for Environment and Culture: www.gla.ac.uk/schools/interdisciplinary/research/solwaycentre/

³⁶ Articulation agreement to School of Interdisciplinary Studies: www.gla.ac.uk/colleges/socialsciences/newsandevents/headline_248878_en.html

³⁷ School of Interdisciplinary Studies Court Update April 2013: <http://goo.gl/clzyrZ>

- 3.1.14 In keeping with our commitment to 'attract the best talent, irrespective of background, to engage in and successfully complete their study'³⁸, student retention is a priority area within the Learning and Teaching Strategy and is an institutional Key Performance Indicator. Policy and strategy in relation to retention is overseen by the Retention and Success Working Group³⁹, a sub-committee of Learning and Teaching Committee chaired by a senior academic. The strategic approach to supporting retention is underpinned by the use of institutional and sector research and management information. Systems are put in place, therefore, to support all students⁴⁰ and specifically to support students at risk of non-continuation.⁴¹
- 3.1.15 Student retention is considered partly in the context of the University's support for Widening Participation. Our commitment and approach to this is considered in Case Study 1.⁴² The University student demographics – with c.25% proportion of students from the most deprived areas in Scotland (known as 'areas of multiple deprivation' or MD) and a high proportion from the Greater Glasgow area – provide the University with a demanding set of circumstances for retention. However, we have further underlined our commitment to widening participation in Outcome Agreements with the Scottish Government in which we have agreed both to widen access further and to improve student retention amongst our students from the most deprived (MD) areas in Scotland. Research carried out by the Retention Officer does demonstrate, however, that students who attend the University pre-entry courses, such as the Summer School or the Top Up Programme, have c. 6% higher continuation rates than those MD20 or MD40 students who do not.⁴³ In 2012-13, the University formed an MD40 support group with the aim of providing additional targeted retention support for students from disadvantaged backgrounds in a manner that does not stigmatise these students. The work of this group is at an early stage but is expected to have a significant impact in the years ahead.
- 3.1.16 The University supports retention through the use of management information. Extensive reporting has been carried out to map trends in retention by a variety of factors including age, background, disability, and ethnicity. Institutional statistical reports highlight the correlation between 'protected characteristics' and non-continuation. From 2013-14, student-facing Services will be expected to include an analysis of their service users against the demographics of the student body to highlight any groups who appear less willing (or able) to engage with their service in their annual reports to Student Support and Development Committee. This review of student use is already undertaken in some areas and has led to corrective action.⁴⁴
- 3.1.17 The University will seek to enhance further the sophistication with which retention is supported through the development of a suite of management reports to exploit the enhanced management information available from **MyCampus**.

³⁸ Learning and Teaching Strategy Objective 3

³⁹ Previously known as the Retention Working Group

⁴⁰ Case Study: Developing Academic Writing Skills: <http://goo.gl/xHU85Y>

⁴¹ Adviser Early Warning System - identifies students 'at risk' of non-retention by monitoring their attendance at classes and, following a pilot in 2012-13, engagement with IT. This approach – specifically to support students at risk of non-continuation - allows Advisers of Studies to contact students when they appear to have missed classes, failed to login to Moodle etc to provide support to students who might otherwise have withdrawn from the University

⁴² Case Study: Widening Access and Success: <http://goo.gl/XMftjg>

⁴³ Case Study: Widening Access and Success: <http://goo.gl/XMftjg>

⁴⁴ SSDC January 2013 – SSDC/2012/15:

https://frontdoor.spa.gla.ac.uk/commdoc/senate/SSD/Papers/ssdc%202012/15_Cover_Sheet_2013-01-11.htm

- 3.1.18 The University seeks to maintain an awareness of, and to contribute to, good practice in retention and related research in the sector. In January 2013, the University joined Phase II of a cross-sector project to research and enhance retention, entitled 'What Works?: Student Retention and Success'⁴⁵; this is a partnership project between the Higher Education Academy and Action to Access and is part-funded by the Paul Hamlyn Foundation. The study will review data, monitor progress and survey students across the sector. The findings of this study and the access to additional data and research from other institutions will help us to focus the work of the Retention Working Group with the aim of engaging the hardest-to-reach groups and supporting them to achieve successful outcomes in their studies.
- 3.1.19 These approaches to supporting retention have led to a steady improvement in our retention figures. The University set a Key Performance Indicator target in the Learning and Teaching Strategy of 94% continuation from Level 1 to Level 2 by 2014-15. Retention figures have been on an upward trajectory since 2007-08, with non-continuation rates reducing from 12% to 7.4% in 2011-12. This trajectory of c. 1% improvement in continuation rates per year suggests the University may meet the 2014-15 target, bringing the University into line with what was the Russell Group average for continuation at the time the target was set. On the basis of 2011-12, data, Glasgow is just below the RG average of 95.6% continuation and above the Scottish average of 91.1%.⁴⁶
- 3.1.20 With regards to student success, the University is currently investigating the comparative data for classification of degrees awarded at undergraduate and postgraduate taught levels. Comparative data presented to Academic Standards Committee in 2013 show that the University is in the lower-quartile of the Russell Group comparators for the percentage of 'good degrees' awarded and that there is considerable variation in the classifications awarded across the University. The University will continue to monitor this through the Academic Standards Committee and will seek to undertake action once in receipt of sufficient data to accurately understand the challenges.
- 3.1.21 The Destination of Leavers in Higher Education Survey, supported by Higher Education Statistics Agency, provides a range of data annually which are analysed by the Careers Service and fed into Periodic Subject Review data sets, accreditation reviews and applications and grant applications. Schools are also provided with data to use in their marketing material. Our results have continued to move in a positive direction since ELIR 2. In the most recent survey, University of Glasgow first degree graduates were more likely to be in employment or in further study (91.6%) than the UK average.⁴⁷ The further breakdown of results also shows that in 2011-12, 81.1% of Glasgow graduates described their role as 'professional or managerial', which is 8.4% above the UK average.
- 3.1.22 Since 2011, we have provided graduates with a Higher Education Achievement Report. The Senate Office and **Student Lifecycle Project** Team developed and implemented the University Higher Education Achievement Report (HEAR) in December 2011. The introduction of the HEAR allowed for the formal recognition of non-academic achievements for students,⁴⁸ over 1100 different

⁴⁵ HEA Student Retention and Success Programme: www.heacademy.ac.uk/resources/detail/change/SRS_12-13/SRS_info

⁴⁶ HESA Performance Indicators: www.hesa.ac.uk/index.php?option=com_content&task=view&id=2064&Itemid=141

⁴⁷ While a very positive outcome, this does not meet the University Key Performance Indicator of 94%.

⁴⁸ The role of Student Representative had been recognised on the transcript since 2006.

activities have been recognised by the University. In order to be listed on the HEAR, the University requires the activity to be University-related and verifiable by an individual or a unit within the University. In the first two years of implementation over 3300 extra- and co-curricular activities were recorded on student transcripts.

ii. *Supporting equality and diversity in the student population*

3.2 *Equality and Diversity*

- 3.2.1 As identified in 2.1.11, our equality and diversity commitment is outlined by the Equality and Diversity Strategy and supported by the Equality and Diversity Unit,⁴⁹ created in 2007. Equality and Diversity is also supported through six 'equality champions'⁵⁰ of protected characteristics who are drawn from the University Senior Management Group. The Equality and Diversity Strategy aligns with the Glasgow 2020 value of 'openness': 'Our inclusiveness embraces diversity by valuing and respecting the perspectives and contributions of all our colleagues and students'.⁵¹
- 3.2.2 The University is committed to supporting equality and diversity in the student body and has implemented a number of measures to ensure it meets the statutory obligations. The Equality and Diversity Strategy⁵² was revised in 2011 and in consequence adopted a more effective, streamlined approach to supporting equality and diversity. The revised strategy outlines seven strategic aims, the first five of which are explicitly aligned with Glasgow 2020, the Learning and Teaching Strategy, the Research Strategy, the **Internationalisation** Strategy and with the Human Resources Strategy. This aligned approach aims to ensure that equality and diversity are embedded within standard University processes and monitoring procedures rather than being an additional task or requirement. As this happens, the Equality and Diversity Unit is transitioning from a direct delivery body to a supporting, facilitation role.
- 3.2.3 The Public Sector Equality Duty⁵³, which came into force in May 2012, also informs the equality and diversity agenda at the University. The Equality and Diversity Strategy and the Public Sector Equality Duty are supported by a number of processes: Equality Impact Assessment, equality and diversity training, management information and policy development. The success of equality and diversity training is detailed in 4.6.2.
- 3.2.4 The University introduced an Equality Impact Assessment process in 2008.⁵⁴ This is a systematic and evidence-based process which verifies that the University's policies and practices are not discriminatory. While many significant processes or policies have undertaken equality impact assessments (e.g. **Student Lifecycle Project**, University of Glasgow Pension Scheme amendments), there remains work to be done to encourage a higher completion rate of assessments. The Equality and Diversity Unit intends to roll-out training and support for Heads of School and Heads of School Administration in the rationale for, and completion of, Equality Impact Assessments in 2014.

⁴⁹ Equality and Diversity Unit: www.gla.ac.uk/services/equalitydiversity/

⁵⁰ Equality Champions: www.gla.ac.uk/services/humanresources/equalitydiversity/structure/champions/

⁵¹ Glasgow 2020: A Global Vision: www.gla.ac.uk/about/

⁵² Equality and Diversity Strategy: www.gla.ac.uk/services/humanresources/equalitydiversity/strategy2011-2015/

⁵³ The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

⁵⁴ Equality Impact Assessment: www.gla.ac.uk/services/humanresources/equalitydiversity/policy/eias/

- 3.2.5 The introduction of **MyCampus** is facilitating a more sophisticated approach to monitoring equality and diversity in the student population and any associated impacts. **MyCampus** provides student monitoring statistics, breaking the student demographics down into a variety of elements. This can be used to monitor, for example, the use of student services⁵⁵ or degree outcomes.⁵⁶ The monitoring of service usage will be further enhanced by the introduction of a common appointment booking system across all Student Services, through the development and implementation of an Oracle Constituent Relationship Management system which will facilitate the integration between the system and **MyCampus**.
- 3.2.6 The University joined the Athena SWAN Charter in August 2011 and was awarded an Athena SWAN Institutional Bronze Award in April 2013.⁵⁷ At the same time, the School of Physics and Astronomy was awarded an Athena SWAN Silver Award.⁵⁸ The School of Law is, at the time of writing, being considered for the Gender Charter Mark pilot through the Equality Challenge Unit. The bid focuses on patterns of student participation and staff career progression.
- 3.2.7 The Senate Office, SRC and Equality and Diversity Unit collaborated to develop the Student Maternity, Maternity Support and Adoption Policy⁵⁹ and the Student Carers' Policy.⁶⁰ The policies arose from an evidence-based proposal from the SRC to the Student Support and Development Committee and seek to ensure consistency in approach and to establish a clear framework and process for students who might need to adjust or interrupt their studies for maternity leave, maternity support or adoption. The Student Carers' Policy was the first policy specifically focussed on the needs of carers in the Scottish higher and further education sectors and was launched, and subsequently promoted, by the Scottish Minister for Public Health.
- 3.2.8 The University is committed to supporting students through the implementation of policies such as Student Maternity, Maternity Support and Adoption Policy and Student Carers Policy. The University will develop systems to review the impact of such policies for the purposes of review and evaluation.
- 3.2.9 Significant progress towards diversification of the staff body has been made as part of the **Internationalisation** Strategy, which aims to increase the number of **international** staff working at the University. The proportion of staff at the University who are **international** has risen to 17.1% of the total staff population (12% in 2009). **International** staff recruitment has been supported by staff development on cultural awareness, enhanced induction and piloted relocation support.

iii. Engaging and supporting students in their learning

3.3 Engaging and supporting students in their learning overview

- 3.3.1 Glasgow 2020 identifies 'focus on our students' needs' as a strategic priority and the University has taken a number of steps to realise this, through processes of student support (3.4) and through **student engagement** (3.5). While in many circumstances all students receive the same support

⁵⁵ SSSC - January 2013 - Minutes https://frontdoor.spa.gla.ac.uk/commdoc/senate/SSD/Minutes/minutes_2013-01-11.htm

⁵⁶ Equality and Diversity Strategy Committee reviewing in late 2013

⁵⁷ Athena Swan: www.gla.ac.uk/services/humanresources/equalitydiversity/athenaswan/

⁵⁸ Athena Swan School of Physics and Astronomy www.gla.ac.uk/schools/physics/equality/

⁵⁹ Student Maternity, Maternity Support and Adoption Policy:

www.gla.ac.uk/services/senateoffice/policies/studentssupport/maternitypolicy/

⁶⁰ Student Carers' Policy: www.gla.ac.uk/services/senateoffice/policies/studentssupport/studentcarerspolicy/

and the same opportunities to engage, a number of practices are tailored to meet the needs of specific groups; the additional support and engagement provided for postgraduate research students and **international** students is detailed below. (3.6 and 3.7.)

3.4 Student Support

3.4.1 Student support is provided by all staff across the University in a range of different ways; frontline support and guidance, policy development, organisation and management of events, the expansion of student advising, the introduction of **MyCampus**, the development of, and investment in, Student Services Division, and significant investment in learning and teaching infrastructure.

Advising

3.4.2 At ELIR 2, the University had just approved a revised model for undergraduate advising and was considering the approach to implementation. A Working Group was asked to consider the optimal structure for providing the key elements to 'deliver a flagship system of academic and pastoral guidance that will meet the present and future needs of the University's changing student population, and enhance the opportunities for student success'.⁶¹

3.4.3 The report, informed by an SRC-led survey and the Enhancement Theme on Advising, was widely consulted upon and outlined a set of key proposals which were subsequently adopted by the University:

- A ratio of 25 Advisees per Adviser
- A compulsory programme of training and induction for Advisers
- Normalise the expectation that academic staff will undertake advising responsibilities during their career
- An increased focus on pastoral support with a reduced role in approving curriculum or administrative tasks
- A formal network of Chief Advisers of Studies to be established to consider the Report and inform the development of the revised model⁶²

3.4.4 The new Undergraduate Student Advisory System began a phased implementation from 2011. This allowed Chief Advisers to build up the number of Advisers gradually thus reducing the adviser:advisee ratio to the desired 1:25 over a three year period. It also allowed **MyCampus** to be implemented while a smaller group of experienced Advisers of Studies (known for 2011-12 as Transitional Advisers) provided advice and guidance to new Advisers and support to the Chief Adviser in testing for **MyCampus**. The challenges of moving to a new advising system, in parallel with major system implementation, were significant and the contributions of Academic Advisers and key administrative staff were essential in maintaining the quality of the student experience throughout.

3.4.5 The advising system has now been fully implemented in three of the four Colleges with considerable progress towards the desired adviser: advisee ratios, increased training opportunities and regular practice sharing through the Chief Advisers Sub Committee. The remaining College, the

⁶¹ Burrows Report: www.gla.ac.uk/services/senateoffice/policies/studentssupport/undergraduatestudentadvisorysystem/

⁶² The Chief Advisers Sub-Committee, chaired by the Clerk of Senate and attended by Chief Advisers for each degree programme and relevant University Services staff as well as SRC Representatives, was established in 2009.

College of Arts, has not yet implemented the new system but is moving towards adopting it by increasing the number of Advisers of Studies, introducing a new Senior Adviser role to support the Chief Adviser and Assistant Chief Adviser, and creating a new Undergraduate and Advising Administrator role to support the Advising team. The success of the implementation across three Colleges has only been possible thanks to an increased number of academic staff agreeing to take on the role and making a significant time commitment to supporting the student experience during a time of major change. At university level, the advising role has been normalised with all new appointments from 2011 having the expectation that they will at some point in their career have advising responsibilities. A review focussing on the impact on the student experience will be undertaken in 2013-14 to assess the effectiveness of the new model.

- 3.4.6 Advisory responsibilities for PGT and PGR students were also considered in 2010 and 2011 respectively. The Deans of Graduate Studies led a consultation with PGT students, staff and the SRC to ascertain the levels of satisfaction with the service that was provided. While the feedback highlighted that students could benefit from being more aware of the support available to them, it did not indicate a requirement for a significant review of the system.
- 3.4.7 PGR student support was also assessed during the University **Restructuring** exercise. Each College uses different nomenclature, but variously have PG Conveners, Graduate Advisers or Programme Directors who provide pastoral advice to PGR students, in addition to the support provided through the supervisory team. Results from the Postgraduate Research Experience Survey show that this is an area the University has consistently improved upon, with responses increasing positively by 12% between 2011 and 2013. While the average satisfaction is slightly below the Russell Group average at 75.2%, Graduate Schools are confident that, as they and the processes they support continue to become established, satisfaction will continue to increase.⁶³

MyCampus

- 3.4.8 In 2008, the University embarked on the **Student Lifecycle Project** which led to the implementation of **MyCampus** with, inter alia, the aim to increase student satisfaction.⁶⁴ It was intended that students would have increased access to self-service functionality, would have greater control over their course choices and would be able to access information and complete tasks at their own convenience.
- 3.4.9 **MyCampus** introduced a number of enhancements to the student experience. Students now generally have greater control to select a timetable which suits them, whereas previously students would often have been enrolled onto tutorial or seminar groups by their School. **MyCampus** also delivers, for the first time, a personalised timetable.⁶⁵ **MyCampus** made a number of previously in-person actions simpler and quicker by moving them online, such as registration for graduation, production of a student certifying letter and receipt of exam results by email. Students are now able to make financial transactions online for a number of items – whether this is payment of tuition fees or payment for graduation gown hire – which removes the need for students to visit a particular office at a particular time or to post a cheque.

⁶³ Postgraduate Research Experience Survey: www.gla.ac.uk/services/postgraduateresearch/experience/

⁶⁴ Student Lifecycle Project Background and Expected Benefits - <http://goo.gl/j5VnPf>

⁶⁵ Student Timetable and Room Locator: <https://frontdoor.spa.gla.ac.uk/spacett/index.m>

- 3.4.10 While this functionality has certainly enhanced the student experience, the initial implementation of **MyCampus** created a number of significant issues which led to difficulties for students and a significant increase in workload for administrative and academic staff across the University. These included problems with the interface, financial transactions, maintenance of correct information, ensuring that students had taken a full and appropriate curriculum, extracting relevant data from the system for reporting purposes, maintenance of curricular requirements, timetabling, etc. Technical issues in subsequent years have also presented the University and its staff with significant challenges in realising the potential of **MyCampus**.
- 3.4.11 Students have been involved in reviews of **MyCampus** and in providing suggestions to improve the student user experience⁶⁶. As documented in ongoing reviews⁶⁶, this has contributed to an improving user experience, to enhanced support both centrally and through School and College support teams, and to gradual realisation of the benefits of the increased functionality noted above.
- 3.4.12 The location of the team tasked with supporting and developing **MyCampus** within the Student Services Division is indicative of the importance the University places on the student-facing aspect of the student information system. **MyCampus** is built to facilitate the enhancement of the student experience rather than simply to provide a management information tool.
- 3.4.13 In practice, the introduction of **MyCampus** led, in many areas, to increased administrative workloads in relation to advising and in many Schools this responsibility fell to Advisers of Studies. The additional administration related, in part, to new functionality that **MyCampus** introduced that was not present in the legacy student information system, such as online enrolment guidance ('plan rules') and enrolment in class sections. As experience with **MyCampus** increases, it has become evident that the most successful Schools (in terms of advising and utilising **MyCampus**) are those with dedicated administrative resource to support advising. While this support was already in place in some School or College Offices, it has been more recently increased in the Colleges of Arts and Social Sciences to allow a more effective use of Advisers of Studies' time in delivering academic or pastoral advice to students and to allow a more effective use of **MyCampus** and the increased functionality it provides to support the learning experience and administrative efficiency.
- 3.4.14 The University will continue to monitor the use and impact of **MyCampus** and will continue to involve both staff and students in the review and systematic enhancement of **MyCampus** to support the student experience.

Student Services

- 3.4.15 The University adopted a more coordinated approach to management of student support in 2009 through the creation of the Student Services Division⁶⁷ and the appointment of a Director of Student Services. This has facilitated a more strategic and holistic approach to the delivery of student support, with an increased understanding of, and focus on, the benefits of increased cross-service working, including ease of access for students. The 'joined up' approach to service delivery is

⁶⁶ MyCampus Lessons Learned Review 2011: <http://goo.gl/95glQK>, Registration and Enrolment Review 2012: <http://goo.gl/bJkiac>

⁶⁷ The Division brought together Careers Service, Counselling and Psychological Services, Disability Services, Interfaith Chaplaincy, International Student Support Team, Registry, Sport and Recreation, Student Lifecycle Support and Development Team and Student Services Enquiry Team

facilitated by regular meetings of the Student Services Management Team and the co-location of a number of services in the Fraser Building.

- 3.4.16 The Fraser Building, a dedicated student support building housing a medical practice, a bookshop and frontline student services, as well as two hospitality service outlets, was opened in 2009. It has become a well-established hub for student information, advice and assistance and it is heavily used throughout the year. Its opening coincided with the creation of the Student Services Enquiry Team,⁶⁸ which established a 'single point of contact' for student enquiries on campus. An ongoing targeted publicity campaign has ensured this role has become firmly established in the student consciousness.
- 3.4.17 There have also been significant developments within individual Student Services since 2009, which have benefitted the student experience. The developments, and the investment provided, have supported aims in relation to the **international** student experience and developing graduate attributes as detailed in the next two paragraphs.
- 3.4.18 The Counselling and Psychological Service has seen service usage increase by 131% since 2009-10, with 26% of all users being **international** students. As the University continues to grow the **international** student community, it is likely that the demand for the Counselling and Psychological Service will grow commensurately. The Service has experienced challenges in meeting its own high standards in waiting times for students. The Service aims to offer an initial assessment to students within 10 working days. While the average over 2012-13 was 9.7 working days, at peak times this increased up to 20 working days for an initial assessment. The Service developed effective, innovative methods of providing support and received strategic investment in summer 2013, allowing for the further expansion of services available to students and an explicit action to reduce waiting times.⁶⁹
- 3.4.19 Investment has also allowed the Careers Service to strengthen its provision for **international** students and for developing graduate attributes and employment opportunities. The Service has successfully bid for external funding to allow for the creation of new roles and services including the delivery of **international** virtual careers fairs and alumni volunteering. Continued investment beyond the end of external project funding has allowed for the creation and embedding of roles such as the **International** Opportunities Manager who sources **international** work opportunities for students and delivers **international** virtual careers fairs and other events involving global employers. Strategic investment has also allowed for the expansion of the University's placement and internship scheme, Club 21, to deliver more internship and other work related learning opportunities for students involving Small-Medium Enterprises, blue chip companies and multinationals, charities and University Services. This, together with investment in a new Student Enterprise Manager post, has considerably strengthened work-related opportunities for students.

Infrastructure

- 3.4.20 The Learning and Teaching Strategy identifies the University infrastructure as a key factor in delivering an excellent student experience with a commitment to: 'continually improve our physical

⁶⁸ Student Services Enquiry Team: www.gla.ac.uk/students/enquiries/

⁶⁹SSDC January 2013 – SSDC/2012/15:

https://frontdoor.spa.gla.ac.uk/commdoc/senate/SSD/Papers/ssdc%202012/15_Cover_Sheet_2013-01-11.htm

and virtual learning space to be a robust, accessible and sustainable platform for innovation in our provision and the enhancement of student learning'.⁷⁰

- 3.4.21 We have continued to invest significantly in the University infrastructure to support and enhance the student learning experience, spending over £22m on enhancing the physical learning and teaching infrastructure of the campus since ELIR 2. The capital investment includes £11.6m expenditure on lecture theatres and teaching spaces. The widespread use of large, centrally maintained lecture spaces ensures that almost all taught students will have benefitted from this investment. The Library has benefitted from £6m investment in study space and building infrastructure. The investment also includes expenditure supporting **internationalisation** and **international** recruitment to the Adam Smith Business School. In 2012, the University invested £1.2m to develop space for postgraduate taught provision for the Adam Smith Business School with increased capacity, improved small group teaching space, and improved social space with flexibility for use for self-directed learning, and improved IT infrastructure.
- 3.4.22 The University also invested in supporting the postgraduate student experience through developing the Gilchrist Postgraduate Club (detailed at 3.6.14) and c. £11m invested in extending the University sports facilities in the Stevenson Building which currently receives 2,500 visitors per day,⁷¹ as well as redeveloping the Glasgow University Union facilities. The latter two developments began in 2013 and are expected to be completed in 2015.
- 3.4.23 In addition to investment on the main campus, there has been recent investment in learning and teaching, research and social spaces on the Garscube Campus. The £6.3m Garscube Learning and Social Space project is a significant and very welcome development for the School of Veterinary Medicine, augmenting the already excellent student experience provided there.
- 3.4.24 In partnership with the NHS, the University has agreed to invest c. £5m in the development of a dedicated learning and teaching facility at the South Glasgow Hospitals Campus to replace those facilities to be lost through the closure of Yorkhill Hospital and the Western Infirmary. This shared development will be part-funded by the NHS and is expected to be completed in 2015. This commitment will allow fit-for-purpose facilities to accommodate University staff and it will greatly improve the conditions in which students are learning – imperative for clinical skills development and the problem-based learning approach of medical education.
- 3.4.25 Despite these significant investments, the University infrastructure faces challenges in keeping up with both the pace of pedagogical development and the growth in student numbers. A recurring request through the Annual Monitoring process is for the development of more large-capacity lecture theatres and more small group teaching space. While the University has the will to increase this provision, this is not currently possible due to the limitations of the estate. A number of mitigating actions have been taken: from 2013-14 the Bute and Hunter Halls have been made available for teaching to increase the number of large-capacity spaces; investment has been made in lecture recording technology to allow for simultaneous transmission of lectures to other facilities across the campus; and the increased role of central room bookings and timetabling is intended to increase the occupancy rate of lecture and tutorial rooms. Over the next two years, the University

⁷⁰ Learning and Teaching Strategy Objective 9

⁷¹ Over 13,000 staff and students are members of the University Sport and Recreation Service

will develop more sophisticated approaches to monitor the usage, modelling and forecasting of space requirements to inform the campus development (Appendix 1) from 2015 onwards.

3.5 Student Engagement

- 3.5.1 Students are at the heart of the University and their engagement is integral to their learning experience, and also to the University's decision-making and support structures. The Learning and Teaching Strategy centres on the objective: 'to continue to build on our strong student-staff partnership to promote **student engagement** with learning and enhance student success'.⁷²
- 3.5.2 Students are involved systematically throughout the University: in classes, on committees, and through annual and periodic processes of review. This does not, however, lessen the importance of informal engagement and interaction between students and tutors, lecturers, service staff and/or administrative support through Schools and Institutes. This section will outline the formal and informal processes of **student engagement** across the institution.
- 3.5.3 The partnership between the SRC and the University, which was noted and praised in ELIR 2, has been further consolidated and embedded over the past four years, with students heavily involved in all strategic developments and changes in the University. The partnership with the SRC has been critical to the success of the University throughout the past four years. Particular impacts are referred to throughout the Reflective Analysis, such as **Student Lifecycle Project** (Appendix 1), Undergraduate Student Advisory System (3.4.3), Student Voice (3.5.8) and Student Teaching Awards (4.2.11).
- 3.5.4 The Code of Practice on Student Representation,⁷³ developed in partnership with the SRC in 2005, established a 'joint commitment [...] to promote an effective and coherent system of student representation [...] to enhance the student experience'. The Code represented a significant step in the building of a partnership between the University and the SRC, and it is now a firmly embedded tool for use both by the SRC and colleagues in Schools, Graduate Schools, Institutes and Colleges. A short survey in 2012 identified high levels of awareness of the Code and confidence that it had helped clarify roles and responsibilities and improved the running of Staff Student Liaison Committees. There are still areas for improvement such as ensuring students are given the opportunity to elect their representatives (rather than just self-nomination) and that representatives are provided with the opportunity, and the support, to convene the Staff-Student Liaison Committee.
- 3.5.5 The University is committed to facilitating **student engagement** and providing students with the tools to represent their peers effectively; to this end we support the SRC in ensuring all student representatives have access to training. The number of students trained per year increased from 180 to 637 between 2005 and February 2013, and over the last 5 years the SRC have trained 2878 student representatives. Attendance and engagement in training is a key quality measure⁷⁴ and the increasing numbers and consistently high satisfaction⁷⁵ is indicative of the value both students and

⁷² Learning and Teaching Strategy Objective 7

⁷³ Student Representation: www.gla.ac.uk/services/senateoffice/gea/studentengagement/studentrepresentationstudentvoice/

⁷⁴ In order for student's role as a Representative to be recorded on their transcript they are required to have attended and engaged with SRC Class or PGR Representative Training within the past four years and for their School, Institute or College to confirm that they carried out the role adequately.

⁷⁵ The evaluations of training show greater than 80% satisfaction with the usefulness of training and over 90% satisfaction with the training meeting objectives.

staff place on student representation and our (the University, the SRC, and all members of the community) success in engaging students.

- 3.5.6 University **Restructuring** impacted positively on student representation structures. The introduction of SRC representation at School-level has helped to increase the connectivity between Class and PGR Representatives and the SRC Council (previously Class and PGR Representatives were overseen by SRC Faculty Conveners, leaving a representational gap at Departmental level). The University **Restructuring** has been a step forward in closing this gap, but has in places, made it more evident that the gap exists.⁷⁶ The SRC and the University are working together to ensure Schools and Colleges fully understand their responsibilities towards engaging with student representatives in decision making structures.
- 3.5.7 The number of students engaged in representation and the number of representatives undertaking training annually is an achievement but, in the spirit of continual enhancement, thought is being given to establishing metrics to measure the impact of student representation (particularly at School and College level), engaging student representatives in bigger, periodic events (such as the Pizza and Points of View Focus Group held in preparation for ELIR), and ensuring that student representatives are supported to make the most from their experiences in terms of developing graduate attributes.
- 3.5.8 Student Voice was developed to promote **student engagement** and to help close the feedback loop to students. At ELIR 2, Student Voice existed as a central website with information about institutional and external student surveys and summaries of the results. It only functioned therefore at a central level and overlooked that meaningful engagement is more often at the local level in Schools, Graduate Schools and Institutes where there are daily interactions between staff and students. The development of the Student Voice from 2009 has been monitored through the Learning and Teaching Strategy Action Plan⁷⁷.
- 3.5.9 The new Student Voice, launched in February 2013, takes a much more student-centric view of student feedback. A student logging in is provided with forums and issues which relate directly to their enrolments (through data provided from **MyCampus**) and a list of their representatives. Through Student Voice, students can participate directly: to post discussions, view and contact their Class, SRC School and College Representatives and read announcements from their Reps or from their School or College. Student Representatives (including Class, PGR and SRC representatives) are able to post discussions or announcements or can use the issues tracker to highlight issues they have raised on behalf of the group. Representatives are introduced to Student Voice, and the specific roles they play, through SRC Class and PGR Representative Training.
- 3.5.10 The development of Student Voice represents significant progression of the strong, working relationship between the University and the SRC, the sophisticated use of management information delivered by a single comprehensive student information system, **MyCampus**, and a well-supported IT infrastructure developed to enhance the student experience.

⁷⁶ This was highlighted in ELIR preparations with SRC and in consultations with Schools about Student Voice

⁷⁷ Learning and Teaching Strategy Action Plan – Project 1 Assessment and Feedback Action 1:
www.gla.ac.uk/services/senateoffice/policies/learningandteachingstrategy/

- 3.5.11 The systematic approach to consultation on the development of Student Voice with Schools, Institutes and Colleges, led by the Senate Office, had unintended benefits of increasing awareness of the role and responsibilities of Schools and Institutes with regard to student representation. In 2012-13, following the implementation of Student Voice, the number of student representatives recorded was c. 30% higher than previous years. It would appear that the consultation uncovered areas of the University that had not previously participated in the process for engaging student representatives.
- 3.5.12 Student Voice is, at the time of writing, being accessed by c. 600 users per day – in comparison to around 100 users per year for the Student Voice website in 2012 – and interactions between students increased significantly in September 2013. While this use is much higher than previously, it can be seen that some areas of the University are using Student Voice much more thoroughly than others – with some Schools showing very limited interaction or discussion through the forums. The University and the SRC will monitor the usage of Student Voice through: visitor numbers; number of discussions posted and responded to; number of representatives recorded; and the uptake of Student Voice across the University; to assess the relative success in promoting a dialogue between students, the tracking and resolution of issues and the dissemination of information. The Senate Office will support Schools, Graduate Schools, Institutes and Colleges and student representatives in their contributions to the success of Student Voice.
- 3.5.13 In addition to **student engagement** through representation, the University employs various institutional surveys to measure **student engagement** and satisfaction. The University, Colleges, Schools and Institutes place importance on the feedback from student surveys and use associated KPIs to measure the achievement of strategic and local aims. The University employs the National Student Survey, the Postgraduate Taught Experience Survey, the Postgraduate Research Experience Survey, the **International** Student Barometer and the Student Barometer as externally-supported surveys. Additionally, internally-developed surveys are used: the First Year Technology Survey and the First Year Student Learning Experience Survey. An analysis of student feedback is provided in the Advance Information Set.
- 3.5.14 Whilst the University recognises the value of undertaking surveys for institutional research purposes, it is mindful of the experience for students and the risk of questionnaire fatigue. A policy on student surveys⁷⁸ was implemented in June 2010 outlining the approval for a number of institutional surveys and the requirement for approval to be granted by the Clerk of Senate for any mass-survey of the student population.
- 3.5.15 In order to achieve value from student surveys, it is necessary that survey outcomes inform the working of the University strategically, but, most importantly, allow for Schools, Graduate Schools and Institutes to enhance their provision in an informed manner. Institutionally approved surveys are followed up with Action Plans, which are usually overseen by the relevant College Committee or Management Team and allow demonstration of responsiveness to student feedback. Wherever possible, data are provided at a granular level to allow staff in Schools and Colleges to respond to feedback directly from their students. Reviews of School and College updates on actions from the National Student Survey have specified action being taken across the University in key areas such

⁷⁸ Student Surveys Policy: www.gla.ac.uk/services/senateoffice/policies/studentengagement/studentsurveys/

as assessment and feedback and organisation and management.⁷⁹ The steady improvement (in most areas) in relation to these items across the University suggests that the approach is working.

- 3.5.16 To enhance the impact of the feedback provided through the individual surveys, a combined survey analysis was carried out in 2012 and 2013 for the National Student Survey, the Postgraduate Taught Experience Survey, the **International** Student Barometer and the First Year Student Learning Experience Survey. The combined analysis highlighted broad similarities with overall levels of satisfaction (from 88-91% in surveys administered in 2011 and 87-89% in 2012). The University employs two Key Performance Indicators for final-year student satisfaction (National Student Survey) and postgraduate research student satisfaction (Postgraduate Research Experience Survey).⁸⁰ Respondents in all surveys highlighted assessment and feedback as the least satisfactory element of their University experience. The combined analysis did indicate that, on average, our postgraduate taught students were the least satisfied, closely followed by first year students. It is considered that these two groups are the newest to the University, and, as such, they are still finding their feet and may have had unrealistic expectations. As trend data build, this information is likely to prove valuable in shaping the support for the student learning experience.
- 3.5.17 As yet, the analysis of qualitative feedback through open comments has not been fully undertaken. While some surveys have begun to provide analysis routinely of open comments, it is not yet a standard approach and therefore lacks the potential benefit that could be found in comparing the results of qualitative feedback across the surveys. As reported in the Learning and Teaching Strategy Action Plan⁸¹, the outputs from the analysis have been well received but the workload involved in utilising the software has been beyond current resources. We are considering optimal ways to analyse free text responses and deliver the benefit across all surveys. The University acknowledges there is work to be done here.
- 3.5.18 The University is also considering the establishment of a Central Surveys Unit to enhance the effectiveness of student survey management and the analysis of student surveys. The Unit will bring together, into the one place, the management, organisation and analysis of our key student surveys and develop an expert survey team who could design, deliver and manage surveys and learn from good practice across the sector and beyond. It is hoped that a surveys team would enhance the analysis by combining the survey output to look for trends and patterns, and support us in addressing issues with teaching, support etc. This development is expected in early 2014.
- 3.5.19 At the time of the last ELIR, the University had piloted and was in the process of introducing the Standard Student Feedback Questionnaire focused on the student learning experience, in part in response to feedback through ELIR 1. The questionnaire format met with criticism from academic staff who did not feel it captured the information they required or had been able to access previously through locally-developed questionnaires. In October 2011, the Education Policy and Strategy Committee agreed that 'each College [should] adopt whichever approaches were most appropriate to its practices'.⁸²

⁷⁹ EdPSC October 2013 – EC 13/04 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Agenda/agenda_2013-10-23.htm

⁸⁰ Institutional KPIs for both surveys are 90% satisfaction.

⁸¹ Learning and Teaching Strategy Action Plan – Project 1 Assessment and Feedback Action 9: www.gla.ac.uk/services/senateoffice/policies/learningandteachingstrategy/

⁸² EdPSC October 2011 - EC/2011/5.2 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2011-10-26.htm

- 3.5.20 While this was not the intended process for managing feedback and questionnaires, it demonstrated the University's willingness to respond to feedback from staff and students. The School and College Quality Officers (newly created roles in the **restructuring** process) provide a clear voice, articulated through the Quality Officers Forum to the Education Policy and Strategy Committee and through Annual Monitoring Reports, in raising concerns about the effectiveness of the Standard Student Feedback Questionnaire. It also demonstrated the effective use of quality processes and committee structures to allow bottom-up concerns to inform University-wide decisions.
- 3.5.21 The University has for some time been exploring means of enhancing student feedback mechanisms.⁸³ Currently, following a successful pilot, we are implementing software to support the use of feedback questionnaires. The new system, EvaSys, will allow staff in Schools to create their own survey and to administer the survey either in paper form or online, collate responses very quickly, analyse the results, produce a report with survey data, and report back to students in a timely fashion. Where standard questions are asked within the course evaluation surveys, EvaSys will facilitate the comparison of results across cohorts, thereby allowing School/College/University-wide comparisons to be made. It can also handle handwritten comments efficiently, something very attractive to those academic staff who particularly value this type of qualitative feedback.
- 3.5.22 Whilst it is acknowledged that the implementation of EvaSys will facilitate the administration of feedback, the enhancement of course evaluation is dependent upon 'the wider cultural and policy context in which it is implemented'.⁸⁴ This referenced the ongoing discussions in relation to standard elements of a feedback questionnaire, as well as agreed policies concerning how evaluation reports might be used in staff Performance and Development Review (P&DR) and promotion processes⁸⁵. To address this, a working group has been established to consider the role of feedback questionnaires. The implementation of EvaSys offers the opportunity for a step-change in the systematic use of student feedback to enhance the student learning experience. It will also underpin annual and periodic quality processes with easily computable data and allow for comparison across the University.
- 3.5.23 The University will manage the uptake and implementation of EvaSys and, pursuant to the outcome of the course evaluation working group, will seek to implement EvaSys in such a way as to meet local and strategic objectives from course evaluation.
- 3.5.24 The University has also sought to develop stronger methods of 'closing the feedback loop' since ELIR 2. For example, the extent to which the feedback loop is closed has been a regular topic in Periodic Subject Reviews. The reports, and the summary included in the Annual Reports to the Scottish Funding Council, that are provided in the Advance Information Set, demonstrate that in a number of reviews there have been specific recommendations to improve the approaches to **student engagement** and closing the feedback loop.⁸⁶ In others, Schools and Subjects have been

⁸³ Code of Practice on Obtaining and Responding to Feedback from Students developed in 2008.

⁸⁴ EdPSC June 2013 – EC/2012/45 - <https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Papers/EC/2012/45.pdf>

⁸⁵ EdPSC March 2013 - EC/2012/34 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/EC/Minutes/minutes_2013-03-13.htm

⁸⁶ Management 2012, School of Life Sciences 2012:

www.gla.ac.uk/services/senateoffice/gea/periodicsubjectreview/reportsandresponseshistorical/#session2011-12

praised for the meaningful engagement and effective closing of feedback loops⁸⁷ including electing students to convene the committees.⁸⁸

3.5.25 The revised approach to Student Voice greatly enhances the opportunity for this to happen in a meaningful way. It is also clearly established in staff guidelines and student training that the expectation is that staff in Subjects, Schools, Institutes and Colleges, and student representatives take responsibility for feeding back outcomes and actions taken in response to student feedback. Student Voice is in an early phase of implementation and the extent to which its potential is being realised will be monitored.

3.6 *Postgraduate Research Student Experience*

3.6.1 The University commits in the Research Strategy to 'nurture a high quality graduate research (PGR) environment'.⁸⁹ This commitment extends across academic demands, pastoral support, the physical infrastructure and the involvement of students in a community of researchers within and outwith the University and ensures that the University delivers an excellent postgraduate research student experience. Consistently, feedback through the Postgraduate Research Experience Survey underlines the high levels of satisfaction with students' experiences, particularly the support and feedback provided to students by their supervisors.⁹⁰ The postgraduate research student experience is also enhanced by comprehensive research training and personal and professional development programmes, and opportunities to engage in innovative provision, such as the ability to apply for 'initiatives' funding⁹¹ to take leadership roles in their own development and that of their peers.

3.6.2 Each College has now developed a Graduate School and appointed a Dean of Graduate Studies. This both formalised and standardised approaches that were in place in a number of Faculties, pre-**restructuring**, and the appointment of the Deans of Graduate Studies⁹² marked an investment in senior leadership and support in student-facing positions. Increased consistency of support and management structures has greatly enhanced the opportunity for collaborative working between the Deans and has led to the identification of areas for improvement. This has led to development of a common annual progress review process (5.9), and raised expectations and engagement with transferable skills training (3.6.15-3.6.20). Local funding has also supported initiatives such as Science and Engineering Science Slam⁹³ and the Graduate School of Arts Conference⁹⁴.

3.6.3 While PGR students have multi-layered identities (subject, lab, research group, school, research pool, doctoral training centre, graduate school, college), key to their student experience at Glasgow is the Graduate School which acts as a focal point for induction and training activities, supporting

⁸⁷ School of Engineering 2013, School of Modern Languages and Cultures 2013:
www.gla.ac.uk/services/senateoffice/gea/periodicsubjectreview/#tabs=3

⁸⁸ School of Medicine 2011 – ASC May 2013 – ASC/12/85 -Recommendation 21:
https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Agenda/agenda_2013-05-24.htm

⁸⁹ Research Strategy: www.gla.ac.uk/services/rsio/researchstrategypolicies/ouraims/

⁹⁰ 90.9% of respondents favourable about support from supervisors; a 1.5% increase on the previous year and 1% above the Russell Group average.

⁹¹ New Initiatives Fund: www.gla.ac.uk/students/researcherdevelopment/newinitiativesfunding/

⁹² Deans of Graduate Studies are appointed as 0.5 FTE buy-out.

⁹³ Graduate School of Science and Engineering Science Slam:
www.gla.ac.uk/colleges/scienceengineering/newslettermarch2013/headline_266756_en.html

⁹⁴ Graduate School of Arts Conference 2013:
www.gla.ac.uk/colleges/arts/graduateschool/headlinesfromthearchive/headline_283473_en.html

dynamic interdisciplinary communities of researchers and providing pastoral and administrative support. Graduate Schools are not generally a physical entity (beyond an administrative office) and therefore Deans of Graduate Studies have sought to increase the feeling of 'home' in the Graduate School through the provision of social, academic and cross-disciplinary events.

- 3.6.4 The College of Social Sciences utilises pre-arrival management information to inform a range of activities which support PGR student arrivals and enhance the student experience. The data are used to predict study space requirements, to forecast the number of Tier 4 students who can be expected to require sponsorship from the University, to encourage students to commence dialogue with their supervisors to discuss research training needs, and, finally, to inform students about induction.
- 3.6.5 The Science and Engineering Graduate School has established a residential induction programme for c. 30 postgraduate research students which involved workshops, case studies, team activities, social events and debates on ethical issues in scientific research. The programme is designed to foster a community of researchers and to equip them with skills for cross-disciplinary and cross-cultural working.
- 3.6.6 A pilot collaboration between the College of Arts Graduate School and the Hunterian Museum and Gallery, the Hunterian Associates Programme, provides an innovative model for postgraduate researchers to share their knowledge through meaningful public engagement and connect their research to the world-leading collections of the Hunterian. The programme, initiated in 2011, was a recognition that the cutting-edge research carried out by our students connects with the University's extensive collections. The programme invites students to use their research and research methodologies to offer new interpretations of the collections and propose creative ways to disseminate new knowledge. In September 2013, the Programme was shortlisted for a Times Higher Education Award for 'Outstanding Support for Early Career Researchers'.
- 3.6.7 The College of Medical, Veterinary and Life Sciences Graduate School provides an opportunity for its PGR students to contribute to public engagement in STEMM (Science, Technology, Engineering, Maths and Medicine) through Internships with the Glasgow Science Festival. Implemented initially in 2012 and subsequently successfully rolled out, the internship provides postgraduate research students the opportunity to work in small groups with the Glasgow Science Festival team to develop a research-themed activity which they then deliver to a public audience during the Science Festival in June.⁹⁵
- 3.6.8 Students' satisfaction with their opportunities to become involved with the wider research environment remains one of the areas with lower levels of satisfaction (at 59%) but has improved since 2008 and is now equal to Russell Group averages.⁹⁶ Following the Postgraduate Research Experience Survey 2013, Graduate Schools have agreed to work with the SRC to explore the opportunities that students are looking for and to work in partnership to meet those expectations.
- 3.6.9 One area with which PGR students would also like more opportunity to engage is teaching experience. Graduate Teaching Assistants are an essential support for learning and teaching

⁹⁵ Public Engagement Group in STEMM: www.gla.ac.uk/services/publicengagementgroupinstemm/

⁹⁶ Postgraduate Research Experience Survey: www.gla.ac.uk/services/postgraduateresearch/experience/

delivery across undergraduate and postgraduate taught provision, allow PGR students to provide research-led teaching and also provide PGR students with the necessary experience to develop their skills as future academics. The Postgraduate Research Experience Survey indicates that satisfaction has significantly increased with the support and guidance provided from 2012 to 2013,⁹⁷ but we are aware that there is still demand to increase the opportunities for teaching experience and to enhance the support provided.

- 3.6.10 PGR Student Representation has long been a challenging area for the University (and the sector). While this remains so, the University is committed to providing a high quality research student experience and believes engagement of research students is essential to this. The University is also committed to the QAA Quality Code Chapter B5 expectation to remove barriers to **student engagement** and to promote engagement for all students.
- 3.6.11 Since 2011, the SRC has delivered specific PGR Student Representative Training. The standard training presentation was adapted to reflect more closely the nature of the research student experience: removal of references to 'classes'; reference to Graduate School Staff-Student Liaison Committees; highlighting the role of the Supervisory Team in resolving issues; making reference to the PGR Code of Practice (discussed in 5.5.6). These amendments have helped to shape a training session which has provided more relevant guidance and support for PGR student representatives. The benefits of consultation on the Student Voice have impacted PGR representation, with Schools and Institutes identifying a number of representative groups that had not previously been recorded. Analysis of the student representative figures before and after the introduction of Student Voice shows that PGR representative numbers increased from 20 to 33 from 2011-12 to 2012-13. While this increase is positive, there remains work to be done to engage PGR students more fully in representation structures.
- 3.6.12 The SRC introduced a Postgraduate Convener for each College following **restructuring** to increase the role for postgraduate students in representation; however, there has been some difficulty in filling the PGR posts through election. SRC engagement with PGR students has increased significantly since the opening of the Gilchrist Postgraduate Club (3.6.14), and it is hoped this will engender increased engagement. However, if the barriers to PGR participation in the electoral process continue, then the SRC will review its engagement methodology.
- 3.6.13 The scope to grow the physical presence of Graduate Schools and therefore provide a 'home' within Graduate Schools will be considered as the University redevelops the Gilmorehill Campus from 2015 onwards.
- 3.6.14 The Gilchrist Postgraduate Club is supported by the appointment of a PG Development Officer, employed by the SRC and funded by the University, with responsibility for postgraduate **student engagement** activity, as well as facilitating a range of events and activities intended to help make the Gilchrist integral to a high quality postgraduate experience at the University. The SRC PG Development Officer works with the Postgraduate Research Service to provide a venue and organisational support for a range of activities targeted at PGR students. The venue has hosted

⁹⁷ Satisfaction across the University increased from 37.9% to 53.8%

events such as the popular 'Three Minute Thesis' competition⁹⁸ and, through the Club, the SRC is also supporting the 'Assembling Identities' Arts Postgraduate Conference organised by postgraduate research students from the College of Arts and which will be attended by PG students from across Europe.⁹⁹ The seminar room has also played host to academic workshops, including the 'Presenting with Impact' series, 'Ideas Cafe', and a writing workshop series for PhD candidates. The club is also the meeting place for postgraduate groups on campus, such as E-sharp, the Postgraduate Business Club and Glasgow Human Rights Network Cluster.

- 3.6.15 The University provides a comprehensive Researcher Development Programme,¹⁰⁰ delivered through Graduate Schools and supported centrally by the Research Strategy and Innovation Office¹⁰¹ and other University Services. The post of Researcher Development Officer based in the Research Strategy and Innovation Office, previously financed by Roberts Funding, was made permanent and funded internally in 2012, consolidating and confirming the University's commitment to researcher development. The University was awarded the HR Excellence in Research Award in 2010 by the European Commission.¹⁰²
- 3.6.16 The Researcher Development Programme is aligned to the 'Vitae' Researcher Development Framework.¹⁰³ This external alignment supports students in developing skills comparable to those of other research students in the sector. Additionally, the Research Strategy and Innovation Office worked closely with the Careers Service in 2012 to map the Researcher Development Framework¹⁰⁴ skills matrix to the University of Glasgow Graduate Attributes Matrix. The emphasis on skills development, in line with national and local attributes, is reinforced through the research courses being mapped to the attributes for which they will support development.
- 3.6.17 Each year, the Postgraduate Research Service (a unit within the Research Strategy and Innovation Office) delivers c. 70-80 days of researcher development training. This training is generally aimed at the development of generic skills which do not require subject-based knowledge. Each Graduate School delivers c.30 training days to supplement the central training, often enhanced by the input of discipline-specific examples or workings. Each research student is asked to demonstrate engagement with researcher development opportunities at the annual progress review (the PGR Annual Review process is discussed below at 5.9). Three Colleges set a minimum level of engagement; for example, each student must attend a minimum number of courses to meet progress requirements, while the fourth College requires evidence that students have engaged with development opportunities.
- 3.6.18 In 2013, the Researcher Development Programme was enhanced by the introduction of an increasingly centralised booking system for training through **MyCampus**. This allowed training provided by the Research Strategy and Innovation Office, the Learning and Teaching Centre and Graduate Schools largely to be recorded in one system for students to use for the purposes of

⁹⁸ Three Minute Thesis Competition: www.gla.ac.uk/students/researcherdevelopment/threeminutethesiscompetition/

⁹⁹ Assembling Identities Postgraduate Conference: <http://assemblingidentities.wordpress.com/about/>

¹⁰⁰ Researcher Development: www.gla.ac.uk/students/researcherdevelopment/

¹⁰¹ Research, Strategy and Innovation Office: www.gla.ac.uk/services/rsio/

¹⁰² Awarded in recognition of its commitment to supporting its researchers' career, personal and professional development and management.

¹⁰³ Vitae is a UK network organisation aimed at enhancing Higher Education provision for researcher training, supporting career development for researchers and supporting researcher policy development. www.vitae.ac.uk

¹⁰⁴ Researcher Development Framework Graduate Attributes Mapping: <http://goo.gl/9pgh1q>

booking a place on these sessions.¹⁰⁵ This central resource provided benefits to students and the University. For students, this provided a more comprehensive source of training opportunities, a clearer process for signing up to a training session, a record of the training sessions they had attended and allows the courses to be reflected on their Higher Education Achievement Report (HEAR). For the University, holding greater training information on a central system enhances the provision of management information by allowing a greater overview of training provided to research students throughout the institution. This allows research training provision to be monitored centrally to inform individual students' attendance at training sessions for annual review processes.

3.6.19 The researcher development opportunities have benefitted from the development of the four Graduate Schools. The revised structures have allowed closer working relationships between University Services and Graduate Schools, as well as between Schools, to deliver an enhanced package of training and support in a more effective way. Closer working relationships have allowed for removal of duplication and the delivery of more general training centrally, with discipline-specific or additional training provided through the relevant Graduate Schools.

3.6.20 **International** opportunities to support researcher development are a key element of the **Internationalisation** strategy. The Principal's Early Career Scheme supports the exchange of PhD students and post-doctoral staff between the University and Columbia University (New York). Eight Early Career Researchers have already undertaken exchanges and the scheme will shortly expand to two further strategic partners. The University's involvement with Universitas 21 also provides a range of **international** opportunities for researchers, including networking and mobility initiatives.

3.7 **International Student Experience**

3.7.1 The development and increase in the **international** student population is in direct response to the Glasgow 2020 objective to: 'extend our global reach to become a truly **international** university with a multi-cultural community of students'. The University has developed an increasingly **internationalised** student body since ELIR 2. Since 2009 the **international** student population (including EU) has grown from 14.5% of the student body to 22% (3.1.2). This change in student demographics and changes in immigration legislation have led to changes in the University's approach to supporting and managing the **international** student experience. We enhance the **international** student experience through pastoral support, support for academic learning and support for visa applications and legislative issues.

3.7.2 **International** Student Support has seen an increased demand since 2009 and has been awarded strategic investment to allow them to expand their Service to better meet students' needs. This has allowed the Team to continue to provide dedicated induction and orientation programmes, support for families of **international** students and **international** student outings. The co-location of the Registry and the **International** Student Support Team also facilitates a shared understanding of the Tier 4 Compliance responsibilities of the Registry and the pastoral advice and guidance offered by **International** Student Support.

3.7.3 **International** Student Support seeks to balance the role of providing students with support and advice, delivering induction and support programmes and supporting **international** students with

¹⁰⁵ External courses and courses from IT Services are booked separately and added manually to the student's record.

Home Office visa issues and minimise the impact of these requirements on the student experience. It has been challenging to continue to meet this desired balance since the advent of the Points-based Immigration System. The Team are spending a considerable amount of time supporting students completing the complex Home Office visa forms, rather than providing more pastoral student support. The very technical and complex nature of the process and requirements can mean that visa-related work is very time-consuming, but the potential impact if errors are made (e.g. the possibility of a student being refused a visa) means high attention-to-detail and rigorous quality assurance processes must be prioritised.

- 3.7.4 At the time of ELIR 2, the UK Border Agency had only recently implemented the Tier 4 student immigration requirements. The University has sought to implement a coherent and strategic approach to Tier 4 management from 2011 through increased resources to the Registry¹⁰⁶ and the development of consistent practices across all Colleges. The **MyCampus** Benefits Realisation paper¹⁰⁷ identifies Tier 4 management as an area for future improvement. It is anticipated that **MyCampus** can be the single tool to generate data and record attendance for Tier 4 students to replace the use of local systems. The Registry will oversee the management of Tier 4 to ensure compliance with Home Office requirements, seek to improve communication of policies and practices and, as appropriate, develop **MyCampus** as the central system for Tier 4 management.
- 3.7.5 The increased resource for **International** Student Support Service allows for delivering a greater number of group workshops to support application checking, to deal with induction and orientation issues and to ensure the content can be targeted specifically to needs (e.g. English as a foreign language pre-session course students). Feedback (and statistics) from previous years indicate that students clearly favour one-on-one sessions, so the pressure on Adviser appointments can be high. The increased resources will help manage this workload and help to maintain the high satisfaction results demonstrated through the **International** Student Barometer.¹⁰⁸
- 3.7.6 The **International** Student Support Team coordinates the welcome for new **international** students in the week prior to Freshers' Week. In 2012, 1400 students registered for the week of social offerings and support. The Team also supported **international** students to familiarise themselves with the local area through tours of campus or walking tours of Glasgow, in registering with a GP, and in Tier 4 compliance sessions. The Service appoints around ten to fifteen part-time student helpers each year to provide some of the initial welcome and guidance on basic issues. The student helpers reduce the burden on the **International** Student Advisers and can allow them to deal with more significant challenges or concerns that can arise.
- 3.7.7 **International** students also require support with their learning. The predominance of **international** students in the College of Social Sciences creates a particularly high demand in this College. The College-based role of the **International** Student Learning Officer was introduced to provide additional support in the development of academic skills required for undertaking higher education in the UK, such as assignment writing, study skills and strategies for avoiding plagiarism. Support is provided in a number of ways through the embedded delivery in courses, particularly in the Adam

¹⁰⁶ A Tier 4 Compliance Officer was appointed in August 2012 to be based the Registry and provide support and guidance to Schools, Institutes and Colleges

¹⁰⁷ MyCampus Benefits Realisation: <http://goo.gl/Op7qOL>

¹⁰⁸ 2nd in the Russell Group in Autumn 2013

Smith Business School, through drop-in or voluntary sessions and through online resources. This augments academic support provided by the Student Learning Service.

iv. Effectiveness of the approach to enhancing the student learning experience.

- 3.7.8 The University has adopted a more effective, embedded approach to equality and diversity since 2011. It was already meeting all legislative requirements, but the revised structures and approach have allowed us to meet the requirements in a more efficient manner. This has allowed the Equality and Diversity Unit to undertake further projects, such as supporting the University (and individual Schools) to seek recognition including Athena SWAN and the Gender Charter Mark. We recognise that there is still much work to be done to embed equality and diversity in standard processes; this will be aided by our commitment to ensuring all staff undertake equality and diversity training by 2017.
- 3.7.9 Our student representative structures are effective; the increased number of student representatives undertaking training and subsequently carrying out the role effectively demonstrates our increased **engagement** and support for students. Our revised approach to Student Voice has the potential to facilitate far greater, broader engagement but at this early stage of implementation it is important to recognise that the uptake is uneven. We continue to find challenges in engaging postgraduate students in representation and quality processes and **restructuring** highlighted a gap in our representational structures at School (formerly department) level. In both cases the University is working with the SRC to identify and break down the barriers. Through the Gilchrist Postgraduate Club, we hope to enhance engagement of postgraduate students and encourage greater involvement in representation.
- 3.7.10 The development of the Fraser Building and the physical and managerial co-location of services in the Student Services Division has allowed for the structured and organic growth of partnerships and cross-service working. This has been of benefit to the support and provision for **international** students and students with counselling or crisis support needs. As these structures continue to mature, there is increased opportunity for a systematic enhancement of student services.

Key Points

- 4% increase in overall student population with a 59% increase in students from overseas
- University recognised with Athena Swan Bronze award, School of Physics and Astronomy awarded Athena Swan Silver award and School of Law progressing towards Gender Charter Mark
- Improvement in retention rate from 88% to 92.6%, exceeding Scottish-average retention rate and approaching University KPI of 94% in 2014-15
- £22m invested in student learning infrastructure from 2009-2013 with improvements to teaching spaces, learning spaces and social facilities
- Investment in Student Services Division has facilitated a more coherent, holistic approach to student support since 2009
- Student Voice has brought benefits in increasing engagement between students and identifying a 30% increase in student representatives
- Student satisfaction across a range of institutional surveys between 87% and 89% in 2012-13

Enhancement in Learning and Teaching

4 Enhancement in Learning and Teaching

4.1.1 We are committed to the systematic enhancement of our learning and teaching as articulated in and directed by the Learning and Teaching Strategy 2011-15. As noted in 2.1.5, the Strategy outlines a vision of learning and teaching of ‘a motivated, vibrant, diverse community of learning and teachers working in partnership to develop confident, skilled and highly valued graduates’.

4.1.2 This Reflective Analysis outlines significant progress and highlights ambitious future activities. A key enabling factor in achieving the University’s strategic aims is the commitment and dedication of our staff. The Learning and Teaching Strategy sets out to harness this and to engage and support staff in the enhancement of learning, teaching and assessment in realising the Learning and Teaching Strategy vision. The achievement of this vision is supported in three core ways through: identifying, disseminating and extending good practice; engaging and supporting staff; and engaging with the Enhancement Themes.

4.1.3 The Learning and Teaching Strategy emphasises the role of teachers in leading enhancement and delivering an excellent student experience. A range of support services exists to support academic staff in the delivery of their teaching and the excellent student experience we provide. The Learning and Teaching Centre, Senate Office, Recruitment and **International** Office, Careers Service and Staff Development Service are all highlighted in this section as crucial support services. Colleges, Schools and Institutes also employ a range of staff to support particular functions such as **international** learning support and employability.

i. Approaches to identifying, disseminating and extending good practice

4.2 Strategic approach to good practice

4.2.1 The approach to good practice is embedded within key functions of the University and is an intrinsic part of what we do. An integral element of quality management processes is the identification of excellent practice across Schools and Colleges; the period since ELIR 2 has been characterised by significant, transformational projects which have identified and disseminated good practice. Good practice is supported through a range of initiatives to pump-prime local pedagogical developments, to recognise and celebrate teaching excellence and various measures are adopted to disseminate this good practice.

4.2.2 The majority of good practice is developed locally at School and College level but the distributed nature of this good practice makes it a challenge to identify and disseminate without impacting significantly on staff time.

4.2.3 Annually, course and programme leaders, School and College Quality Officers and external examiners are invited to identify good practice in reports that are shared within and between Schools and Colleges. The periodic review processes also serve as a process for staff to reflect, identify and share good practice. The Schools, Subjects and Graduate Schools are expected to engage with staff and students to reflect upon good practice and highlight the practice through the Self-Evaluation Report/Questionnaire. Where endorsed through the review process, this good practice is highlighted in the Periodic Subject Review Report through ‘commendations’ which are then presented to the Academic Standards Committee, Learning and Teaching Committees at all levels and the Scottish Funding Council. The PGR Service manages the Graduate School Review

process in conjunction with the Vice-Principal (Research & Enterprise) and good practice is reported to the Research Planning and Strategy Committee.

- 4.2.4 Although these processes are an effective way of collating reported good practice, the extent to which there is wider institutional learning through disseminating and embedding this good practice is limited. We believe there remains real scope to improve the impact of this work on enhancing learning and teaching and efforts are being made to more effectively raise awareness of areas of strength from which other parts of the University might learn. Enhancements to the Annual Monitoring process are discussed at 5.4.12.
- 4.2.5 Since 2011, good practice identified through the quality processes has been collated within the Senate Office to identify common themes from the various sources and these are published online.¹⁰⁹ This is a more coherent approach to collating good practice; however, an underlying concern remains that the 'good practice' collated centrally can result in a collection of reported practices rather than serve as a means to propagate and stimulate ground-breaking practice.
- 4.2.6 Again, since 2011, the Senate Office has undertaken an exercise to identify good practice from one Periodic Subject Review Report which corresponds to recommendations from another. Schools or Subjects are then strongly encouraged to consider the 'good practice' when responding to the recommendation. During 2013-14, the University Learning and Teaching Committee has taken a stronger role in identifying and disseminating good practice. Five academic staff from academic areas recently presented their good practice to the Learning and Teaching Committee Away Day in October 2013 to colleagues across the University tasked with leading enhancement in learning and teaching practices.
- 4.2.7 Since 2008, the University has held an Annual Learning and Teaching Conference.¹¹⁰ This conference, contributions to which are peer-reviewed, now attracts more than 300 delegates each year. It also features keynotes from leading external figures and has since 2012 allowed limited external participation within the main programme. Feedback from delegates underlines its role in the dissemination of good practice across and into the institution.
- 4.2.8 Also vital are the endeavours in this regard of the Learning and Teaching Centre which supports dissemination through a seminar programme involving internal and external speakers, complemented by local dissemination events at School and College levels that further showcase practices that could potentially have wider application within specific subject disciplines.
- 4.2.9 The University values teaching and lecturers, and sets out to recognise and support teaching excellence across the University. Our promotions processes recognise innovation in teaching and assessment, the quality of teaching at both undergraduate and postgraduate levels, supervisory experience, scholarship in learning and teaching, and engagement with external agencies and initiatives, such as quality enhancement theme networks, to improve the student learning experience.

¹⁰⁹ Examples of Good Practice:

www.gla.ac.uk/services/learningteaching/goodpracticeresources/examplesofgoodpracticeattheuniversityofglasgow/

¹¹⁰ Learning and Teaching Conference: www.gla.ac.uk/services/learningteaching/events/annuallearningandteachingconference/

- 4.2.10 Our Teaching Excellence Awards are an important element of promoting excellence in learning and teaching by rewarding colleagues who have displayed excellence in relation to innovation of provision, enhancement of the student learning experience, leadership in learning and teaching and/or the promotion of scholarship of learning and teaching. The awards are intended to raise the profile of teaching excellence and to encourage the promulgation of good practice. The awards have evolved since ELIR 2 to take into account the development of the SRC Student Teaching Awards and to expand the categories to include Graduate Teaching Assistants (GTAs).¹¹¹ This recognises the important role that GTAs play in supporting learning and teaching and that excellence exists across all of our teaching staff. We are in the process of evolving our Teaching Excellence Awards and will be developing distinct College and University-level Awards from 2013-14. It is expected that the mechanisms for longer-term engagement with award winners will be enhanced to utilise the experience and expertise of award winners in wider University learning and teaching enhancements.¹¹²
- 4.2.11 The SRC has also made a significant contribution to recognising excellence in teaching through the introduction of student-led teaching awards in 2011. The awards give students a role in recognising excellence in the teaching and support they receive from a broad range of staff. The awards therefore include recognition for support staff or for staff who contribute particularly through enhancing employability or in their role as an Adviser of Studies. The awards also recognise staff for tackling issues that make a big impact on students, such as an award for 'best feedback'. The number of nominations have increased from 133 in 2010 to 767 in 2013; an increase of 475%. The SRC Student Teaching Awards¹¹³ are a very welcome addition to the University's approach to enhancing learning and teaching and recognising good practice. The awards provide a welcome recognition for the nominees and the winner and further underline the satisfaction students have in their learning experience at the University and testify to the important role academic and support staff play in delivering a high quality student experience.
- 4.2.12 A further initiative for enhancing learning and teaching is the University's Learning and Teaching Development Fund (LTDF)¹¹⁴, introduced in 2000-01 to support developments in Learning and Teaching that were innovative, sustainable, and transferable, and that further the priorities within the University's Learning and Teaching Strategy. The strength of the Learning and Teaching Development Fund is its capacity to foster, through investment, bottom-up initiatives that harness academic staff expertise and locally identified learning needs. The Developing Academic Writing Skills Case Study highlights the potential University-wide impact that can be facilitated by initial funding from the Learning and Teaching Development Fund and the University commitment to funding enhancement activities.
- 4.2.13 The Learning and Teaching Development Fund has been enhanced since ELIR 2 to increase partnership working through a pre-submission check by the Learning and Teaching Centre and increase strategic alignment and devolve a level of decision-making to Deans (Learning and

¹¹¹ The categories of award are: individual excellence, early career, career distinguished by significant and sustained commitment to excellence, Graduate Teaching Assistant, team award.

¹¹² LTC November 2013 – LTC 2013/26 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/LTC/Agenda/agenda_2013-11-13.htm

¹¹³ SRC Student Teaching Awards: glasgowstudent.net/events/stas/

¹¹⁴ Learning and Teaching Development Fund: www.gla.ac.uk/services/learningteaching/awardsandfunds/developmentfund/

Teaching) for smaller projects. Since ELIR 2, approximately £420K has been invested in pump-priming innovative developments. The investments are aimed at delivering strategic objectives and in providing staff with the time and resources required to experiment, and to develop new skills and techniques in learning and teaching. In 2011-12, 70% of all funded bids were in relation to the strategic priority of graduate attributes, and in 2012-13, 80% of the funded bids were in relation to the priority area of technology-enhanced learning and teaching. In 2013-14, the priority area has been identified as 'critical thinking'.

4.2.14 The combined approach to identifying and disseminating good practice through the initiatives outlined above is intended to coordinate strategic priorities in tandem with bottom-up good practice identified through established processes, but without creating a new layer of bureaucracy. Going forward, the intention is to present good practice information more easily and more accessibly for colleagues to engage with. An element of this may include a more proactive approach from the centre in identifying good practice that would be of interest to a specific unit. The Senate Office will monitor the impact of the revised good practice web presence, the matching of recommendations to commendations and the use of good practice presentations at Learning and Teaching Away Days. The effectiveness of good practice dissemination will continue to be monitored through the Quality Officers Forum.

ii. Engaging and Supporting Staff

4.2.15 As our staff are instrumental in the delivery of our Learning and Teaching Strategy, we seek to provide comprehensive support and to encourage staff to engage in personal and professional development. The University **Restructure** strengthened leadership of learning and teaching in Schools and Colleges through the creation of College Deans respectively for Learning and Teaching, Graduate Studies and equivalent positions within Schools. These dedicated roles have acted as facilitators for learning and teaching strategic developments and for the nurturing and support of learning and teaching in Schools, Graduate Schools and Institutes.

4.2.16 The Year 1 **Restructuring** Review¹¹⁵ identified that a great deal of the 'lessons learned' and opportunities or requirements for enhancement were related to the engagement of, and support for, staff and subsequently developed a 'Staff Engagement: Development Plan' to focus on developing a supportive infrastructure that empowers staff and enables a sense of community and ownership.

4.2.17 Various support services have led on the greater engagement and support for staff in the ELIR 3 Review period. The following section will highlight particularly the roles that have been played by the Human Resources and Staff Development Services in leading the multi-faceted Maximising Academic Performance and Career Development Project and the Learning and Teaching Centre's Academic Development Unit in delivering pedagogical support for academic staff.

4.3 Strategic Approach to Staff and Organisational Development

4.3.1 The staff and organisational development detailed below has taken place within the strategic framework provided by Glasgow 2020 and its constituent strategies in relation to Learning and

¹¹⁵ Senate June 2012 – SEN/11/71 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/SEN/Agenda/agenda_2012-06-07.htm

Teaching, Research and **Internationalisation**. The changes have taken place through strategically-aligned, long-term projects with identified goals and rationale.

- 4.3.2 At the time of writing, the People and Organisational Development Strategy 2013-18 is being developed. The draft strategy identifies the driving force as the Glasgow 2020 strategic themes: focus, multi-disciplinarily and global reach, and recognises that “our people” are instrumental to the realisation of Glasgow 2020’. The Strategy focuses on developing an organisational culture which ‘values diversity and ensures that our people are engaged in meaningful and challenging work, that they are effectively developed and motivated to perform highly, have their contribution appropriately recognised and competitively rewarded, thereby realising University objectives and aspirations’.¹¹⁶
- 4.3.3 The University will monitor the implementation of the People and Organisational Development Strategy against agreed metrics so as to further enhance and harness significant activity that has been underway for some time such as the Maximising Academic Performance and Career Development Project and to measure the impact and effectiveness of a people focussed, innovative and comprehensive approach to organisational development.

4.4 *Organisational Development Framework*

- 4.4.1 To achieve the objectives of Glasgow 2020, a team led by the Senior Vice-Principal has developed a more structured approach to organisational development. The Organisational Development Framework, approved in September 2012, aims to ‘deliver a range of people focussed initiatives such as strategic leadership and management, enabling teamwork, learning and performance development approaches, performance expectations, skills development, networking and resources and enhanced communications’.¹¹⁷ The Framework has been developed to harness existing good practice and align it more clearly with strategic priorities. This development was partly informed by the ELIR 2 Report highlighting the need to ‘develop a cohesive oversight of the way in which its multiple providers of staff development meet the needs of its strategic direction’.

4.5 *Academic Development and Support*

- 4.5.1 A major undertaking since ELIR 2, aligned to the Framework, has been the Maximising Academic Performance and Career Development Project. The project seeks to support enhanced academic performance by providing academic career development opportunities consistent with strategic priorities. The project was structured into four phases and implemented over an initial three year period from 2010. The Phases were: (i) to ensure effective performance management and related reward and recognition of Professorial and Senior Administrative staff (level 10); (ii) to facilitate the effective grading and reward of Professorial and Senior Administrative staff across the University; (iii) to review and revise academic promotion criteria to include evidence-based quantitative and qualitative assessment measures for all other Research & Teaching; and (iv) to review academic probation in order to develop a holistic early career development path to support ‘new’ academics.¹¹⁸ Phase One and Phase Four are pertinent in the context of ELIR and staff/organisational development.

¹¹⁶ Glasgow 2020: A Global Vision: www.gla.ac.uk/about/

¹¹⁷ Organisational Development Framework 2012-14: <http://goo.gl/Sgm86Y>

¹¹⁸ Early Career Development Programme: www.gla.ac.uk/services/humanresources/staff/all/pay/earlycareerdev/

- 4.5.2 Phase One, informed by the feedback elicited in ELIR 2, sought to develop performance targets and criteria for academic staff on both Learning and Teaching and Research and Teaching career tracks. An element of this included revising the Performance and Development Review process with increased emphasis on strategic alignment and measurement of impact. This more rigorous approach, which has allowed for greater oversight and analysis of performance, presented some challenges for staff. However, these developments provide both clarity to staff in performance expectations and a clear career structure with defined promotion criteria which are aligned with University strategic drivers in delivering excellent research and a high quality student experience.
- 4.5.3 Phase Four of the Project focussed on a review of staff early career development, with the provision of support and guidance to new academics to allow them to develop and progress through the career path being a central element. The fourth phase is ongoing and, at the time of writing, a draft outline for an Early Career Development Programme has been produced. The programme is designed to provide the vehicle through which newly appointed early-career academic staff can be effectively developed and supported. It is intended to facilitate excellence in academic teaching and research. It is also intended to provide a clear and supportive framework for developing academic staff, in supporting their career goals and enabling staff to progress from appointment to Grade 9 Senior Lecturer level within five to eight years (depending on the point of entry).
- 4.5.4 The University established a Postgraduate Certificate in Academic Practice in 2004 and this is an integral part of the University's commitment to support the enhancement of learning and teaching. Delivered by the Academic Development Unit of the Learning and Teaching Centre, it is currently a 60- credit, two-year part-time postgraduate programme. Successful completion of the programme currently constitutes the minimum University requirements for probationers with regard to professional development in teaching in Higher Education. The programme has been aligned with the UK Professional Standards Framework since 2008. Individuals who have successfully completed the programme may apply for automatic recognition as a Fellow of the Higher Education Academy. It was timely to review the structure and content of the programme in 2012-13 to ensure alignment with the Early Career Development Programme. This review was initially conducted through two strands of work. The first strand involved a group looking at the extent to which the existing programme design was perceived by staff and the potential to evolve this to be more representative of the broad spectrum of academic activity. The second strand looked at what the optimum shape of the programme should be to align to the strategic objectives of the Early Career Development Programme. It became clear, however, that there was considerable overlap between the two strands and so the working group looking at the first strand was discontinued. The details of the revised programme, which will contain a compulsory 40-credit core learning and teaching component aligned to the Professional Standards Framework and accredited for Fellowship of the Higher Education Academy, are still being finalised. It is likely that in addition to the compulsory core, a series of optional 10-credit courses, aligned to the other elements of the Early Career Development Programme and possibly drawing on locally delivered content at the School and/or College level, will be available.
- 4.5.5 All Graduate Training Assistants (GTAs) are required to undertake an introductory training session, delivered in part by the Learning and Teaching Centre and part by the School or College, which covers an introduction to learning and teaching, the role of Graduate Teaching Assistants and

effective ways to facilitate learning. The Learning and Teaching Centre also provides additional support for GTAs in the form of its GTA Development provision. This provision has run for two years and has been revised and re-launched for the 2013-14 session.

- 4.5.6 The Learning and Teaching Centre is putting in place supporting structures for established academics to engage in continuing professional development through a Continuing Professional Development Framework to be accredited by the Higher Education Academy. This is aimed at engaging all staff with a teaching or supporting learning role in a development process that will allow them to gain recognition for their practice. The Framework will bring greater structure and progression to the broad existing range of continuing professional development opportunities on offer.
- 4.5.7 The CPD Framework will have the following four categories of recognition: Associate; Fellow; Senior Fellow; and Principal Fellow. Successful engagement with the CPD Framework will result in staff gaining dual recognition from the Higher Education Academy and the University. While probationary academic staff will be expected to undertake the taught provision delivered by the Learning and Teaching Centre, the CPD Framework will allow later-career academic colleagues, colleagues on non-academic contracts who have a teaching/supporting learning role and GTAs to gain recognition for their teaching and will encourage lifelong learning and skills development.

4.6 *Staff support for all*

- 4.6.1 The Staff Development Service¹¹⁹ provides a range of learning courses and resources designed to support general work-life skills such as time management, communications, and customer care. Provision is increasingly aligned to the University strategic aims to provide support for University recruitment processes and guidance on working with or developing **international** partners. The service will develop a greater focus on organisational development and is taking a lead role in developing and supporting the Organisational Development Framework.
- 4.6.2 The University is firmly committed to ensuring a University culture in which equality and diversity is embedded. To this end, the Equality and Diversity Unit launched online training in 2012 after a successful pilot within the Library. The new online training provision has seen a significant increase in the number of staff undertaking equality and diversity training from c.180 per year to 1800 by May 2013; this equates to around thirty percent of all staff at the University. The expectation on all staff to undertake equality and diversity training by 2017 underlining that equality and diversity impacts on all areas of our operations and that it is the responsibility of all staff to develop the supportive culture which the Equality and Diversity Strategy envisions. From November 2013, a further three e-learning resources have been provided (and publicised) to staff and students in relation to the learning and working environment, lesbian, gay, bisexual and transgender issues and equality.¹²⁰
- 4.6.3 The revised complaints procedures¹²¹, required by the Scottish Public Services Ombudsman and the Scottish Funding Council, will allow us to measure the number of complaints in relation to learning and teaching and equality and diversity and take appropriate action for individual cases

¹¹⁹ Staff Development: www.gla.ac.uk/services/humanresources/staffdevelopment/

¹²⁰ The resources are available on the Equality and Diversity Unit Moodle - <http://services.moodle.gla.ac.uk/course/view.php?id=982>

¹²¹ Complaints: www.gla.ac.uk/services/senateoffice/studentcodes/

and identified trends. The Learning and Teaching Strategy Action Plan emphasises, and seeks to measure, the maintenance and further development of a 'supportive atmosphere' to support staff and students.¹²²

4.6.4 The impact of the various changes to staff and organisational development will be assessed, in part, through the Staff Attitude Survey in 2014. This will allow us to assess the extent to which staff recognise the benefits of a more strategic approach to supporting and engaging staff and will inform the future developments of programmes, services and communications.

iii. Impact of the national Enhancement Themes and related activity

4.6.5 The University has an established history with the Enhancement Theme activity and has been particularly active in the Scottish Higher Education Enhancement Committee. As identified in the Developing Graduate Attributes Case Study, the national Enhancement Themes have had a significant impact on a strategic reform project. At ELIR 2, we highlighted the impact of various Enhancement Themes:

- Employability – this theme was used to inform the development of the University's first employability strategy and provided funding for a project officer to develop personal development planning
- Assessment and Integrative Assessment – informed institutional seminars on policy, practice and process and content of assessment
- Responding to Student Needs – outcomes from this theme were reviewed by the Student Advisory Needs Working Group when devising a new model of undergraduate advising
- The First Year: Engagement and Empowerment – this theme supported institutional research and the development of the First Year Student Learning Experience Survey and the First Year Course Coordinators' Network
- Research–Teaching Linkages: enhancing graduate attributes – Vice-Principal (Learning, Teaching and **Internationalisation**) chaired the Steering Committee and led national seminars

4.6.6 Since ELIR 2, the enhancement theme 'Graduates for the 21st Century: integrating the enhancement themes' (G21C) has been a driver for major institutional development and review. As noted above in section 3 (ii), the development and implementation of Graduate Attributes has been a significant and positive undertaking and was informed at each stage by the G21C enhancement theme. The Theme provided us with a vital forum to pursue internal conversations and reflect upon the core purposes of a University of Glasgow education within a national framework. The associated consultation has not only led to the University's first overt articulation of its graduate attributes, but also revealed a great deal of excellent existing practice, as well as a focus for engagement in our ongoing implementation process. The nature of the Graduate Attributes agenda, and the curriculum reform it has engendered, means Graduates for the 21st Century has impacted most significantly on academic staff, even if it is unlikely that staff would identify this as an impact of the QAA Enhancement Theme and consider it instead to be a University-led development.

¹²² Learning and Teaching Strategy Action Plan Project 6 Equality and Diversity Action 1: www.gla.ac.uk/services/senateoffice/policies/learningandteachingstrategy/

4.6.7 The approach of integrating the enhancement themes has added considerable value and, as noted above, it has allowed for the consolidation of a great deal of good practice which had in many cases been inspired by previous enhancement theme activities. Recognising the incremental developmental value of this integrated and consolidated approach, the University has approached Developing and Supporting the Curriculum as an extension of the Graduate Attributes development rather than a standalone project. This has allowed for a smoother transition from one Theme to the next than previously.

4.7 *Approaches to promoting the development of graduate attributes including employability*

4.7.1 The Learning and Teaching Strategy identifies Objective 8, the commitment to developing graduate attributes in our students:

To embed and make transparent within our programmes, and throughout the student experience, the opportunities for the development of attributes that enhance the personal and professional development of our students so preparing them for global employment and citizenship.¹²³

4.7.2 The development of the Graduate Attributes agenda across the sector supported the University to transition from a multi-strand approach with individual policies for employability and personal development planning to a more unified, strategic approach towards developing graduate attributes.

4.7.3 Graduate Attributes has been selected as a case study (Case Study 3: Developing Graduate Attributes¹²⁴) as it displays not just a project of which the University is justifiably proud but also because it epitomises a successful, externally-influenced, far-reaching strategic project which impacts on the student experience. The Case Study also highlights the importance of **student engagement** throughout the development of the Graduate Attributes initiative including the innovative use of students as co-creators of Graduate Attribute materials with colleagues in the Learning and Teaching Centre.

4.7.4 Importantly, as highlighted in the Case Study, Graduate Attributes is not a one-off project informed by one QAA Enhancement Theme. Graduate Attributes were first discussed in the Research Teaching Linkages: Enhancing Graduate Attributes Theme, they were central to Graduates for the 21st Century Theme and they transition into the current Enhancement Theme, Developing and Supporting the Curriculum. This approach supports the University's strategic priorities and lessens the sense on the part of the academic community that there is a further 'new thing' for them to grapple with. The sustained prioritisation of Graduate Attributes through the Learning and Teaching Strategy (impacting on the Learning and Teaching Strategy Action Plan, Learning and Teaching Development Fund, Teaching Excellence Awards and College Learning and Teaching Plans) has helped establish Graduate Attributes as a key feature of the University's provision.

4.7.5 The emphasis to date has been to increase awareness of Graduate Attributes amongst staff and to gradually build the role of Graduate Attributes through courses and programmes. The monitoring of Graduate Attributes has been embedded into standard University processes. Since 2011, Subjects have been asked to reflect upon their engagement with Graduate Attributes through the Periodic

¹²³ This objective is shared with Internationalisation Strategy.

¹²⁴ Case Study: Developing Graduate Attributes: <http://goo.gl/5PhVJ9>

Subject Reviews, and since 2011-12, Graduate Attributes have been reviewed through Annual Monitoring and, since 2013-14, Graduate Attributes have been including in the guidance materials provided to Schools when developing courses and programmes.

4.8 *Student engagement and Awareness of Graduate Attributes*

4.8.1 The Case Study highlights that the engagement of a student-led research team as 'equal partners in an enhancement-based consultation' directly impacted the unorthodox dimension-based approach to articulating Graduate Attributes. There was a conscious decision to allow the gradual awareness of Graduate Attributes to increase amongst staff, to allow the progressive embedding of Graduate Attributes into courses and programmes before students were introduced to the concept of Graduate Attributes to ensure they are of a more tangible entity rather than an interesting but largely abstract concept. The Graduate Attributes Student Handbook, developed by a student-led project in 2010-11, is being reviewed and redesigned for 2013-14 and will be supplemented by a Glasgow University Student Television-produced video involving representatives of each of the student bodies on campus promoting Graduate Attributes. This is intended to provide an accessible overview of Graduate Attributes and to contextualise the development of Graduate Attributes in activities undertaken routinely by our students. The SRC had a central role in developing the Graduate Attributes and continue to have an important part in increasing awareness.

4.8.2 The ELIR Focus Group, confirmed by research outcomes carried out by the Careers Service and through feedback from students during Periodic Subject Reviews, revealed the low awareness amongst students of the University Graduate Attributes and the terminology 'graduate attributes'. Reassuringly, however, through each feedback mechanism, students have displayed a strong commitment to skills development and largely agreed that they were already undertaking skills development through their courses and programmes and extra or co-curricular activities. The focus for the next period will be to increase awareness of the University-specific Graduate Attributes.

4.9 *Connectivity between practice and strategy*

4.9.1 In addition to the centrally-led development of the Graduate Attributes, a number of different approaches to Graduate Attributes and employability have been developed in Colleges and the SRC. Each College has discretion to adopt practices most suited to its students and staff. Graduate attributes explicitly feature in each of the four College Learning and Teaching Plans, but with different emphases with respect to existing strengths.

4.9.2 The College of Arts has taken a more embedded approach to Graduate Attributes and has structured its support mechanisms to facilitate this. To encourage the embedding of Graduate Attributes within course and programme provision, the College of Arts offers Course Enhancement Grants to assist with the development of new courses and, during the first year of implementation, offers additional recognition in the workload model for teaching a new course with a significant Graduate Attributes or employability element. This approach, supporting the implementation of strategic priorities through support designed to suit the needs of local staffing, is an example of the benefits of the devolved principle of management across the University. The College's growing range of Creative Placements allows students to undertake a credit-bearing placement as part of various academic courses. The College of Arts also offers all undergraduates a series of popular

workshops on aspects of Graduate Attributes, employability and career planning, as well as Student Initiative Grants to support teamwork in extracurricular projects with a Graduate Attributes focus.

- 4.9.3 The College of Medical, Veterinary and Life Sciences has a well-established commitment to personal development planning, employability and graduate attributes largely through the nature of its professional programmes: dental, medical, nursing and veterinary medicine students are all required to undertake personal development planning to meet professional and accreditation requirements. Schools in the College of Medical, Veterinary and Life Sciences, particularly Dentistry, consistently score very highly in relation to personal development in the National Student Survey. The School of Life Sciences is also involved in the Science Employability Project.
- 4.9.4 The College of Science and Engineering also has a long history of structured support for developing students' employability skills. The College introduced the Science Employability Project in 2007 which introduces students to career skills, CV writing and interview skills over five workshops. The course receives very positive feedback from students. Additionally, the College of Science and Engineering is a heavy user of Mahara, the University e-portfolio tool (4.12). Thanks partly to three successive Learning and Teaching Development Fund bids, the College has developed a range of resources for Mahara including templates to support student use of Mahara for personal development planning.
- 4.9.5 The College of Social Sciences invested in a specialised employability post in 2009 and launched the Graduate Skills Programme¹²⁵ in 2010. The programme was developed in recognition of the fact that a number of students were heavily involved in extracurricular activities (e.g. clubs and societies, volunteering) but were receiving no official recognition for this. The primary aim of this Programme is to support students to articulate the skills and attributes they are developing through their academic studies and extracurricular activities and to plan their personal and professional development over the course of their degree programmes.
- 4.9.6 The Programme is supported by the appointment of four tutors who run weekly workshop sessions and review ePortfolios. The use of undergraduate and postgraduate tutors means that the Programme could increase capacity without a significant increase in resource. Through time, the Programme has been refined and was subject to a thorough review including student feedback at the completion of Year 1 in 2011. As the Programme becomes more established, the number of students signing up for the Programme 'on spec' is decreasing: fewer students are signing up for the core workshops (250 in 2012-13), but more students complete the ePortfolio (60 in 2012-13).
- 4.9.7 The SRC's Student Volunteer Support Service (SVSS) has been promoting **student engagement** with Graduate Attributes since the implementation of Higher Education Achievement Report in 2011-12. Students engaged with SRC volunteering and representation are expected to complete an annual reflective log by selecting attributes relative to their project and expanding upon these in their own words.

¹²⁵ College of Social Sciences Graduate Skills Programme:
www.gla.ac.uk/colleges/socialsciences/info/students/employability/gsp/

4.10 *Work-based and placement learning*

4.10.1 The University adopted a more codified approach to work-based and placement learning from 2013-14. The Code of Practice was presented to Education Policy and Strategy Committee in November 2013 for approval and immediate implementation.¹²⁶ The Code identified: 'Work-based and placement learning opportunities can greatly enhance the experience of students' and lays out clear responsibilities for all parties in the delivery of work-based and placement learning. The Code of Practice codified processes already in place for the approval and monitoring of courses and provides additional guidance for Schools and Institutes. At the time of writing, the Code is too newly-implemented to assess the perceived usefulness.

4.11 *Technology-Enhanced Learning and Teaching*

4.11.1 The First Year Technology Survey results make it clear that students expect technology to feature in their studies and for lecturers to have confidence in the use of technology. There is also evidence of slowly decreasing levels of satisfaction with students' access to IT demonstrated through the National Student Survey. Statement 17¹²⁷ is the only statement which shows a consistent general downward trend from 93% in 2006 to 89% in 2013. While IT provision during this time has increased, it is believed that student expectations have continued to grow at a quicker pace. The E-Learning Strategy,¹²⁸ approved in June 2013, envisages 'an academic community that is empowered to creatively consider and take advantage of the opportunities to foster investigative learning afforded by technology' and indicates the future path for the University.

4.11.2 The support for technology-enhanced learning and teaching is therefore directed at ensuring two basic factors: the appropriate technology is available; and that our staff feel confident in their engagement with technology. The focus for technology-enhanced learning is to enhance pedagogy through the use of technology rather than to drive pedagogical approaches to suit the technology available.

4.12 *Appropriate Technology*

4.12.1 The Learning and Technology Unit manages and supports the University's agreed Virtual Learning Environment, Moodle, and the agreed e-portfolio tool, Mahara. Moodle is implemented, and used to varying degrees, in every School with its use having evolved considerably during the ELIR period in response to student demand and staff engagement with e-learning, to be much more than just a document repository. Schools, Graduate Schools and Institutes who use Moodle effectively are regularly praised in feedback from students through quality processes. Students can also benefit from the integration between Moodle and the MyGlasgow student portal. This integrated approach to the deployment of technology to support the student learning experience is a growing trend and focus for the University. There is an ongoing dialogue between the Learning and Technology Unit and IT Services exploring potential future enhancements and the interest from staff in more extensive technology enhanced learning and teaching is growing exponentially.

¹²⁶ Code of Practice on Work-Based and Placement Learning:

www.gla.ac.uk/services/senateoffice/policies/regulationsandguidelines/work-basedandplacementlearningcodeofpractice/

¹²⁷ NSS Statement 17: I have been able to access general IT resources when I needed to.

¹²⁸ E-Learning Strategy: www.gla.ac.uk/services/senateoffice/policies/regulationsandguidelines/e-learningstrategy/

4.12.2 As well as broadening the engagement with Moodle, the Learning and Technology Unit led an upgrade from Moodle to Moodle 2 in 2012-13. The staged process of upgrade has allowed Colleges to upgrade at their own speed and limits the interruption of service during this transition for staff and student users. The full transition will be completed by 2014.

4.12.3 With Senate's approval of the Personal Development Planning (PDP) Policy¹²⁹, the University adopted Mahara as the agreed e-portfolio tool. Mahara addresses the policy commitment for all students to be given the opportunity to record their PDP online and, from 2012, they can export it to a format which facilitates ongoing reflection after University. It is an open-source tool with wide flexibility to suit student and staff needs but this can be daunting as it does not lead students through a step-by-step process. Since its introduction, the take up of Mahara has been low with small numbers using the system.¹³⁰ Recently, numbers have been rising through a number of structured programmes using Mahara to support students' learning such as the College of Social Science Graduate Skills Programme. Further increases in usage are expected during 2013-14 when the School of Veterinary Medicine and the Dental School plan to embed it into their courses. Mahara is also increasingly been used not only for PDP but for student collaboration and discussion and thus is being integrated into course provision across the University.

4.12.4 In addition to supporting software implemented across the University, the Learning and Technology Unit have a facilitator role in enhancement and deployment of niche technologies. Such technologies are those which will have a relatively small user base of 'early adopters' who may be dispersed across the University. The support provided may allow 'niche' technologies to be adopted more widely as time goes on. The funding, support and training provided through the Learning and Technology Unit provides a framework which facilitates such development. The Unit is currently providing support for three pieces of 'niche' software:

- Camtasia – a screen capture tool for recording lectures or tutorials
- Big Blue Button – 'video-conferencing plus' allowing breakout discussions and sharing of audio and video
- Aropä – a system to facilitate peer-review and assessment in large classes

4.12.5 The University will seek to monitor engagement with learning technologies, for example through a staff Learning Technology Survey, and it will continue to support the greater employment of technology in the implementation of the E-Learning Strategy both proactively and reactively. Our engagement with the FutureLearn Massive Open Online Course (MOOC) initiative,¹³¹ for example, has been driven by our desire to develop greater understanding of the pedagogic strategies and technological innovations emerging from the MOOC phenomenon. Our intention is to use this understanding to enhance the on-campus learning experience for our students.

4.13 *Staff engagement in technology-enhanced learning and teaching*

4.13.1 As identified in 4.11.2, we acknowledge that the successful implementation of technology-enhanced learning and teaching is dependent upon staff feeling confident in their use of technology. Staff

¹²⁹ Personal Development Planning Policy:

www.gla.ac.uk/services/senateoffice/policies/studentsupport/personaldevelopmentplanning/

¹³⁰ Learning and Technology Usage Statistics: www.gla.ac.uk/services/learningteaching/learningtechnology/statistics/

¹³¹ FutureLearn: www.futurelearn.com/

engagement is facilitated by a Technology Enhanced Learning and Teaching Contacts Group which includes a member of staff from each School who is invited to act as an informed contact to represent their School's activities, requirements and aspirations for technology enhanced learning and teaching. The impact of the group in encouraging engagement in technology-enhanced learning and teaching amongst a broader group of academic colleagues has been varied. As a result, during 2013-14, the Groups have been managed at College-level rather than at University-level in an attempt to extend engagement.¹³²

4.13.2 In addition to engaging with nominated contacts, the Learning Technology Unit provides training for members of staff in the use of University-supported learning tools.¹³³ The Learning and Technology Unit will conduct a technology survey for staff in 2013-14 to inform future support and training developments. The University will then seek to monitor staff engagement with the use of technology on an ongoing basis and seek to develop additional or alternative methods to increase staff confidence to meet student expectations of its use in their learning experience.

iv. Effectiveness of the approach to promoting enhancement in learning and teaching

4.13.3 In this section, we have set out the University's approaches to Learning and Teaching ranging from strategic, planned approaches to the embedding of innovation, enhancement and, to some extent, experimentation. The pace of change around technology in particular, and the growing expectations of students place a particular onus on the University to continually review and enhance its approaches to capturing, sharing and reviewing best practice, and to innovating and responding to staff and student needs.

4.13.4 A key strength of our approach is the role of the SRC in shaping our policies and recognising staff for their contribution, and we will seek to encourage such initiatives. It is clear, however, that we need to do more to ensure that good practice is made more visible across the institution, and that support is targeted effectively by those parts of the institution (such as the Senate Office and the Learning and Teaching Centre) whose role is key in supporting the review and delivery of learning and teaching.

4.13.5 We are developing more effective approaches to supporting and engaging staff and our People and Organisational Development Strategy should assist us in implementing, and measuring the impact of more effective processes in the next few years. One of the effective improvements we have made in supporting learning and teaching since ELIR 2 is the strengthening of leadership of learning and teaching in Schools and Colleges. These dedicated roles, have evolved significantly during the ELIR period and are now firmly embedded within the organisational structure facilitating strategic developments in learning and teaching and nurturing and supporting local developments in Schools, Graduate Schools and Institutes.

4.13.6 The University has placed considerable emphasis on supporting the broader developmental needs of the student. Case Study Three (Developing Graduate Attributes) further demonstrates the way in which the University has sought to embed awareness of attribute development systematically

¹³² Technology-Enhanced Learning and Teaching Group: <http://goo.gl/NmhYw8>

¹³³ 220 attendees at Learning and Technology Unit training sessions from summer 2010 to summer 2013

across the full spectrum of the student experience. Work continues to raise awareness and encourage personal ownership of graduate attribute development.

Key Points

- The Learning and Teaching Strategy shapes and drives enhancement and development of learning and teaching at the University and is informed by internal and external practices
- The successful implementation of the Learning and Teaching Strategy is supported by recognition of and engagement with excellent teaching and excellent teachers
- Various methods have been trialled to support the identification and dissemination of good practice since ELIR 2 with varying success – this area will continue to be a priority for development in ELIR 3
- Increasingly strategic approaches to organisational development with increased resources to support improved communication and opportunities for structured staff development throughout career
- Graduate Attributes have been a significant enhancement-driver for learning and teaching since ELIR 2 and the broader impact of the agenda is explored more fully in the Case Study
- The E-Learning Strategy and strategic approach to virtual learning environment, ePortfolio and niche technologies will be the next big enhancement-driver

Academic Standards

5

5 Academic Standards

i. Approach to setting, maintaining and reviewing academic standards

5.1 Overview

5.1.1 Under the University constitution Senate is responsible for teaching, including the management of quality and standards. Senate is advised by and delegates detailed consideration of such matters to central committees for Education Policy & Strategy; Academic Standards; Learning & Teaching; and Graduate Studies, and to the corresponding College, School and Institute bodies and staff. The Senate Office oversees the University's compliance with national and **international** quality assurance and enhancement requirements and has responsibility for academic governance and its coordination, developing and implementing a range of policies and processes and supporting Senate and University Committees.

5.1.2 The Learning and Teaching Strategy identifies as Objective Six: 'To enhance the quality of our learning and teaching and uphold our academic standards while streamlining wherever possible the associated administrative processes'. This Learning and Teaching Strategy objective is put in practice through the University's quality enhancement and assurance processes as described in our Academic Quality Framework.

5.2 Academic Quality Framework

5.2.1 The Academic Quality Framework¹³⁴ acts as a unifying document setting out the University's principled and practical approach to quality enhancement and assurance. It identifies 'efficiency and enhancement' as one of the underlying principles. 'Efficiency' in a University the size of Glasgow necessitates the significant devolution of responsibilities in relation to setting, maintaining and reviewing academic standards. A range of quality management documentation at School and Subject level is available for review on the Periodic Subject Review SharePoint¹³⁵ site for all Reviews undertaken since 2011. This documentation includes course and programme handbooks, annual monitoring reports, minutes of key committees, etc.

5.2.2 The success of the University's quality management is dependent upon two factors: the successful engagement and support for academic staff who deliver the quality teaching and maintain the academic standards; and the efficacy of the quality management processes.

5.3 Staff Engagement

5.3.1 Following **Restructuring**, responsibility for quality and standards at School and College levels has rested with the relevant Learning and Teaching-related committee and management structures. These embrace College committees for Graduate Studies, Learning & Teaching and Boards of Studies and corresponding committees in Schools and Institutes.¹³⁶ Learning and Teaching Committees and Boards of Studies include staff representation from each constituent School, student representation (including the relevant SRC School or College Convener), the relevant Quality Officer and Chief Adviser(s). To enhance cross-University practice-sharing a cognate Dean

¹³⁴ Academic Quality Framework: www.gla.ac.uk/services/senateoffice/gea/

¹³⁵ Periodic Subject Review SharePoint: <https://sharepoint.gla.ac.uk/services/senateoffice/psr/default.aspx>

¹³⁶ Roles and Responsibilities of the College, School (subject) and Institutes:
www.gla.ac.uk/services/humanresources/staff/mgrs-admin/rolesresponsibilities/

(Learning and Teaching) or cognate Board of Studies member will sit on each College-level committee. Schools and Institutes also employ Staff-Student Liaison Committees. Leadership in these areas is provided by Learning & Teaching Deans and, in Schools, by Conveners and School and College Quality Officers. The Quality Officer role identifies responsibility across the range of quality processes employed at the University and specific responsibility in relation to Annual Monitoring.

- 5.3.2 The Quality Officers Forum, which replaced the Faculty Quality Assurance and Enhancement Officers Group in 2010, oversees Annual Monitoring and promotes the sharing of issues and good practice. The success of the Quality Officer role has been variable across the institution. Its effectiveness has been influenced by time-commitments, challenges in identifying suitable appointments and by the point that the Quality Officer role sits outwith the line management structure. The Senate Office has sought to support Quality Officers by providing training and guidance on their roles. It also reviewed the role of the Quality Officers in 2012-13 and began inviting all School Quality Officers to attend Quality Officers Forum from 2013 in order to engage them more in the decision-making structures (previously only College Quality Officers attended). This has been welcomed by School Quality Officers with an encouraging number attending each meeting thus far and it is believed to have been a benefit to the Forum and to the processes.

5.4 *Quality Management Processes*

- 5.4.1 The Academic Quality Framework sets out the procedures for: course and programme design and approval, annual monitoring, external examining, periodic subject review, graduate school review, university services review and professional, statutory and regulatory body review. The interconnections between quality processes are shown in Appendix 9 and each process is outline in Appendices 10-15.
- 5.4.2 The Course and Programme Approval process meets and exceeds the requirements established in Quality Code Chapter B1, as established in the Advance Information Set. At the time of the drafting of the Reflective Analysis, the University is reflecting on the revised Chapter with a view to updating processes and meeting the revised requirements by the time the Quality Code Chapter comes into force.
- 5.4.3 The University, in line with the principle of 'efficiency' identified in the Academic Quality Framework, adopts a devolved approach to course and programme approval. The process, which is itself subject to ongoing review and enhancement, is set out on the Senate Office website.¹³⁷ The outline process for course and programme approval is in Appendix 10.¹³⁸
- 5.4.4 At the time of ELIR 2 the University identified a concern related to the consistency of scrutiny across the then Faculties.¹³⁹ We reviewed this, partly in the light of revised processes due to **restructuring**, and concluded that the diversity of practice across the institution did not lead to variability in the standard of scrutiny undertaken in each devolved unit. The University also

¹³⁷ Course and Programme Approval process:

www.gla.ac.uk/services/senateoffice/gea/approvalmonitoringandreview/progdesignapproval/

¹³⁸ Appendix 10: <http://goo.gl/rV2QEu>

¹³⁹ This recommendation, along with three others, are monitored through the Learning and Teaching Strategy Action Plan Project 9 Process Improvement Actions 10, 12, 13 and 15:

www.gla.ac.uk/services/senateoffice/policies/learningandteachingstrategy/

confirmed its commitment to the approach of delegation of authority to Colleges in the Year 1 **Restructuring** Review. The process of programme and course design and approval is reviewed annually by the Deans (Learning and Teaching) with a view to identifying problem areas, good practice and possible standardisation of approaches and to report to the Academic Standards Committee. The review in October 2012 noted that 'the operation of College Boards of Studies was reported to have run effectively and no concerns were reported' and 'the Group was generally satisfied with the operation of the programme and course approval process in the current session and recommended that current arrangements should be continued in 2012-13'.¹⁴⁰ This view was shared by the Programme Approval Groups.

- 5.4.5 In April 2013, the Academic Standards Committee agreed six enhancements to the programme design and approval process. These included reinforcing the importance of scrutiny at the College Board of Studies before submission to the Programme Approval Group, providing additional guidance to aid the construction of intended learning outcomes for undergraduate and postgraduate provision and emphasising the requirement for clarity in programme specifications.¹⁴¹ This devolved approach is designed to empower academic colleagues and support them in developing strategically aligned courses and programmes without a restrictive top-down approach to curriculum design.
- 5.4.6 The University has also sought to enhance the process for programme approval by including, at the request of the SRC President, student members on the Programme Approval Groups. Student panel members (in practice, SRC College Conveners) were included in Programme Approval Groups from 2012 and the Academic Standards Committee confirmed in April 2013 that students would be included in all Panels in future, commenting that the 'alternative perspective was useful to the programme approval process'.¹⁴² This development was taken in advance of the release of the revised Chapter of the QAA Quality Code which introduced this indicator.
- 5.4.7 From 2011, the Course and Programme Design Guidelines have encouraged course and programme developers to consider how their proposed provision will support students' development of Graduate Attributes. Rather than this being the imposition of an external development to limit colleagues' discretion or impact academic integrity, this is intended to facilitate a subtle but significant curriculum reform. The impact through new or revised courses and programmes allows for an incremental alignment of the University's provision to promote the development of Graduate Attributes. This is outlined more fully in the Developing Graduate Attributes Case Study. A similar approach was adopted in relation to enhancing the provision of work-related learning from 2013 onwards. Revised guidelines encouraged colleagues to consider the possibility of including work-related learning, as outlined in the Code of Practice for Work-Related Learning¹⁴³ developed in 2012-13, in the development of new, or a review of existing, courses or programmes.
- 5.4.8 Schools, Graduate Schools and Institutes are asked to review their course and programme specifications annually to ensure the accuracy of the information. There have been two

¹⁴⁰ ASC October 2012 – ASC/2012/04 - <https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Papers/asc1204.pdf>

¹⁴¹ ASC April 2013 – ASC/2013/52 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Minutes/minutes_2013-04-16.htm

¹⁴² ASC April 2013 - ASC/2012/52.2 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Minutes/minutes_2013-04-16.htm

¹⁴³ Code of Practice on Work-Based and Placement Learning:

www.gla.ac.uk/services/senateoffice/policies/regulationsandguidelines/work-basedandplacementlearningcodeofpractice/

enhancements recently which have improved the accuracy of information. Firstly, the structured approach to publication of the Key Information Sets in 2012 allowed us to identify a number of inconsistencies in approach to, or understanding of, certain sections of the course and programme specifications. This led to the amendment of the structure of course and programmes specifications to ensure greater consistency in completion. Secondly, from 2013 there will be greater data validation in the course and programme approval process to ensure that the information displayed publicly meets the expectations set out in Section C of the QAA Quality Code for Higher Education.

- 5.4.9 The Academic Quality Framework outlines the key aspects of and approaches to annual monitoring and sets it within the context of the University's principled approach to quality enhancement. The process is detailed in the Code of Practice in Annual Monitoring¹⁴⁴ which is updated annually. The Annual Monitoring process meets the expectations in Chapter B8 of the Quality Code as demonstrated in the Academic Information Set. The Annual Monitoring reporting process is available in Appendix 11.¹⁴⁵ The approach to Annual Monitoring was commended in ELIR 2:

Overall, the annual monitoring system, with the clear oversight, scrutiny and analysis undertaken by the faculty officers, and the enhancement emphasis of the process, represents excellent practice, and a clear reflection of the University's stated commitment to quality enhancement.

- 5.4.10 The University's approach to annual monitoring has been maintained and enhanced since ELIR 2. The devolved approach is structured to ensure reflection at the most appropriate level and to encourage engagement with strategy at all levels in the University. School and College Quality Officers are asked each year to reflect two University Learning and Teaching Strategy priorities selected by the Vice-Principal (Learning and Teaching) and at least one College Learning and Teaching priority (which are themselves aligned with the University Learning and Teaching Strategy) selected by the Dean (Learning and Teaching). This alignment allows for central and local priority setting and for building up a knowledge-base or databank of practices across the University. Priorities have included broad areas such as 'graduate attributes' or 'assessment and feedback'. Annually, a composite record of responses to each Strategy or Plan priority is collated and circulated to relevant senior staff for action (e.g. feedback in relation to Graduate Attributes in 2012 was circulated to the Vice-Principal (Learning and Teaching), Director of Careers Services and Graduate Attributes Development Adviser.)
- 5.4.11 School Quality Officers are asked to reflect annually on the quality of the engagement in annual monitoring and provide feedback on both the process and effectiveness of annual monitoring. Schools generally welcomed the more streamlined reporting templates which had been introduced in 2012 (while also requesting further simplification or amendment) and considered the Quality Officers Forum to be 'small, effective committee which has been functioning well'¹⁴⁶ and which had 'organised an effective training session relating to quality assurance processes which was well attended by relevant staff.'¹⁴⁷

¹⁴⁴ Code of Practice for Annual Monitoring:

www.gla.ac.uk/services/senateoffice/gea/approvalmonitoringandreview/annualmonitoring/#abs=5

¹⁴⁵ Appendix 11: <http://goo.gl/vMJqNl>

¹⁴⁶ College of Arts Undergraduate Annual Monitoring Summary 2011-12: <http://goo.gl/Nu0O0p>

¹⁴⁷ College of MVLS Undergraduate Annual Monitoring Summary 2011-12: <http://goo.gl/M1vJX7>

- 5.4.12 The University is satisfied that Annual Monitoring fulfils the requirements of the QAA Quality Code and performs the functions of monitoring and enhancing quality; gathering data on strategic priorities; and highlighting issues for consideration at various levels. While this is supported by the feedback elicited through the annual monitoring process, there is an opportunity to review Annual Monitoring to reduce further the propensity for issues of maintenance and infrastructure to be raised, and to increase the reflection pedagogy and learning and teaching. The Quality Officers Forum discussed potential enhancements to Annual Monitoring in October 2013 and firm proposals are expected to be presented in early 2014.
- 5.4.13 The Academic Quality Framework identifies the external examiner as a key member of the Board of Examiners who is consulted on, and may influence decisions on, course or programme structure and content and who moderates the examination process and submits an annual report. The University has a well-established mechanism for managing the external examining process which meets the expectation of the Chapter B7 of the Quality Code. The process for external examining is included in Appendix 12.¹⁴⁸
- 5.4.14 Our External Examiners have confirmed that the University has continued to maintain academic standards. In the 2011-12 annual report on external examining¹⁴⁹ 16% of reports required a response from the Head of School. Reports which required responses most commonly highlighted minor issues, with a preponderance of issues in relation to procedural matters. The most commonly remarked upon topic was the consistency of marking – a theme picked up in 4% of reports. A follow-up report was received by the Academic Standards Committee in October 2013 to review the responses to these concerns and noted that the responses were ‘appropriate and constructive’. In many instances the external examiners’ comments related to isolated issues and were appropriately resolved with additional guidance or training. The monitoring of University-wide concerns by the Academic Standards Committee allows Senate and the University to identify and respond to trends and to have confidence in the effectiveness of the external examining process and our response to the issues which external examiners raise.
- 5.4.15 The management of the process of external examining has recently been made more efficient through the use of technology. The in-house development of an External Examination Management System facilitates the online submission of External Examiner Reports, which triggers an automatic distribution of the report to the Senate Office for analysis and to the relevant Head of School and the Head of School Administration for review and response. The system also issues reminder emails automatically to External Examiners and Heads of Schools where reports or responses are delayed. In order to enhance the public information and transparency in-line with the Quality Code indicators, external examiners’ reports will shortly be published online to staff and students.
- 5.4.16 In addition to the development of the Management System, the University has sought to enhance the induction of External Examiners through the improved provision of online information and

¹⁴⁸ Appendix 12: <http://goo.gl/dcWM5V>

¹⁴⁹ ASC May 2013 – ASC/12/74 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Papers/asc1274_Cover_Sheet_2013-05-24.htm

enhanced guidance to Schools and Research Institutes.¹⁵⁰ The Quality Code mapping in the Advance Information Set explains this approach further.

- 5.4.17 The University fulfils the QAA requirement for institution-led Subject Review through its Periodic Subject Review and Graduate School Review processes. These processes meet the Expectation in the QAA Quality Code for Higher Education Chapter B8. Detailed guidance on the processes is provided for the School, Subject or Graduate School being reviewed and for the panel members undertaking the review.¹⁵¹ The process for Periodic Review and Graduate School Review are included in Appendices 13¹⁵² and 14¹⁵³ respectively.
- 5.4.18 The Periodic Subject Review process is well-established and is working effectively. In line with Scottish Funding Council and QAA expectations, the University maintains a six-year review cycle for its taught provision (see below at 5.4.23 on Graduate School Reviews, which address the research student experience). The composition of the Review Panel includes: a Vice-Principal as Convener¹⁵⁴ (their seniority an indication of the importance placed on institution-led review by the University); at least one external review team member who provides a valuable external perspective; a trained SRC-representative (paid a fee equal to the external review team member) to ensure the focus on the student experience is maintained; a representative of the Learning and Teaching Centre to provide the educational development perspective; a Senate Assessor on Court to provide a link between the University Court and quality enhancement; a 'cognate' academic reviewer from another School; and a coordinating member from the Senate Office. Increasingly, it is common for the 'cognate' Review Team member to be a School Learning and Teaching Convener from a School which will shortly be reviewed. This helps to inform Schools which are about to be reviewed about the process with a view to reducing potential concerns and enhancing their engagement with the process. These key factors have remained in place for many years – all established in the first institution-led review cycle – and are the cornerstone of the University approach to periodic review.
- 5.4.19 The University **Restructure** created, in many areas, larger Units (i.e. multiple Departments merged to form a single School) which, for the purposes of Periodic Subject Review, could be too large to review all provision satisfactorily in one exercise. It was agreed to adopt a more flexible approach – reviews are generally held at subject-level - e.g. Management, Celtic and Gaelic - but where appropriate, reviews may be at a School-level and incorporate a number of subjects. This may be where a School was formed from one single Department, where the student or programme numbers within a School are relatively small, or where a School is promoting a unitary approach. This more flexible approach supports the principle that the reviews will focus on the student experience and is therefore conducted at the locus of **student engagement** with the University.
- 5.4.20 While acknowledging that Periodic Subject Review can impose a significant workload on Schools and Subjects in preparation for the review, it is viewed as an effective and productive process which provides a useful mechanism for stock-taking, reflection and refocusing of efforts. A very positive

¹⁵⁰ External Examiner Induction Information: www.gla.ac.uk/services/senateoffice/gea/externalexaminers/#tabs=4

¹⁵¹ Periodic Subject Review: www.gla.ac.uk/services/senateoffice/gea/periodicsubjectreview

Graduate School Review: www.gla.ac.uk/services/postgraduateresearch/graduateschoolreview/

¹⁵² Appendix 13: <http://goo.gl/e4DhIF>

¹⁵³ Appendix 14: <http://goo.gl/X3999L>

¹⁵⁴ i.e. Senior Vice Principal, VP Learning and Teaching, VP Research and Enterprise, Clerk of Senate

trend since ELIR 2 has been in relation to a change in the balance of recommendations and commendations and the more effective use of these, as identified in 4.2.5-4.2.6.

- 5.4.21 The University has also systematically increased and improved the training and support provided to Review Panels and Schools or Subjects since ELIR 2. Training and support for Periodic Subject Review is provided through four mechanisms: introductory training for Review Panel members; student Review Panel members' training; an information session for Conveners; and, from 2013-14, a support session for Heads of School or Subject. Increased induction has allowed panel members to feel more confident in their roles. Student reviewers provided the following feedback after training: 'Confidence has grown. Support for us as students on the panel is much greater than I thought.'
- 5.4.22 The successful delivery of effective periodic reviews is dependent upon accessible and reliable student data. The provision of reporting mechanisms following **Restructuring** and **MyCampus** has been somewhat more restricted than would be desirable with challenges presented in obtaining reliable longitudinal data (discussed in 6.5). The challenges of producing longitudinal data where ownership has transferred from one academic unit to another are inevitable (i.e. information formerly held at a Departmental-level not mapping directly to a School or Subject) and these were exacerbated with new data structures in **MyCampus** e.g. structure of programmes and plans. At the time of writing, more accurate data are being provided in a more timely fashion for Periodic Subject Review in 2013-14. There exists, however, further scope to improve the process. The broader approach to management information is discussed at 6.5.
- 5.4.23 Graduate School Reviews meet the requirements established by the QAA in the Quality Code Chapter B8. These are administered by the Research Strategy and Innovation Office. Graduate School Reviews were introduced in 2008-9 and closely mirror the approach and principles established in Periodic Subject Reviews. As with Periodic Subject Reviews, each Graduate School Review is convened by a Vice-Principal, and includes at least one external member and a postgraduate student.
- 5.4.24 Following **Restructuring** it was agreed that, as Graduate Schools were in a period of transition (in some cases single Graduate Schools were being formed from three previous Graduate Schools), the regular Graduate School Review process would be suspended for one year and that, instead, each Graduate School would undergo a light-touch review.¹⁵⁵
- 5.4.25 The resulting Graduate Schools 2011 Review was very useful at the time for the one-year-old Graduate Schools to reflect and to compare practice. From the review recommendations, it is clear that much progress has been made in developing the identity and effectiveness of the Graduate Schools as the recommendations either have been addressed or are part of continuing discussions.
- 5.4.26 Two subsequent reviews (Science and Engineering in 2011-12 and Social Sciences in 2012-13) have generated several common themes, such as the recommendation to develop Graduate School strategies, that they enhance their communications so that relevant messages are received by both staff and students, that they develop a greater sense of belonging to the Graduate Schools and that

¹⁵⁵ Graduate School Review Reports:
www.gla.ac.uk/services/postgraduateresearch/graduateschoolreview/reviewcycleandreviewreports/

they address resourcing issues such as limitations on physical space in some areas. The progress made on these matters subsequent to the review is clear demonstration of the impact of the Graduate School Review process.

- 5.4.27 University Services have been subject to periodic review since 2006 operating on a six-year cycle. The University Services Review Programme¹⁵⁶ (formerly known as the Administrative Review Programme) follows similar principles to both Periodic Subject and Graduate School Reviews: a member of the Senior Management Group convenes the review; two external experts are appointed to the review team; and a student representative is included on the review team for any student-facing services (e.g. Careers Service, Library). This meets the QAA Quality Code expectation in Chapter B8. The University Services Review Process is in Appendix 15.¹⁵⁷
- 5.4.28 The approach to University Services reviews was revised in 2012 following internal consultation and a review of practice across the sector. The revised process sought to develop greater engagement with service users and staff throughout the Service to ensure that the Services are delivering the standard of service expected and that the staff within the Service are receiving the support required to fulfil their roles. IT Services and Estates and Buildings are the only Services, to date, to have been reviewed using the revised method.¹⁵⁸
- 5.4.29 Recognition of our degrees by professional, statutory and regulatory bodies is a key indicator of the quality of provision and is a benefit to the quality enhancement and to the extension of global reach through the national and **international** recognition. The extent of accreditation – over 225 programmes are recognised - is testament to the outstanding skill and quality of academic staff in Schools and Institutes. Recognition or accreditation by professional, statutory or regulatory bodies is also of importance to our students and prospective students. Public information in relation to accreditation was enhanced in 2012 and 2013 through the development of the Key Information Sets and the inclusion of accreditation information on graduating students' Higher Education Achievement Reports. This inclusion was facilitated by the implementation of **MyCampus**.
- 5.4.30 The management of accreditation in **MyCampus**, implemented in late 2012-13, was intended to increase the visibility of accreditation information and ensure Plan Owners i.e. Schools, Graduate Schools and Institutes felt a greater sense of ownership of the accreditation information relevant to their area. This also followed a process of data cleansing to improve the quality of the accreditation information before publication in the Key Information Set and through the inclusion in students Higher Education Achievement Reports.¹⁵⁹ The prominence of accreditation information in **MyCampus** and on student's Higher Education Achievement Reports will likely increase awareness and thus accuracy of the data held by the University centrally. This will ensure that the accreditation information submitted annually to the Scottish Funding Council will continue to improve. Professional, statutory and regulatory body accreditation reviews are thorough and far-reaching and can require Schools to review course and programme learning outcomes, provide different or

¹⁵⁶ University Services Review: www.gla.ac.uk/services/courtoffice/administrativereviewprogramme/

¹⁵⁷ Appendix 15: <http://goo.gl/Pi1F8V>

¹⁵⁸ Advance Information Set: <http://goo.gl/aJWUzc>

¹⁵⁹ This functionality was introduced along with the introduction of the HEAR as the standard student transcript in 2012 but the data was unavailable until Professional, Statutory and Regulatory Body accreditation information was held in MyCampus in 2013.

increased learning support and methods of teaching and assessment. Evidence of this can be seen in the Scottish Funding Council reports provided in the Advance Information Set.

- 5.4.31 Professional, Statutory and Regulatory Body accreditation also underpins the University's quality assurance and enhancement of standards of Transnational Education provision. Recent reviews of engineering degrees included the review of, and the subsequent award of accreditation to, the transnational provision at the University of Glasgow Singapore.

5.5 Regulations

- 5.5.1 The University has a comprehensive set of regulations, published annually in the University Calendar, which provides a clear set of codes and procedures for staff and students. The University Calendar seeks to put into regulation the University's values of integrity, credibility, openness and success. The Calendar is overseen by the Senate Office in conjunction with the Academic Standards Committee and others.
- 5.5.2 Following a comment in ELIR 2, the University developed Guidance on Discretion¹⁶⁰ to harmonise the discretion for Boards of Examiners in determining the final awards for Honours degrees and taught Masters degrees. The Guidance will be reviewed in 2013-14 by the Senate Office and Academic Standards Committee to further enhance clarity on the agreed standard approach for Boards of Examiners to use to apply discretion to classification of final awards following experience of the Guidance in use.
- 5.5.3 At the time of ELIR 2, the Generic Undergraduate Regulations had just been implemented. The Generic Undergraduate Regulations are now a firmly established and generally accepted standard and operate alongside supplementary regulations for awards or groups of awards. The Generic Undergraduate Regulations requires: all programmes to be credit-rated¹⁶¹; courses to comply with a strict set of credit-ratings; and all courses to be assessed within the year of study (not deferred e.g. until the end of a two-year honours programme.)
- 5.5.4 While not universally popular with staff during construction and upon initial implementation, the transition to generic regulations for undergraduate and postgraduate taught awards supported the assurance of quality. The harmonisation of rules provides increased assurance of parity for students, while previous regulations had led to a range of different expectations and requirements particularly in rules for progression and for achieving the award of a degree. The introduction of the generic regulations removed complications deriving from unnecessary diversity of practice.
- 5.5.5 Generic Postgraduate Taught Regulations were the first of the generic regulations to be introduced in 2005-6. The intention was to reduce the array of individual regulations and provide a more consistent approach across the majority of Postgraduate Taught provision. The Generic Postgraduate Taught Regulations were reviewed in 2010 after five years in operation. The review did not raise any significant concerns and resulted in only minor update and amendment. This stability evidences the strength of the underlying principles.
- 5.5.6 Generic Doctoral Regulations are also well-established and are reviewed periodically for accuracy and effectiveness, particularly in response to concerns raised through academic appeals. The

¹⁶⁰ Guide to the Code of Assessment s2.7 - www.gla.ac.uk/media/media_124293_en.pdf#page=11&view=fitH.665

¹⁶¹ With the exception of: MBChB, BDS and BVMS

regulations are supplemented by a Postgraduate Research Code of Practice¹⁶² which sets out, in more accessible language, guidelines to students and staff about the most effective practice for each stage in a postgraduate research student's life as well as clearly setting out the roles and responsibilities of the University and the student. Additionally, Colleges have developed their own PGR Codes of Practice to augment the University Code of Practice and include College-specific information for their students. Students are issued with the University Code of Practice (and referred to College supplementary materials, where appropriate) at induction.

5.6 *The impact of MyCampus on Regulations*

- 5.6.1 There were three benefits to the introduction of the managed rules in **MyCampus**: automation of processes, greater clarity for students and a driver to streamline and harmonise requirements for progression and award.
- 5.6.2 **MyCampus** allowed for the automation of a number of processes. Since 2012, **MyCampus** has automatically calculated the progression status for students against established requirements and importantly identified students whose progression needed to be considered by a Progress Committee. The existence of generic regulations facilitated this process. It was, however, a significant undertaking for staff in Schools to map the routes from entry through to completion for each programme of study offered by the University (these became known as 'Plan Rules').
- 5.6.3 Greater clarity for students was provided through these 'Plan Rules'. The rules enable **MyCampus** to guide student choice so that it is clear what requirements they still have to meet and also allows them to model the effect of various possible choices which they might make. This is particularly beneficial for students on 'general' degree programmes (e.g. Master of Arts, Master of Arts (Social Sciences), Bachelor of Science) who are likely to study a number of subjects in early years before selecting the degree programme to pursue at Honours level.
- 5.6.4 The processes which Colleges, Schools and Institutes undertook in 2011 to build the Plan Rules highlighted in a small number of cases where practice was inconsistent with the generic regulations but, in a much higher number of cases, different administrative processes (e.g. timing of applying credits from prior learning or study abroad credits, management of 'equivalent courses') with little justification. In the small number of cases, the inconsistencies were either removed or explicit exemption was granted for them. One outcome of this is an ongoing process to remove redundant programmes of study e.g. Joint Honours combinations that have not had any students registered on them in the past five years or longer.
- 5.6.5 These steps seek to enhance the student learning experience with greater clarity and transparency, to support quality assurance and maintain academic standards and to develop an increasingly efficient process for the administration of progression and academic awards.

ii. *Management of assessment*

5.7 *Code of Assessment*

- 5.7.1 The management of assessment is a local responsibility with academics having control over the approach to assessment within their courses and programmes. However, the Code of Assessment

¹⁶² The development of the Code of Practice was the subject of a Case Study in ELIR 2.

sets out both principles and specific regulations to standardise the approach to and management of assessment at undergraduate and postgraduate taught level. In order to ensure equity of treatment for students across the University and to give academics confidence in their deployment of fair and just assessment practices, the Code established common terminology and definitions for grading schemes and provisions for reassessment and includes a section specifying the approach to assuring standards.¹⁶³

5.7.2 The Code of Assessment is complemented by a range of supporting documentation and guidance. In the interests of transparency and accessibility of information for the various stakeholders, the Senate Office annually produces a Guide to the Code of Assessment, a 'Just the Basics' guide for staff and guidelines for students called 'Understanding the Marking Scheme'.¹⁶⁴ Evidence of the impact of feedback from External Examiners on approaches to support and managing standards can be seen in the comprehensive report from Academic Regulations Sub Committee in May 2013.¹⁶⁵

5.8 Assessment Policy

5.8.1 The Vice-Principal (Learning and Teaching) led the development of the Assessment Policy in 2011. The Policy set out to: 'reflect[s] a commitment to placing student learning at the centre of assessment design'.¹⁶⁶ It is intended to harness the excellent practice across the institution and to provide colleagues with a platform from which to improve and enhance assessment practices. The Assessment Policy sets out principles to support academics in developing their pedagogical practices. The policy also set the approach to assessment in a strategic context and treats assessment as a method to support students' progress and development and to achieve the stated aims of the Learning and Teaching Strategy. This required the articulation of the purpose of assessment and the approach to assessment.

5.8.2 The Assessment Policy also sought to tackle the biggest challenge in the sector in relation to assessment and feedback: that of our students' satisfaction with feedback. The University's National Student Survey results show that, gradually, the priority which colleagues in Schools and Institutes have been placing on enhancing feedback is having an effect.¹⁶⁷ The Assessment Policy recommends a three-week turnaround for return of assessed work and, importantly, a requirement to inform students if this would not be met (together with the reason why). The implementation of this measure has been subsequently monitored through Periodic Subject Review. In many cases, the Reviews have identified excellent practice with Schools returning assessed work in a much shorter timescale. The progress and satisfaction with feedback will continue to be monitored through student surveys and Periodic Subject Reviews.

5.8.3 The University is taking a leading role in a strategic change project, in partnership with three other research-intensive institutions, with an aim to take a collaborative approach to enhancing assessment, and feedback to students, that offers mutual benefits to participants whilst safeguarding institutional, and disciplinary, autonomy. The project, Leading Enhancement in

¹⁶³ Code of Assessment s16.61-16.70: www.gla.ac.uk/media/media_286035_en.pdf#page=7&view=fitH.610

¹⁶⁴ Understanding the Marking Scheme – A Guide for Students: www.gla.ac.uk/media/media_106264_en.pdf

¹⁶⁵ ASC May 2012 – ASC 11/75 - <https://frontdoor.spa.gla.ac.uk/commndoc/senate/ASC/Papers/asc1175.pdf>

¹⁶⁶ Assessment Policy: www.gla.ac.uk/services/senateoffice/policies/assessment/assessmentpolicy/

¹⁶⁷ NSS Report and Appendices 2013: <https://sharepoint.gla.ac.uk/services/senateoffice/default.aspx>

Assessment and Feedback (LEAF), is an opportunity over two years to collaborate closely with comparable institutions in sharing perspectives and practice.¹⁶⁸

5.9 *PGR Student Annual Review*

5.9.1 The opportunity to standardise and enhance practices across the four Graduate Schools was highlighted as a benefit of the University **Restructuring** process in Appendix 1¹⁶⁹. The increased likelihood of sharing and emulating good practice was also highlighted as a benefit of the **Restructuring**.

5.9.2 The ELIR 2 Report noted that the University had: “identified the need to enhance arrangements for research students' progress reviews, to ensure that different departmental practices do not lead to variations in the equity of the postgraduate experience.”¹⁷⁰

5.9.3 Progress against this action has been monitored through the Learning and Teaching Strategy Action Plan and has been taken up by both the Heads of Graduate School Forum (pre-**restructure**) and the Deans of Graduate Studies Committee (post-**restructure**). A common model for progress reviews was introduced in 2010 and implemented across all four Graduate Schools. The model requires all Colleges to use the same templates and proforma, to ensure consistency of output, but Colleges are nonetheless empowered to implement the processes in a way that is suitable for local practices, differing subject areas and at what point students are in their programmes (first year, etc.). This approach, prescription of outcome rather than prescription of process, reflects one of the principles of the Academic Quality Framework: trust and responsibility. For example, the Medical, Veterinary and Life Sciences Graduate School and the School of Computing Science employ an online system to manage the annual progress of PGR students; automate email reminders to students and staff requesting action; and upload of information. The Deans of Graduate Studies Committee have noted these approaches as good practice and will consider opportunities for wider adoption across the University.

iii. Use of external reference points in managing academic standards

5.9.4 Glasgow 2020 identifies ‘global reach’ as a key aim. This aim requires academic and administrative staff to take a reflective approach and to maintain an awareness of external developments, for example, through involvement in **international** networks such as Universitas 21. In maintaining academic standards and enhancing quality, this includes the use of external reference points. The University seeks to seize the opportunity to derive enhancement benefit from surpassing, rather than meeting, sector expectations and standards. The University is engaged in a range of cross-Sector activities which inform our practices including membership of the QAA ELIR Steering Group, Teaching Quality Forum, Universities Scotland Learning and Teaching Committee and Convenership of the UK Quality Strategy Network.

5.10 *Quality Code*

5.10.1 The Academic Quality Framework describes the principles and practices of quality enhancement and assurance at the University and these can be mapped closely to the QAA Quality Code

¹⁶⁸ Leading Enhancement in Assessment and Feedback: <http://goo.gl/wg58WJ>

¹⁶⁹ Appendix 1: <http://goo.gl/AK2QWw>

¹⁷⁰ QAA ELIR 2 Report, paragraph 45, www.qaa.ac.uk/InstitutionReports/Reports/Documents/RG579aUniversityGlasgow.pdf

expectations and indicators. The Advance Information Set establishes clearly that the University reviews the requirements set out by the QAA and articulates policy and practice in support of these. The University's reflection on the Quality Code is highlighted above and demonstrated fully in the Advance Information Set.

- 5.10.2 The University's engagement in the developments across the sector have included membership of advisory groups¹⁷¹, keynote presentations and workshop leaders at QAA chapter consultation events and the QAA National Conference¹⁷² and membership of the QAA Quality Code Steering Committee.¹⁷³

5.11 *Subject Benchmark Statements*

- 5.11.1 Subject Benchmark Statements provide an important frame of reference for course and programme design. To ensure ongoing relevance and compliance, the appropriateness of the way in which provision complies with these benchmarks is reflected upon and evaluated during Periodic Subject Review and revised Benchmark Statements are provided to the relevant disciplines when they are approved.

5.12 *Use and role of External Examiners*

- 5.12.1 The approach to external examiners for taught provision is summarised in the Academic Quality Framework and analysed above in paragraph 5.4.13-5.4.16. The University utilises external examiners as external reference points in two aspects of the quality assurance and enhancement: as external feedback in course and programme design; and in annual monitoring. External examiners in both contexts provide essential subject expertise and invaluable input based on their experience as leading academics in their field.
- 5.12.2 The efficacy of the role of external examiners in providing effective external reference is underpinned by the strict requirements for the appointment of external examiners. The requirement for External Examiners to have at least 7 years experience in an equivalent field (this is almost always in a comparable Higher Education Institution, but in limited circumstances senior professionals can be appointed from industry, etc), and the calibre of External Examiners appointed ensures that external review of academic quality and standards is provided by leaders in the field.
- 5.12.3 The assessment of research degrees always involves (normally one, but in some circumstances, two) External Examiners. The appointment of the Externals is also governed by regulation and they play the critical role expected in UK Higher Education in assuring the standards of research theses.

5.13 *Use and role of external subject experts in periodic review processes*

- 5.13.1 The institution-led periodic review processes (Periodic Subject Review, detailed above at 5.4.17-22; Graduate School Review, 5.4.23-26; University Services Review, 5.4.27-28) include at least one external member of the Review Panel, with provision for increasing the number of external reviewers to two in each of Periodic and Graduate School Review. The University Services Review

¹⁷¹ Dr Jack Aitken, Director, Senate Office, Ms Wendy Muir, Head, Academic Collaborations Office.

¹⁷² Mr Gavin Lee, Senior Academic Policy Manager, Senate Office.

¹⁷³ Dr Jack Aitken, Director, Senate Office as Convener of Quality Strategy Network

Programme, following the revision of the process in 2012, now includes two external members on every Review Panel.

5.13.2 Following comment from the ELIR Team in 2009, the Academic Standards Committee reviewed the requirements for Periodic Subject Reviews to make a clear and explicit statement that the provision under review remained current and valid. While some Reviews of Departmental Programmes of Teaching, Learning and Assessment Reports (the former name for Periodic Subject Reviews) had included such an explicit statement in others it was only implicit. In 2011, the Periodic Subject Review Guidelines were updated to require an explicit statement on currency and validity at the time of the review. The External Subject Specialist on the Review Panel provides the expertise in the discipline under review to inform this statement. We are currently reviewing External Examiners Report forms to provide a more explicit link so that the External Examiners views can inform the External Subject Specialist's commentary on validity.

iv. Effectiveness of the arrangements for securing academic standards.

5.13.3 The University has effective, coherent arrangements for securing academic standards. This section, and the Advance Information Set, describe and evidence the efficacy of our standards and quality management processes. This is not to say that our approach is without the opportunity to enhance. Building from a position of comfortable compliance with the QAA Quality Code, we have identified that the Annual Monitoring can achieve more (and can do so more efficiently) and therefore the priority will be on delivering an effective annual monitoring process which is robust, meets academics' needs and minimises the impact on academic workload.

5.13.4 Periodic Subject Review continues to provide a thorough, effective mechanism for engaging with and supporting Schools and Subjects and managing and reviewing the standards and quality of provision across the University. In particular, we view our enhanced student training as a significant step forward in improving our students' engagement with, and effectiveness in, the Periodic Subject Review process. In advance of the third cycle of periodic subject reviews (to begin in 2014), a review is being undertaken by the Senate Office with Schools and the feedback has been very positive. The review of the Periodic Subject Review process will build on this good practice, seeking opportunities for efficiency and lightening of touch.

5.13.5 We are also three years into revised structures for quality management in Schools and Colleges, through the Quality Officers, and we believe there are ways we can enhance the effectiveness particularly at School-level. This review is complementary to the review of Annual Monitoring and again reflects our willingness to review a process which functions and meets requirements but, as a University, we believe could be more effective.

5.13.6 The University will undertake a review of programmes of study with a view to harmonising rules and regulations and to simplifying the range of provision (without impacting on student choice). The introduction of **MyCampus** and the Key Information Sets highlighted the large number of Plans which had very few or no students enrolled on them. The review of Plans will allow for a clearer, more accurate picture of the breadth of options available to students. The review will also reduce the ongoing administration required for maintaining various divergent plans in **MyCampus** and reduce the number of Key Information Sets produced annually allowing for a more effective use of staff time.

Key Points

- The Academic Quality Framework describes quality and standards management and identifies specific and principled approaches
- All quality processes are well-established and mature with well-developed **student engagement** and meet Quality Code expectations and take cognisance of indicators
- There is an ongoing process of reflection and enhancement to quality enhancement processes, from a position of existing high standards, to ensure they truly support the academic processes of the University in the most effective and efficient way
- The University regulatory framework is stable and supports effective, fair and equitable treatment for students and supported the implementation of automated processes through **MyCampus**
- The Assessment Policy sets the strategic framework for assessment to support the learning process as well as measuring attainment.
- Externality is embedded as an integral, and effective, element of all quality enhancement processes and supports the **internationalisation** agenda.

Self-evaluation and Management of Information

6 Self-Evaluation and Management of Information

i. Key features of the institution's approach

6.1 Overview

6.1.1 Glasgow 2020 identifies 'openness' as one of our shared values: 'valuing and respecting the perspective of all our colleagues and students'. Our self-evaluation reflects this value - a strong, engaged staff community working together with our students to consider institution-wide and local practices through critical, and self-critical, analysis. While the University approaches self-evaluation rigorously and systematically, we recognise the need to consider continually the effectiveness of the approaches we adopt. The transformational projects undertaken in recent years have greatly aided (and necessitated) self-reflection and evaluation but have also highlighted challenges in engagement and communication.

6.2 Annual and Periodic Processes

6.2.1 Periodic reflection and evaluation is carried out throughout the University through well-established processes of review.

6.2.2 Of these, Annual Monitoring engages staff in reflection on the quality of our academic provision at the most granular level. As discussed in paragraphs 5.4.9-5.4.12, it is an evaluative process which draws together an evidence base from external examiners, student and staff feedback and grade profiles and which facilitates a holistic review of a 'unit of learning'¹⁷⁴. Of all the quality processes, it is the most devolved encouraging self-evaluation at course and programme level by course or programme leaders. The effectiveness of this self-evaluation is monitored by School and College Quality Officers who are invited to comment on the extent to which the Annual Monitoring Reports are truly reflective. Many reports note a strong commitment to learning and teaching and the ongoing improvement process; however, a number suggest varying degrees of commitment to the annual monitoring process itself identifying cursory commentary and limited reflection. As highlighted in 5.4.12, the University is currently reviewing Annual Monitoring. The review will encompass engagement with the process.

6.2.3 Our other periodic review processes ensure regular self-reflection at operational unit or subject level. In all three of our key processes, Periodic Subject Review, Graduate School Review and University Services Review, the areas under review take time to reflect on their practices and to identify areas for enhancement ahead of the review itself. This reflection is embodied in a self evaluation document, usually drafted by the Head of the unit in consultation with staff and students. Areas under review consistently cite the focused engagement in reflection as a major benefit of these processes.

6.2.4 The review itself is conducted by a panel of peer reviewers including external subject specialists. Not only does this panel explore the issues raised in the reflective document but it also examines the extent to which there has been true reflection by the area and how broad its engagement has been with staff and students throughout the process.

¹⁷⁴ Each course or a cluster of courses, or a programme at PGT level

6.2.5 The annual overview report on Periodic Subject Review prepared by the Senate Office and considered by Academic Standards Committee monitors the extent to which subjects are truly reflective and this informs the guidance provided to subject areas at briefings ahead of the reviews in the following year.

6.3 *Transformational Projects*

6.3.1 The University **Restructuring** exercise, discussed in more detail in Appendix 1, was Senior Management-led but heavily informed by a consultation process throughout 2009-10. **Restructuring** was inspired by a reflective review of the University's strategic aims and awareness of limiting factors.

6.3.2 The decision to **restructure** is an example of proactive self-evaluation. Equally, the **restructuring** process itself necessitated reflection through a range of mechanisms to both develop appropriate policies and processes for the revised structures and subsequently, as **restructuring** was underway, to support the embedding of the new structures. These mechanisms included individuals in newly created roles reflecting on previous practice, new appointments to the University bringing with them external reference points to evaluate University practices and the sharing of experience in newly created teams. As noted in Appendix 1, through reflection in the Year 1 Restructuring Review, we also recognised the significant workload faced by staff during the period of restructuring and the challenges caused by undertaking multiple transformational projects in quick succession.

6.3.3 The University reshaping exercise (Appendix 1), undertaken in 2011, required us to review the academic make-up of the University and to consider challenging topics such as key areas of strength, priority areas for investment and the relationship between provision and the University's strategic direction. This reflection, while again instigated by Senior Management, was an iterative process with reflection encouraged amongst the staff and student bodies, external partners, agencies and alumni. Consultation Panels, established to review each particular area, facilitated feedback to inform their proposals which were made to Senate and Court in 2010-11. Feedback from staff and students was central in crafting proposals and was a factor in the maintenance of Nursing provision and the support for the Centre for Open Studies.¹⁷⁵

6.3.4 The **Student Lifecycle Project**, which led to the introduction of the **MyCampus** student information system, was an ambitious transformational project which sought to enhance processes for admissions, student records, student finance, financial support and advising. In the early stages of the project, staff from across the University were involved in the requirements gathering exercises and various colleagues were appointed as Subject Matter Experts¹⁷⁶ to reflect on existing practice and advise on the enhancement of processes. Each academic unit and University Service was invited to nominate **Student Lifecycle Project** Coordinators to act as conduits for information and communication across the institution. In practice, the parallel **Restructuring** exercise and the associated displacement of staff impacted on both the currency and effectiveness of these communication channels. This undermined the potential to achieve a shared understanding of both the scale and nature of the changes in train, underlining for the University the importance of not just

¹⁷⁵ Senate April 2011 – SEN 10/39 - <https://frontdoor.spa.gla.ac.uk/commdoc/senate/SEN/Papers/SEN10039.pdf>

¹⁷⁶ Subject Matter Experts were academic or administrative staff (and a small number of students) with experience in key areas e.g. course administration, enrolment, admissions processing, tuition fee calculation.

rigorous self-evaluation, but also the necessity for a sustained focus on follow-up actions and communication. The review of benefits realised through the project (discussed in paragraph 3.4.10-3.4.13, 3.7.4, 6.11.5) highlights this challenge and the degree of progress.

6.3.5 The number of transformational projects undertaken by the institution between ELIR 2 and ELIR 3 reflects a period of intense development and enhancement for the University. The experiences of the transformational projects allowed the University to reflect on its approach to large-scale projects, particularly the importance of communication and early, effective engagement by key stakeholders. These lessons can be clearly seen in the stakeholder engagement in the Campus Development project (Appendix 1) and the approaches to consultation undertaken in the preparation for ELIR 3 (Appendix 2).

6.4 *Student engagement in reflection*

6.4.1 **Student engagement** is a crucial aspect of the University's approach to effective evaluation and reflection; underpinning the transformational projects and periodic review processes referred to above and, more generally, supporting the evolution of policy and practice. The University has become increasingly responsive to institutional student feedback surveys such as those discussed above in paragraphs 3.5.13-3.5.18. Student surveys, however, tend to provide broad information about overall satisfaction. The expectation is then on Learning and Teaching leads (e.g. Deans (Learning and Teaching), School Learning and Teaching Conveners) to interrogate the results and consider the underlying concerns, challenges or successes e.g. through focus groups with past or present student cohorts. Outcomes of student surveys and further student feedback are fed into, inter alia, the committee structure to consider actions to take in response.

6.4.2 The role of students at the heart of decision-making at all levels within the University, through their membership of functional committees, is a key element of **student engagement** and one which enhances the effectiveness of functional committees in ongoing evaluations.

6.5 *Management information in self evaluation*

6.5.1 Self-evaluative and reflective practices are underpinned by the use of management information. The implementation of **MyCampus** as the new student information system has impacted on the management and provision of information. The ELIR 2 report noted:

the [Student Lifecycle] Project's intended outcomes are ambitious, and have the clear potential to deliver greater control of management information to support strategy and policy

6.5.2 The introduction of **MyCampus** has created a database with a single source of data for all admissions, student records and student financial information. This set of data presents the University with an opportunity to utilise management information in a much more sophisticated fashion, however, access to management information, particularly longitudinal management information, has been restricted by three factors; **restructuring**, the revision of data structures through **MyCampus** and poor data quality.

6.5.3 Data quality was highlighted in the **MyCampus** Lessons Learned Review 2011 as a contributing factor to the difficulties experienced during the initial implementation. The configuration of **MyCampus** is such that processes that were previously manually supported are now automated or

computed by established rules; these automated processes (e.g. progression, calculation of PGR 'milestones' such as annual review, submission deadline) rely upon accurate data to operate effectively. Since the introduction of **MyCampus**, the University has sought to configure end-to-end processes, including the data creation stages, to be robust and effective but this has not been easy. Due to the increased requirements for maintaining information about programmes, courses and timetables there are continuing significant challenges in ensuring data accuracy in **MyCampus**. As a result, many of the potential benefits of the **Student Lifecycle Project** have yet to be fully realised.

6.5.4 The Planning and Business Intelligence Team are undertaking a review of the suite of management information reports available in 2013-14 to ensure that colleagues have easier access to data they require. As part of this review, a management information portal was launched in November 2013 which provides access to a range of University information and will be added to incrementally throughout the year e.g. continuation and progression data.

ii. Commentary on the advance information set

6.5.5 The Advance Information Set¹⁷⁷ provides an overview of quality management processes and analysis. The individual sections are commented and reflected upon throughout the Reflective Analysis.

iii. Use of external reference points in self-evaluation

6.6 Overview

6.6.1 As a University with a stated strategic vision 'to enhance its position as one of the world's great, broad-based, research-intensive universities', benchmarking the University against external reference points is a key feature of the University's self-evaluative processes.

6.7 QAA Quality Code for Higher Education

6.7.1 As highlighted in Section 5, the QAA Quality Code is integral to maintaining academic standards. The University has systematically used the revisions to the QAA UK Quality Code for Higher Education to reflect upon the University's provision and policies in response to the expectations and indicators of good practice. Institutional consultation on the Quality Code has been coordinated by the Senate Office, ensuring that a strong knowledge base is located at the centre of the University. The Quality Code was reviewed through the committee structures which ensured: that all academic areas within the University were provided with the opportunity to comment (given our broad-based nature and wide-ranging disciplinary-specific approaches this was of great importance); University Services were represented; and students were engaged. Where chapters were of particular relevance to a certain group (e.g. Chapter B5 in relation to students, Chapter B4 in relation to Advisers of Studies) input was obtained from those groups. In most cases, the University was comfortable that the existing processes and policies in place met with the expectations and

¹⁷⁷ Advance Information Set: <http://goo.gl/aJWUzc>

indicators stated in the revised Quality Code chapters. Where this was not the case, an action plan for development was agreed by a senior committee.¹⁷⁸

6.8 Staff mobility

6.8.1 The University supports staff in undertaking **international** experiences to enhance their knowledge, to benchmark against **international** excellence and to inform the developments at the University against external reference points. The **International** Staff Mobility Fund and the **International** Partnership Development Fund support colleagues, academic and administrative, to develop partnerships with **international** universities, benchmark activities against **international** sector leaders, promote knowledge and advance the aims of the University **Internationalisation** Strategy. From 2013-14, the outcomes and reports from **International** Staff Mobility Fund visits have been routinely published in MyGlasgow.¹⁷⁹ The impact and outcomes of staff mobility are evidenced through a variety of presentations and workshops at the University **Internationalisation** Conference.¹⁸⁰

6.9 Monitoring and Review

6.9.1 As noted in 5.13.2, since 2011, the Periodic Subject Review process has required explicit confirmation, informed by the external subject specialist, that the programmes remain current and valid in the discipline. In many subjects, this is significantly augmented by Professional, Statutory and Regulatory Body accreditation which, as highlighted in 5.4.29-5.4.31, contribute to the assurance of quality and standards. A key feature of all accreditation processes is the evaluation of provision based on external guidelines and reference points.

iv. Management of public information

6.10 Overview

6.10.1 The overarching approach to communication is managed by the Communications Office (previously Corporate Communications), who set a range of strategies and guidelines to support the provision of accurate, timely, recognisably University of Glasgow public information.¹⁸¹ The main delivery of public information from the University is through the University website.

6.10.2 The management of information on the website is overseen by the Web Strategy Group and governed by the Website Governance Policy.¹⁸² This policy identifies a centralised team with responsibility for brand, templates and a limited extent of centrally-provided content with a focus on a 'distributed model' for content production. The distributed model, with Principal Web Publishers appointed in each Unit, allows responsibility for content creation and management to sit with members of staff within each of the Colleges, Schools, Institutes and Services and therefore content is managed by those closest to it, helping to ensure such content is accurate and current.

¹⁷⁸ ASC February 2012 in relation to Chapter B7 -

https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Papers/ASC1152_Cover_Sheet_2012-02-17.htm, ASC November 2013 in relation to Chapter B10 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Papers/asc1337_Cover_Sheet_2013-11-15.htm

¹⁷⁹ Staff Mobility Programme Reports - <https://sharepoint.gla.ac.uk/services/rio/int/staffmobility/Forms/AllItems.aspx>

¹⁸⁰ Internationalisation Conference 2013: www.gla.ac.uk/about/Internationalisation/events/2013Internationalisationconference/

¹⁸¹ Communication Toolkit: www.gla.ac.uk/staff/communicationtoolkit/

¹⁸² University of Glasgow Web Governance Policy: <http://qoo.gl/vnf0E8>

6.10.3 The University website provides multiple functions for various audiences and is structured to direct an external audience to pages determined for their purpose. For example, the University homepage points to key functions such as opportunities to study at the University and explores the student experience at the University or review the University Research profile. The website analytics confirm that the University homepage is the most commonly visited site.

6.11 *Key Information Sets*

6.11.1 In response to the Higher Education Funding Council for England (HEFCE) initiative to 'give prospective students access to robust, reliable and comparable information in order to help them make informed decisions about what and where to study',¹⁸³ the University produced almost seven hundred Key Information Sets for publication on the Unistats website. The Planning and Business Intelligence Office took lead responsibility for developing the Key Information Sets but worked closely with Schools, the Vice Principal (Learning and Teaching), Management Information Services, the Student Lifecycle Support and Development Team and the Senate Office to produce accurate data. The development process highlighted areas for development such as the accuracy of information in course specifications and in relation to accreditation. The requirements for public information have, therefore, led to improved accuracy of data and the processes for capturing the data e.g. the revised management of accreditation information discussed at 5.4.30.

6.11.2 The process of developing the Key Information Sets also highlighted a challenge deriving from the nature of the Scottish degree system. The broad based, flexible, general access nature leads to a large number of programmes of study with flexible curricula and multiple combined degrees. This means, for example, that two students graduating with an MA in the same single Honours subject may have studied a very different mix of subjects and courses. While a key benefit of the University of Glasgow student experience, a consequence of this breadth is increased difficulty in managing data and identifying student enrolments which contribute to a specific award. This requires a complex algorithm to be run to calculate the most common enrolments a student on a degree programme will have undertaken and from that extrapolate the necessary data on student satisfaction, average salary, employment statistics, assessment methods and contact hours. This algorithm was devised in 2012 and will be run on an annual basis to identify the 'typical' student on a particular degree programme.

v. *Effectiveness of the approach to self-evaluation and management of information*

6.11.3 We maintain effective processes, such as our annual and periodic quality management processes, which require us to review our approaches and practices in a self-critical and self-evaluative manner. Many of these processes require external input and, through this, we are confident that our self-evaluation is effective and in-line with sector expectations.

6.11.4 The transformative projects we have undertaken since 2009 are documented throughout the Reflective Analysis, but in this section we have highlighted the extent to which these processes enhanced our self-evaluative approach. Much of the self-evaluation was a planned, integral element of project preparations but post-project reflection, which has been required as a consequence of the significant challenges we faced, has also been of great value. As an institution, it is important to us

¹⁸³ Key Information Sets - www.hefce.ac.uk/whatwedo/it/publicinfo/kis/

that we can demonstrate that we are self-reflective and are learning from our experience. Our approach to the Campus Development Project and the establishment of a Process Improvement function are evidence that we are adopting more effective approaches to major projects and process enhancement informed by our self-evaluation.

6.11.5 As noted in ELIR 2, it was intended that the **Student Lifecycle Project** would deliver greater management information to support strategy and policy development and implementation. While the introduction of **MyCampus** has allowed for the collection of a broader range of data and, importantly, for the collection of data in one unified central system, the **MyCampus** Benefits Realisation paper¹⁸⁴ highlighted the limited extent to which a business intelligence approach has been taken to the use of data held in **MyCampus**. The University will focus on improving data quality and evolving a more strategic approach to reporting and business intelligence through the development of a suite of standard reports to support greater, more consistent use of the enhanced management information available from **MyCampus**.

Key Points

- Annual and periodic review processes require self-evaluation and reflection across the University at all levels
- Transformational projects – **Restructuring**, reshaping and the **Student Lifecycle Project** – have engaged the University in self-evaluation on a macro-scale
- The University has sought to learn lessons from each of these projects, such as the importance of communication and consultation, and is implementing these in the approach to the Campus Development project
- Public information requirements through the Key Information Sets and Higher Education Achievement Report have also helped improve processes for managing data and the accuracy of data

¹⁸⁴ MyCampus Benefits Realisation: <http://goo.gl/Op7qOL>

Collaborative Activity

7

7 Collaborative Activity

i. Key features of the institution's strategic approach

7.1 Strategy

7.1.1 The University identifies collaborative provision as a key facilitator in delivering the Glasgow 2020 aim of 'extending global reach'. This is further amplified in the **Internationalisation** Strategy commitment to 'increase partnership working on a sustainable and mutually beneficial basis' through collaborative activity.

7.1.2 The development of partnerships – which was profiled at its outset in ELIR 2 as a Case Study (**International** Partnership Development) - has been an area of growth in the period since 2009.

7.1.3 This section of the Reflective Analysis will outline the key priorities in collaborative development, review the supporting structures, detail the approaches to setting and maintaining standards and our approach to monitoring and enhancing the student learning experience for students on collaborative provision.

7.2 Strategic Priorities

7.2.1 In line with the foregoing, the University's current trajectory considers the future of collaborative provision to be firmly in support of the **Internationalisation** agenda. This manifests itself in a number of ways: through the development of partnerships with overseas institutions, by increasing student mobility via joint awards and through supporting our validated institutions in developing their **Internationalisation** agenda. A full list of collaborative partners is available on the Academic Collaborations Office website¹⁸⁵ and further information on student numbers per collaboration is available on SharePoint.¹⁸⁶

7.2.2 While the focus is very clearly on **Internationalisation**, the University maintains four well-established and long-standing UK-based validation partnerships and validates programmes offered by: Glasgow School of Art, Scotland's Rural College¹⁸⁷, the Edinburgh Theological Seminary¹⁸⁸ and Christie's Education.

7.2.3 The University has adopted a more systematic and considered approach to the expansion of collaborative provision and has selected a number of types of collaboration which will meet its aims. This approach has been selected as low-risk, but not unambitious.¹⁸⁹ The University is primarily growing jointly delivered programmes, joint or double/multiple degrees (taught and research), articulation agreements and distance/ offshore delivery (transnational education). The University has stated that it will not enter into franchise or validation agreements with overseas partners and will not extend validated provision in the UK beyond our existing partners.

¹⁸⁵ Collaborative Partners: www.gla.ac.uk/services/academiccollaborations/currentpartners/

¹⁸⁶ Collaborative Student Numbers: <http://goo.gl/sfpi55>

¹⁸⁷ Formed in 2012 from a merger between the Scottish Agricultural College and 3 rural FE colleges

¹⁸⁸ Formerly, the Free Church College

¹⁸⁹ The approach is identified as low-risk as it focuses on: developing partnerships with well-established partners with demonstrable success in delivering high-quality and maintaining standards; delivery of programmes via e-learning; and development of specialist 'off-shore' schools offering a limited range of programmes in niche and/or cognate disciplines (e.g. Graduate School)

7.2.4 The majority of students on collaborative provision are on transnational education programmes and validated programmes. This represents a significant development for the University since ELIR 2. From January 2014 eight degree programmes across three partners will be provided on a transnational education basis. The three partnerships are: Singapore Institute of Technology¹⁹⁰ for the award of programmes in Engineering and (from 2013) Computing Science; University of Electronic Science and Technology of China¹⁹¹ for the award of programmes in Engineering; and Majan University College, Oman for programmes through the School of Education.

7.2.5 These developments preceded but informed the development of the University's Transnational Education Strategy which was approved in April 2013. The Strategy codified, and set in a strategic context, a set of principles and processes which had developed organically during the initial development period. The Strategy outlines the aims of the Transnational Education as:

to grow delivery of sustainable, high quality learning opportunities and learning environments with a small number of **international** partners as a platform for:

- enhancing our global reach and reputation
- growing and diversifying our student community and
- improving our research capability and extending our research capacity

7.2.6 The University considers transnational education to be a necessary, and desirable, step in continuing to provide an excellent student experience, in enhancing the reputation of the University **internationally** through strategic partnerships and in meeting **Internationalisation** objectives and **international** student recruitment.

7.3 Progress

7.3.1 Progress against **Internationalisation** and collaborative provision aims can be measured in a number of ways: quantitatively we can assess the number of programmes we are delivering with partners and monitor the increased number of partnerships. The broader aims are longer term and require more qualitative measurement: delivering an excellent student experience based upon our expertise and that of our partner institutions; developing the University of Glasgow reputation **internationally**; and increasing recruitment of **international** students to the University of Glasgow through the reputation-building.

7.3.2 Quantitatively the University has grown the number of students on transnational education programmes from 0 in 2011 to 350 in 2012-13 and is projecting to increase this to 1560 by 2018-19. The Transnational Education Strategy details the basis for these projections.¹⁹²

7.3.3 During the period since ELIR 2, the number of students on validated provision has also increased from 1741 in 2009 to 2401 in 2012.

¹⁹⁰ University of Glasgow Singapore - www.gla.ac.uk/courses/singapore/

¹⁹¹ UESTC and School of Engineering Partnership - www.gla.ac.uk/schools/engineering/uestc/

¹⁹² Transnational Education Strategy:

www.gla.ac.uk/services/planning/campus/furtherplanninginformation/strategicplanning/tne/

7.4 Supporting Structures

7.4.1 Support for collaborative provision is provided largely through two administrative teams: **International** Affairs, based in the Recruitment and **International** Office, and the Academic Collaborations Office. Since ELIR 2, the supporting structures for **Internationalisation** have expanded and, more recently, it has also been agreed to expand the support for collaborative provision. The Academic Collaborations Office was established in October 2013, as an expansion of the Collaborations Unit that was based within Senate Office, with a commitment to increase staff resourcing¹⁹³ to:

- provide guidance and support to University staff on the development of academic collaborations and the enhancement of existing collaborations and partnerships in line with the University's strategic plan, Glasgow 2020, and associated strategies
- ensure that arrangements are in place for the effective management of academic collaborations, including procedures for the maintenance of academic standards and the assurance and enhancement of the student learning experience, for all awards issued in the University's name and delivered in collaboration with a partner.
- directly manage the University's validation arrangements with its four UK-based partners

7.4.2 The Academic Collaborations Office works closely with the Senate Office, with the latter's role in academic standards and quality across all provision, and **International** Affairs with its responsibilities for, inter alia, evolving and measuring progress with the **Internationalisation** Strategy; developing and administering internal systems for **Internationalisation** (committees, infrastructure etc); advising staff on **international** strategic partnerships and **international** affairs; and coordinating, supporting and evolving Glasgow's participation in **international** partnerships and networks.

7.4.3 Staff in **International** Affairs and the Academic Collaborations Office also work closely with **International** Officers in Recruitment **International** Office, **International** Deans, College **International** Leads and College **International**/ Business Development Managers.

7.4.4 The University has identified a need to review the governance structures for collaborative oversight. At the time the committee structure for supporting collaborations and partnerships was developed it was fit for the needs at that time, but as Schools, Institutes and Colleges have responded to the **Internationalisation** Strategy and the University's portfolio of collaborative provision has increased and experience has grown, it is opportune to review the current structures for ongoing fitness for purpose and a streamlined approach. The quality assurance procedures for academic collaborations (including the approval process) are the responsibility of Senate; Court has responsibility for agreeing any significant financial/ resource implications. Senate receives recommendations from Education Policy and Strategy Committee or the Research Planning and Strategy Committee in relation to academic collaborations, which in turn receives recommendations from the Collaborations Group (a sub-group of the Senior Management Group (SMG)). The Collaborations Group undertakes the main scrutiny of proposals on behalf of Senate (and Court). This is comparable with the role of Programme Approval Groups of the Academic Standards

¹⁹³ At the time of writing, processes for appointment of an additional 2.5FTE were underway.

Committee in the approval of new or amended degree programmes. The Transnational Education Advisory Group, a sub-group of the **Internationalisation** Steering Group, has been established to, inter alia, provide advice and help guide the development of Transnational Education proposals based on emerging best practice and experience. It does not have a role in approving these proposals. In 2012-13, an annual report for Senate¹⁹⁴ on the portfolio of **international** collaborative provision was introduced to keep Senate informed.

7.4.5 The review of the governance is awaiting the appointment of a Vice Principal (**International**) and the realisation of increased resources in the Academic Collaborations Office to allow for staff support to consider development in this area.

ii. Securing academic standards of collaborative provision

7.4.6 Collaborative provision is governed by the Framework for Academic Collaboration and by the Code of Practice for Validated Provision. The expectations and requirements for managing and supporting academic collaborations are built on long-standing practices and expectations for all University of Glasgow programmes, and on our experience of UK-based collaborations, and builds on the suite of quality management processes identified in Section 5 and included in the Academic Quality Framework. The Framework for Academic Collaboration also sets out comprehensively the various requirements for the different forms of collaboration. Given the distinctive nature of the University's collaborative arrangements, different structures are in place for their management and oversight.

7.4.7 As noted in 7.2.3, the University's strategic approach to developing collaborations is identified as a 'low risk model' allowing the University to meet its strategic aims without endangering academic standards, reputation or finance.

7.4.8 In April 2011, we introduced risk assessment as a requirement of the approval process¹⁹⁵. A proforma and checklist were also developed to support due diligence enquiries, again a requirement of the approval process. Details of both procedures are provided on the Academic Collaborations Office website.¹⁹⁶ The procedures, however, have a 'one size fits all' approach and are not necessarily proportionate to the volume, complexity and nature of the activity, and the partner involved, as recommended by QAA Quality Code, Chapter B10. Consequently, a review is planned¹⁹⁷ which will also embrace the timing of due diligence enquiries and the ongoing management of risk. These actions will also address recommendations from an internal audit of the management of joint programmes conducted in September 2013 which recommended the development of a risk register, to be monitored on an ongoing basis.

7.4.9 The second element of risk and standards management comes in the selection of partners. In order to achieve the University's aims set out in the **Internationalisation** Strategy, the University sets out to grow or establish our presence in key regions and develop long-term partnerships. Achieving this requires Schools and Colleges to partner with well-established, well-respected

¹⁹⁴ Senate April 2013 – SEN 12/045 - <https://frontdoor.spa.gla.ac.uk/commdoc/senate/SEN/Papers/SEN12045.pdf>

¹⁹⁵ ASC April 2011 – ASC 10/52 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Agenda/agenda_2011-04-20.htm

¹⁹⁶ Academic Collaborations Office – Preparation - www.gla.ac.uk/services/academiccollaborations/preparation/

¹⁹⁷ ASC November 2013 in relation to Chapter B10 - https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Papers/asc1337_Cover_Sheet_2013-11-15.htm

institutions that demonstrate high academic standards and quality. The selection of partner allows, through due diligence, systematic assurance of the ability for the partner to meet the high expectations the University of Glasgow has in these respects.

- 7.4.10 As with all University provision, use is made of key external reference points such as the Scottish Credit and Qualification Framework, its level descriptors and QAA Subject Benchmark Statements for the setting and assurance of standards of collaborative and validated provision. Professional, Statutory and Regulatory body requirements also provide important reference points.
- 7.4.11 All collaborative and validated provision is subject to robust approval processes. The requirements for approval are dependent upon the type of provision being proposed. The specific requirements are detailed on the Academic Collaborations website.¹⁹⁸ Collaborative proposals are also required to confirm their compliance with the appropriate Generic Regulations, subject to agreed departures due to local structures and circumstances.
- 7.4.12 Responsibilities for securing academic standards of collaborative provision lies with the relevant School or Institute.¹⁹⁹ Where possible, Schools or Institutes seek to compare the levels of relative achievement of the cohort studying on a collaborative programme with that studying on a programme at the home campus. This comparative exercise assists in confirming that our students receive equivalent learning experiences across our provision, regardless of delivery method or location. The ongoing monitoring and review of quality is detailed in 7.5 and 7.6.
- 7.4.13 The University has established thresholds for the minimum amount of study/research to be carried out at the University²⁰⁰ that is required of a student in a joint or double/multiple degree arrangement in order to receive an award of the University (whether taught or by research). We identified, through our routine scrutiny processes, a concern over the level of contribution of a partner to a double degree arrangement in 2012-13. In response, we are developing a policy on the minimum threshold for the input of a partner for the award of a joint or double/multiple degree. It is believed that the University will be at the forefront of establishing such a policy. Research undertaken to establish practice at other institutions revealed that no institution had a policy or formal guidance on this matter.
- 7.4.14 Validation partners have adopted the University Code of Assessment and its supporting guidance. The scheme of assessment is approved as part of the validation process. The assessment regulations for collaborative provision depend on the nature of the collaboration. For example, in the case of a joint degree, the regulations of the administering institution normally apply. The scheme of assessment is approved as part of the programme approval process and Memorandum of Agreement specifies the regulatory arrangements. These measures facilitate the maintenance of academic standards and equitable treatment of students.
- 7.4.15 All validated and collaborative provision is overseen by External Examiners, appointed on the same basis as University provision. For validated provision, the procedures for the approval of

¹⁹⁸ Academic Collaborations Office – Approval: www.gla.ac.uk/services/academiccollaborations/approval/

¹⁹⁹ This does not apply to validated provision

²⁰⁰ ASC October 2012 – ASC/12/08 -

https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Papers/asc1208_Cover_Sheet_2012-10-05.htm

nominations and the consideration of reports and any necessary follow-up differ depending on the level of delegated responsibility. This helps ensure the maintenance of academic standards.

- 7.4.16 Staff development and support is also provided for new staff appointed to deliver transnational education. Newly appointed staff undertake the Postgraduate Certificate in Learning and Teaching in Higher Education provided by the Academic Development Unit as a distance learning programme.

7.5 *Assuring and Enhancing Quality of Collaborative Provision*

- 7.5.1 The majority of collaboration provision is quality assured and enhanced through the standard University quality management processes - i.e., annual monitoring, periodic subject review, external examining - and is reviewed alongside non-collaborative provision. This reinforces the view that collaborative provision is an integral element of University provision and as such Schools and Colleges have the same responsibility for it as they have with their other provision. There is evidence of the efficacy of this embedded approach demonstrated through the provision of programmes at University of Glasgow Singapore. This embedded approach does, however, mean there is a more limited oversight specifically for collaborative provision. The review of collaborations governance will consider this to determine to what extent the quality and standards of collaborative provision should be embedded in existing processes and structures and to what extent there needs to be distinct oversight to ensure risks and quality are well-managed.
- 7.5.2 In addition to embedded monitoring and review through standard quality management processes, a number of collaboration types are overseen by specific processes.
- 7.5.3 As highlighted on the Academic Collaborations Office web pages²⁰¹, various types of collaborative arrangement require a 'Year 1 Review'. These reviews are conducted by the relevant College fifteen to eighteen months after the first cohort is admitted. The purpose of these reviews is to monitor at an early stage and be confident that the collaboration agreements and collaborative programmes are being managed and delivered as intended. The report from the review is submitted by the College to the Academic Standards Committee for consideration along with responses from the College or the partner organisation for actions to be taken to resolve any issues identified. To date, one review has been conducted by the College of Science and Engineering for the BEng in Mechatronics and BEng in Mechanical Design Engineering delivered in partnership with Singapore Institute of Technology. As this is the first Year 1 Review, the College has been asked to provide feedback on the process.
- 7.5.4 Collaborative arrangements are normally overseen by a Joint Management Board²⁰², which has a standard remit and composition, and is responsible for reviewing outputs from the standard University quality assurance and enhancement processes and reporting annually to Academic Standards Committee (through the relevant College Learning and Teaching Committee.) This is a hybrid approach, utilising embedded quality processes but providing specific oversight for specific types of collaborative arrangements. The internal audit report of September 2013 stated 'adequate

²⁰¹ Academic Collaborations Office – Year 1 Review:

www.gla.ac.uk/services/academiccollaborations/implementationmonitoringreview/#tabs=1

²⁰² Academic Collaborations Office – Joint Management Board:

www.gla.ac.uk/services/academiccollaborations/implementationmonitoringreview/#tabs=2

arrangements are in place',²⁰³ but found that the Joint Management Board for two joint programmes had not produced minutes or provided an annual report to Academic Standards Committee. In response to the recommendation, the Academic Collaborations Office agreed to increase the monitoring of Annual Reports from Joint Boards.

7.5.5 Partnership review²⁰⁴ has been introduced for collaborative provision since ELIR 2. No reviews have yet been undertaken but two validated institutions will be subject to reviews in session 2013-14.

7.6 Assuring and Enhancing Quality for Validated Institutions

7.6.1 The University has two types of formal institutional partnership with validated institutions: 'accredited'²⁰⁵ and 'associated'²⁰⁶ relationships determined by different levels of delegation, which are set out in the Code of Practice for Validated Provision.²⁰⁷ Very similar structures are in place for the management and oversight of the University's validation arrangements to those outlined above.

7.6.2 The assurance and enhancement of quality at validated institutions is achieved largely through three mechanisms:

- Joint Liaison Committees (accredited institutions) and Joint Management Boards (associated institutions)
- quality management processes alignment with the University of Glasgow processes
- Annual Reports to Academic Standards Committee

7.6.3 Joint Liaison Committees and Joint Management Boards meet annually and biannually, respectively. The Committee and Board are a formal requirement which sits above the day-to-day contact between University and validated institution staff and interim meetings that normally include the senior management of both institutions. The combination of informality and formality allow for regular support and sharing of information and of ensuring compliance with policy or quality management processes.

7.6.4 Validated institutions are required to operate quality management procedures which align with those of the University. This approach encourages compliance with standard University of Glasgow processes, but is not inflexible and, where local requirements necessitate a divergence of approach, this will be approved by Academic Standards Committee.

7.6.5 The Annual Report from validated institutions to Academic Standards Committee is a key element in the monitoring of standards and in the assurance of quality. In October 2012, we revised the report structure to place an increased emphasis on self-reflection and the critical evaluation of the operation of validated programmes and the learning experience of students. This has resulted in a more streamlined and focused report which has produced more useful discussions at Liaison Committee and Joint Board meetings. The introduction of an annual briefing for University

²⁰³ Joint Programme Management Audit 2013: <http://goo.gl/E1WH2W>

²⁰⁴ ASC April 2011 – ASC/10/52 - <https://frontdoor.spa.gla.ac.uk/commdoc/senate/ASC/Papers/asc1052.pdf>

²⁰⁵ Glasgow School of Art and Scotland's Rural College: both are Higher Education Institutions in their own right, with direct responsibility to the Scottish Funding Council and the Quality Assurance Agency

²⁰⁶ Christies Education, London and the Edinburgh Theological Seminary

²⁰⁷ Code of Practice for Validated Provision: www.gla.ac.uk/services/academiccollaborations/typesofcollaboration/validation/

representatives on Joint Committees/Boards has also enhanced the process with greater engagement and enhanced interactions between the partners.

7.7 *Promoting equality of opportunity*

- 7.7.1 As outlined in 2.1.11 and 3.2, the University is aware of and is committed to meeting equality and diversity obligations and providing a supportive environment for staff and students; this commitment extends to our obligations to students on collaborative programmes. Schools, Institutes and Colleges are required to review a partner's ability to support equality and diversity as a part of the due diligence and to ensure that sufficient regulatory frameworks and policies and practices are in place to support students with protected characteristics while being conscious of, and respectful to, distinguishing cultural and legislative features. The Framework for Academic Collaborations identifies the challenges that can be faced when developing collaborations with **international** partners who work within a different legislative framework from the United Kingdom. Schools, Institutes and Colleges are required to bear these equality and diversity challenges in mind when considering a new partner and in undertaking due diligence. Issues have been raised and discussed in consultative and decision making fora when new proposals are submitted for approval and due consideration has been given to any issues raised.
- 7.7.2 To support the expansion of collaborative provision in an **international** context, the University has introduced a number of bespoke workshops and resources to support the development of staff²⁰⁸. As noted in 7.4.16, staff appointed to transnational provision (e.g. University of Glasgow Singapore) are required to undertake the distance-learning Postgraduate Certificate in Learning and Teaching in Higher Education.²⁰⁹ The University has also been working with partners²¹⁰ to develop their understanding of procedures and practices especially where their practices differ or are less developed than our own (e.g. due to different cultures, learning contexts and environments). Promoting equality of opportunity is also a key component of Liaison Committees and Joint Board meetings.

7.8 *Self Evaluation and Management of Information*

- 7.8.1 University's approach to self-evaluation is outlined in Section 6 and the principles outlined apply equally to collaborative provision. A number of actions for enhancement have been identified through critical self-reflection, seeking to improve existing policy or practices or through benchmarking with other institutions, the UK Quality Code and other external reference points. For example, staff in the Academic Collaborations Office have been funded through the Staff Mobility Fund to look into the development and management of collaborative provision in the UK and in Australia. In addition, the University held its inaugural overseas graduation in Singapore in October 2013, and sister institutions in the UK were consulted.
- 7.8.2 Implementation groups were established for the major transnational education developments in Singapore and Chengdu. There has been crossover in membership between the groups and this

²⁰⁸ Staff Development:

www.gla.ac.uk/services/humanresources/staffdevelopment/learningcoursesandresources/Internationalisation/

²⁰⁹ An equivalent distance learning programme to the Postgraduate Certificate in Academic Practice undertaken by staff at University of Glasgow main campus.

²¹⁰ Example Induction Programme held in June 2013 University of Glasgow Singapore: <http://goo.gl/gXagjS>

has assisted in sharing experiences or lessons learnt from the first development in Singapore to inform the second (and subsequent) developments. Similarly, a working group was established to prepare for the inaugural graduation ceremony in Singapore and will be holding a 'lessons learnt' meeting to reflect on changes or enhancements for the next event. These groups have included staff from across the University – from the academic disciplines, local and central administrative and managerial staff – and are good practice in collaboration within the University.

- 7.8.3 Progress is being made in improving the management information relating to collaborative provision. At present, relatively basic records are maintained and a project is underway to develop and enhance information management on academic collaborations. This will also facilitate oversight of monitoring and review by triggering key dates and actions. There is a document repository facility so key reports and papers will be stored within the same system. Work also needs to be undertaken to systematise the production of reports on student numbers on collaborative programmes through **MyCampus** and discussions have begun with the Student Lifecycle Support and Development Team. At present, the Planning and Business Intelligence Team provides these reports on request or updates are provided by the relevant College, School or Institute.
- 7.8.4 Memoranda of Agreement set out the responsibilities of each party in relation to the management of public information, including checking materials for accuracy and the correct use of the University name. Robust arrangements operate in relation to validated institutions, where it is essential for information on the relationship between the University and the institutions to be represented accurately.

iii. Enhancing the student learning experience on collaborative programmes

7.9 A Partnership Approach to Learning

- 7.9.1 The University of Glasgow sets the same expectations for the student learning experience on collaborative programmes as it does for students studying at the home campus. This section will reflect on the extent to which the University achieves these goals on collaborative provision.
- 7.9.2 The University Learning and Teaching Strategy identifies an objective to: 'build on our strong student-staff partnership to promote **student engagement** with learning and enhance student success' as an objective in the aim to deliver an 'excellent student experience'.²¹¹ This commitment applies equally to students on collaborative programmes. For example, collaborative partners are expected to engage students in decision-making structures, and to have policies in place to support student representation.
- 7.9.3 Through the pre-approval due diligence, Schools and Colleges are expected to review these practices with potential partners and seek assurances that students will be provided with similar opportunities to engage as partners. On an ongoing basis, 'it remains the responsibility of the School or Institute to ensure that the learning environment is fit for purpose'.²¹² There is evidence that in some partnerships this is being achieved to a high degree; from 2012, the SRC has delivered Student Representative Training via video conferencing for student representatives studying at

²¹¹ Learning and Teaching Strategy Objective 7

²¹² Academic Collaborations: Staff and Student Experience:
www.gla.ac.uk/services/academiccollaborations/studentstaffexperience/

University of Glasgow Singapore. This provision allowed students in Singapore to experience the same training, and therefore be provided with the same 'tools' to succeed in their representative role. In the spirit of enhancement, we are currently considering further approaches to monitoring and evidencing the partnership approach to learning at collaborative partners.

- 7.9.4 The University has enhanced the partnership approach to student learning at validated institutions following commitments made in ELIR 2: the University identified in the ELIR 2 Reflective Analysis that there was an opportunity to include students on the re/validation panels for validated institutions and this has been introduced; all Joint Liaison Committees and Joint Boards of Management for validated provision now include SRC representation (the equivalent officers from validated institutions have been members for some years); and the Annual Report now includes a specific section on the effectiveness of the Validated Institution's approach to enhancing the student learning experience. These developments have been beneficial in bringing a greater focus to the student learning experience at validated institutions, in ensuring that the student experience is considered in monitoring and review and in increasing awareness enhancements to the student learning experience in the validated institution and in the University.
- 7.9.5 The partnership approach to learning is not confined to students but has also been applied to staff. For example, a representative from the School of Engineering has joined the Glasgow School of Art Joint Liaison Committee. Glasgow School of Art and the University both have partnerships with Singapore Institute of Technology but the partnership between the School of Engineering and Singapore Institute of Technology is more advanced and we are therefore sharing information and our experience with Glasgow School of Art.
- 7.9.6 As shown in the Learning and Teaching Strategy Action Plan, work in this area is an ongoing process. At the time of writing a review was being undertaken by the Academic Collaborations Office of the management and enhancement of the student experience in validated institutions and to promote the sharing of good practice to ensure greater consistency and explicitness across the institutions.²¹³
- 7.9.7 The enhancements highlighted above have encouraged more systematic review of the student learning experience at validated institutions. Through Joint Liaison Committees and Joint Boards of Management the University provides partner institutions with guidance on approaches to **student engagement** and quality and to share good practice with them. Validated Institutions and University committee members valued the clearer format; allowing access to key information more readily which benefitted the level of interaction and constructiveness of discussion.
- iv. Effectiveness of the approach to managing collaborative activity*
- 7.9.8 The University has adopted a more strategic, more effective approach to the management of collaborative activity since ELIR 2. The strategic focus on **Internationalisation** and collaborations has also led to increased investment in the support of strategic aims. This has included increased resources for the Academic Collaborations Office to support increased scrutiny and quality

²¹³ Learning and Teaching Strategy Action Plan – Project 9 Process Improvement Action 23:
www.gla.ac.uk/services/senateoffice/policies/learningandteachingstrategy/

management in the development, monitoring and review of collaborative partnerships and a review of governance structures.

- 7.9.9 The University will continue to review the standard of student experience on collaborative provision and, pending the outcome of the audit of the student experience at validated institutions, will take forward actions as necessary to enhance the student experience and enhance the processes for reviewing the student experience at collaborative partners to ensure it meets the University expectation of equivalence with that of students at the main University campus.

Key Points

- The University is ambitious and **internationally**-aspiring with specific and general targets for **Internationalisation** through collaboration and is projecting to increase students on transnational education programmes from 350 to 1560 by 2018-19
- There are comprehensive and robust processes in place for securing academic standards and assuring the quality of collaborative and validated provision which align, where possible, with the University's Academic Quality Framework
- There is a strong ethos of self-evaluation and critical reflection for oversight and management of collaborative and validated provision
- Through positive engagement with validated institutions, a more systematic approach to enhancing the student experience has been developed
- Steps are being taken to develop more comprehensive management information relating to collaborative provision.

Conclusion

8 Conclusion

- 8.1.1 At the heart of Glasgow 2020, our Strategic Plan, is our mission to ‘undertake world-leading research and to provide an intellectually stimulating learning environment.’ This mission underpins each aspect that this Reflective Analysis has touched upon and has been the driving force for the various transformational projects, strategic priorities and activities which we have highlighted throughout. Since ELIR 2, the University has had the confidence to engage with strategic change and to set ambitious targets while continuing to advance our long-standing, rigorous approaches to the maintenance of academic standards, the enhancement of quality of learning and teaching and the provision of an excellent student experience.
- 8.1.2 The extent of strategic change is highlighted in the Key Themes of **Restructuring**, the **Student Lifecycle Project** and **Internationalisation** but it is important to recognise that a sustaining factor throughout the period since ELIR 2 has been the effectiveness of and commitment to **student engagement**. This manifests itself in many guises; from SRC involvement in senior, strategic decisions to the every-day engagement of students by lecturers and support staff in Schools, Institutes and Services. Our core values of integrity, credibility, openness and success lie at the heart of our approach to **student engagement** and are demonstrated time and again by our academic and administrative staff and by our student officers and representatives who, as highlighted throughout the Reflective Analysis, are committed to working together to provide an excellent, supportive environment and experience for our students.
- 8.1.3 The enhancements and the progress that we have made have not been without challenge and throughout the Reflective Analysis we have sought to honestly evaluate the impact – positive and negative - on staff, students and the University as a whole. The University is still on a journey that, in the period following ELIR 3, will be heavily focused on the opportunities created by the Campus Development Project. This project, whose physical dimensions are reflected in the final image of this reflective analysis, provides a unique opportunity for an expansion of our campus that takes a holistic review of our learning, teaching and research infrastructure to ensure we can accommodate the needs of learners and researchers now and in the future to support the University’s fundamental purpose: that of delivering an excellent learning experience and of contributing valuable research to culture, society and the economy.

Appendix 1: Key Themes

1 Key Themes

The Reflective Analysis highlights four ‘key themes’: **University Restructuring; Student Lifecycle Project; Internationalisation;** and **Student Engagement**. The ‘key themes’ are not primarily intended as examples of good practice, but rather as transformational projects, strategic priorities or embedded commitments that have had a significant impact on the University since ELIR 2 and which are key to the advancement and fulfilment of its strategic ambitions

1.1 Restructuring

- 1.1.1 The University embarked on the **restructuring** process in autumn 2009. Professor Anton Muscatelli, appointed as Principal and Vice Chancellor in October 2009¹, identified the strategic requirement to restructure the institution to better support the strategic aims of the University. The new structure was intended to facilitate a range of developments in student support and interdisciplinarity which would in turn support the student learning experience, better align internal structures to support research funding bids and strengthen the international focus of the institution.²
- 1.1.2 A wide ranging consultation period was undertaken throughout autumn 2009 including: engagement with Senate and Faculty Management Groups, consultation by emails and open meetings across the University (with meetings specifically for students). This feedback helped determine the composition of the Colleges, Schools and Research Institutes.³ In line with the aim of increasing interdisciplinary research, two Research Institutes cross College boundaries.⁴
- 1.1.3 **Restructuring** was ‘a challenging and difficult year for many staff’⁵. As with all major changes of this type in a large organisation, there were some staff who did not welcome change and others who found engaging with the change process itself difficult. Previously independent units were brought together and had to develop sometimes new patterns of relationships and new ways of performing their jobs. The challenges for staff were in some instances accompanied by poor communication and led to them feeling disaffected. The Year 1 **Restructuring** Review also acknowledged the difficulties for staff from the amount of change in a short period of time. The absence of appreciable impact on the student experience, as measured through the National Student Survey, is testament to the commitment from staff to maintain the quality of the student experience.
- 1.1.4 A significant benefit of **restructuring**, highlighted through preparatory meetings for ELIR with staff, was the development of common structures and common terminology across Colleges and the commitment to supporting key activities through the appointment of thematic academic leads at College-level. Investments made to strengthen strategic leadership at College-level through the appointment of thematic Deans of learning and teaching, graduate studies and research reflects the University commitment to these areas and has enhanced intra- and inter-College working and

¹ Professor Muscatelli had previously held the roles of Dean of Faculty of Social Science (2000-2004) and Vice Principal (Strategy, Budget and Advancement) (2004-2007)

² Senate October 2010 – SEN 10/003 - <https://frontdoor.spa.gla.ac.uk/commdoc/senate/SEN/Papers/SEN10003.pdf>

³ Appendix 4: <http://goo.gl/S1XkgE>

⁴ The Institute of Neuroscience and Psychology is shared by Colleges of Medical, Veterinary and Life Sciences and Science and Engineering. The Institute of Health and Wellbeing is shared by Colleges of Medical, Veterinary and Life Science and Social Science

⁵ Senate January 2012 – SEN 11/017 - <https://frontdoor.spa.gla.ac.uk/commdoc/senate/SEN/Papers/SEN11017.pdf>

allowed development of clear strategies in each area.⁶ The Deans are charged with leading within their College and engaging School representatives in strategic decision making and consultation on key University policies.

1.1.5 In response to expected reductions in overall funding in 2011 and unrelated to **restructuring**, the University entered a period of cost-reduction activity. This was a difficult period for the University during which the benefits of the ongoing **Restructuring** process were potentially threatened by conflation with cost-reduction. The cost-reduction exercise took two distinct avenues to ensure future sustainability: a period of voluntary severance and early retirement and a ‘reshaping’ exercise, reviewing the academic make-up of the University, considering topics such as key areas of strength, priority areas for investment and provision that did not fit the University’s strategic direction. The exercise was extremely challenging for staff but was ultimately successful in reducing costs and therefore protecting the University’s financial health. It was implemented strategically with consideration given to the potential impact on staff and student experience and quality and standards from any severance.

1.2 *Student Lifecycle Project*

1.2.1 A strategic review of the University student records system was undertaken in 2007 with the aim of creating a comprehensive system that not only enabled effective student record keeping, but that provided better quality and greater volumes of student and programme related information. The impetus for the **Student Lifecycle Project** was a recognition by the University’s Senior Management Group in 2007, that:

- Maintenance of an internally developed system required reliance on a small number of highly experience and knowledgeable internal colleagues
- Glasgow was one of the last two remaining Russell Group comparators to maintain an internally developed system
- The purchase of a third-party system could facilitate a more efficient end-to-end processing for the student lifecycle⁷

1.2.2 The project was launched in 2008 with a number of strategically-aligned aims including: to support recruitment, retention, delivery of student-centred services and enhanced management information. A driving feature of the Project was to empower students to have greater control over their learning and teaching and to have access to greater information through a self-service portal. The phased approach to implementation followed from summer 2011.

1.2.3 Students were involved throughout the planning, implementation and review phases of the project and at strategic and operational levels. The SRC President was involved in an initial scoping exercise and was also a member of the Project Board. An experienced student representative was also recruited to join the Project Implementation Team. They developed and implemented a **student engagement** strategy including providing day-to-day input to decisions, engaging a small

⁶ Deans of Learning and Teaching, Graduate Studies and Research were appointed as 0.5FTE buy-out.

⁷ Rationale for Student Lifecycle Project: <http://goo.gl/j5VnPf>

group of students in the initial consultation phase and latterly coordinating student testing and communications.

- 1.2.4 The implementation of **MyCampus**, the selected student information system, proved to be challenging in a number of ways for staff and students across the University. Senate noted that there had been ‘severe difficulties’ that had impacted on the student experience and that had led to increased pressure on staff to provide advice and guidance much above their usual working hours.⁸ As a consequence, the Vice-Principal (Learning and Teaching) led a Lessons Learned Review⁹ in September 2011, to consider the initial implementation and make recommendations for ongoing implementation and enhancement. This exercise involved University-wide engagement with students and staff to capture a range of perspectives and considerations. The Review made recommendations on, inter alia, user interface, communications, data quality and training and support. A further consultation was undertaken in 2012 following registration and enrolment to assess the extent to which improvements had been realised.¹⁰ The Review noted “There is a general appreciation that Registration and Enrolment was much improved this year from last. However, many students and staff have identified continuing difficulties with **MyCampus** and/or have made suggestions for improvements.”¹¹
- 1.2.5 A **MyCampus** Benefits Realisation exercise in 2013 highlighted that, while implementation in 2011 and use in 2012 were demanding, areas of the University were beginning to realise the benefits provided by a single unified source of data with increased functionality. The project was found to have made significant progress against all aims while recognising additional work was still required to fully realise a number of the benefits. The paper particularly highlighted the importance of implementing revised processes in order to fully realise the benefits.¹² An ongoing challenge in relation to **MyCampus** is to overcome the negative perceptions of the system that developed during its testing implementation.

1.3 *Internationalisation*

- 1.3.1 Our international ambitions and success have strengthened yet further since ELIR 2, as articulated in the **Internationalisation** Strategy¹³ approved in April 2010. **Internationalisation** is embedded in the University’s strategic approach; with ‘global reach’ identified as one of the three themes of our Strategic Plan Glasgow 2020.
- 1.3.2 Progress with the **Internationalisation** Strategy was reviewed in February 2012. The Review recognised a range of key achievements:
- Glasgow ranked 1st in the UK for student satisfaction in the 2011 International Student Barometer

⁸ Senate - December 2011- https://frontdoor.spa.gla.ac.uk/commdoc/senate/SEN/Minutes/minutes_2012-01-16.htm

⁹ Lessons Learned Review 2011 - <http://goo.gl/95qIQK>

¹⁰ Registration and Enrolment Review 2012: <http://goo.gl/bJkiac>

¹¹ Registration and Enrolment Review 2012: <http://goo.gl/bJkiac>

¹² MyCampus Benefits Realisation Review 2013: <http://goo.gl/Op7qOL>

¹³ Internationalisation Strategy: www.gla.ac.uk/about/internationalisation/ourpriorities/internationalisationstrategy/

- A significant increase in the international (non-EU) student population, particularly international PGT numbers, and on course to achieve the 3,550 FTE target by 2014-15. (Reflective Analysis 3.1.2)
- The University's first major transnational education venture was launched in March 2011 with the Singapore Institute of Technology (SIT), delivering joint engineering programmes to 104 students at Ngee Ann Polytechnic in Singapore (Reflective Analysis 7.2.4)

1.3.3 The Review also established stretching ambitions for 2012-2015 that demonstrate the University's commitment to continual enhancement including:

- Maintaining high levels of student satisfaction with the UoG experience
- Diversification of the international student community
- Increasing our Transnational Education portfolio with projected registrations of 650+ students by 2015
- Increasing opportunities for both student and staff mobility
- Achieving student recruitment growth targets for all Colleges while consolidating the current cohort levels in the Adam Smith Business School and from China (Reflective Analysis 3.1.4)

1.3.4 The Senior Management Group member with responsibility for **Internationalisation**¹⁴ is supported by International Deans with responsibility for international regions, dedicated College International Leads and Business Development Managers based in Colleges and the International Office (including Recruitment and Conversion Officers based in Colleges). The Academic Collaborations Office¹⁵ also provides guidance and support to senior management and to Schools, Institutes and Colleges.

1.3.5 A significant aspect of our **Internationalisation** progress, and a growing priority for the University, is the development of Transnational Education programmes, the strategy for which was approved by Senate in April 2013. The Strategy recognises:

Transnational education gives us the opportunity to grow/ establish our presence in a region, access students that we would otherwise not reach, thus spreading our international student recruitment risk, link up with industry in new markets, provide mobility opportunities for our student community and support HE capacity building thus seeding long-term partnerships for the future.

1.3.6 This area of activity demonstrates significant progress since the ELIR 2. The ELIR 2 Case Study '**Internationalisation: Partnership Development**' outlined the beginning of a more strategic approach towards realising the University's **Internationalisation** goals through partnership development. The establishment of the Academic Collaborations Office has been an important facilitative step in supporting the development, approval, monitoring and review of transnational educational partnerships and, as discussed in section 7.4.4-7.4.5 of the Reflective Analysis,

¹⁴ Internationalisation was led by the Senior Vice-Principal Professor Andrea Nolan until her departure in June 2013. A Vice Principal (International) will be appointed in 2013-14. In the interim the Principal, Professor Anton Muscatelli, has taken lead responsibility.

¹⁵ Formerly the Collaborations Unit in the Senate Office. The Academic Collaborations Office is discussed more fully in Section 7 of the Reflective Analysis.

providing support for the review of operational and strategic governance of international developments.

- 1.3.7 The **Internationalisation** Strategy identifies targets of 1560 students studying on collaborative partnerships delivered wholly out with the UK by 2018-19, being led primarily by the Colleges of Science and Engineering and Social Sciences; the former, at present, has the most established partnerships.

1.4 *Student Engagement*

- 1.4.1 The University is committed to **student engagement** and actively seeks to engage the broad community of students effectively across all deliberative and decision making processes as key stakeholders. Glasgow 2020 articulates this priority: ‘Our commitment to **student engagement** at the University of Glasgow is longstanding. Almost all our internal decision-making bodies have student representatives, and we use student surveys to help enhance their experiences here.’¹⁶
- 1.4.2 A fundamental element of **student engagement** is the relationship between the University and the Students’ Representative Council (SRC) and since ELIR 2, this relationship has been further consolidated as a working partnership as articulated by the SRC in its Strategic Plan: ‘The strategy of GUSRC [...] is both complementary and supportive of the University’s aims, whilst retaining the organisation’s independent status and role as critical friend of the University.’¹⁷
- 1.4.3 **Student engagement** is highlighted as a key theme not because there have been major changes in the modes and patterns of engagement during the ELIR period but instead because **student engagement** has been an omnipresent feature that pervades the activity described and reflected upon within the Reflective Analysis. This is not to say that the partnership has remained static throughout the period and it continues to develop and deepen; the leading role students have played in the evolution of the Student Voice online presence is an example of this (Reflective Analysis 3.5.8-12). The progression in the partnership can be also demonstrated in physical form through two significant projects: the development of the Gilchrist Postgraduate Club (Reflective Analysis 3.6.14) and the creation of a University Welcome Point. These two activities have been investments in the student experience largely shaped by the SRC and have furthered the strong relationship between the two bodies.
- 1.4.4 The University has an ethos of listening to and responding to the student voice. This extends to all aspects of learning and enhancement of the student experience. In moving forward, a continued deepening of our partnership with the student body will ensure that the University’s practices, policies and procedures properly reflect the student perspective.

1.5 *The Future – Campus Developments*

- 1.5.1 We are in the early stages of the most significant campus development since the University moved from the city centre to the Gilmorehill Campus in the 1870s. The University is taking ownership of c.14 acres of land currently occupied by the Western Infirmary, which will be vacated in 2015, and

¹⁶ Glasgow 2020: A Global Vision: glasgow.ac.uk/about

¹⁷ SRC Strategic Plan 2011-2015, Welcome: glasgowstudent.net/about/strategic-plan/

will begin an ambitious expansion and reshaping of the main Campus. This is providing the opportunity for a review of the entire estate to consider: the current and future learning and teaching requirements; increased diversity of the student body and the suitability of the existing provision; and future developments to support increased student numbers. The development of the Campus will be overseen by an Advisory Board including the Senior Vice-Principal, Vice-Principals for Learning and Teaching, Research and Enterprise, Clerk of Senate and SRC President. A detailed programme of consultations at each key phase of development is underway.¹⁸ The composition of the Board is intended to facilitate a holistic review of the estate and its purpose in the life and ambitions of the University rather than a more limited review of the physical entity

¹⁸Campus Development: www.gla.ac.uk/about/campusdevelopment/

Appendix 2: Preparations for ELIR

1 Preparations for ELIR 3

- 1.1.1 The preparations for ELIR 3 were overseen by a Steering Committee¹ drawing on staff and students from across the University.
- 1.1.2 Following ELIR 2, the University adopted a unified and strategic approach to monitoring enhancement and developments. The Learning and Teaching Strategy Action Plan² monitors and encourages ongoing enhancement of projects identified through the Learning and Teaching Strategy, University self-reflection (e.g. ELIR 2 Reflective Analysis) and external input (e.g. ELIR 2 Report, internal audit exercises). Project leaders were identified across the University at the outset and were invited to provide an annual (initially six monthly) update on progress. The proforma was designed to encourage establishment of metrics for measuring success and facilitate reflection. In the development of the Reflective Analysis for ELIR 3, the most recent annual updates in summer 2013 supported the assessment of enhancement.
- 1.1.3 In addition to established regular and periodic interactions, the University adopted a four-streamed approach to engaging students in the ELIR preparation process: an open focus group (called 'Pizza and Points of View'³); interviews with SRC Council and, subsequently, SRC Sabbatical Officers; and a student 'sounding board'. The last of these comprised three experienced Student Reviewers who had undertaken Periodic Subject Review and further training and provided a critique of the Reflective Analysis.
- 1.1.4 The University believes that the inclusion of students in the initial stages of Reflective Analysis development ensured that from the outset students' issues and the student learning experience underpinned the drafting of the document. The involvement of SRC Sabbatical Officers and the student sounding board in the reviewing and editing of the Reflective Analysis supported the development of a broad-based view.
- 1.1.5 Staff were involved systematically throughout the ELIR preparations. Over forty staff were involved in initial scoping discussions to shape the outline of the Reflective Analysis. A range of staff were involved in its development and editing. To ensure the Reflective Analysis accurately represented the learning and teaching ethos of the University, a draft was published on the staff portal (MyGlasgow) in September 2013 and staff were invited to provide their written comments. Finally, draft versions were submitted to relevant committees, the University Court and Senate. In order to benefit from externality, the Reflective Analysis and associated documentation was reviewed by three experienced colleagues from the Higher Education sector.
- 1.1.6 In view of the phasing of scheduled meetings and the submission date for the Reflective Analysis, Senate formally delegated responsibility to the Education Policy and Strategy Committee to approve the Reflective Analysis and associated documentation on its behalf. The Committee approved the documentation at its meeting on 27 November 2013.

¹ ELIR 3 Information: www.gla.ac.uk/services/senateoffice/gea/enhancement-ledinstitutionalreview/

² Learning and Teaching Strategy Action Plan: www.gla.ac.uk/services/senateoffice/policies/learningandteachingstrategy/

³ Pizza and Points of View Overview: <http://goo.gl/acPts1>

Appendix 3: University Governance and Committee Structure

1 University governance and committee structure

- 1.1.1 The University governance structure is provided for through legislation which determines the key roles, committees and functions. The Principal and Vice Chancellor, Professor Anton Muscatelli, is regarded as having Chief Executive functions, responsible for the oversight of management of the University. The Principal is supported by the Senior Management Group. The composition of Senior Management Group is outlined in Appendix 7¹.
- 1.1.2 The University Court² is the governing body of the University. The Court has responsibility for the administration and management of the whole revenue and property of the University, the amendment of the composition, powers and functions of bodies in the University and the creation of new bodies. It also has responsibility for the review of decisions of Senate, and, on the recommendation of Senate, the regulation of degrees and admission and discipline of students, and is involved in the development of, and ultimately approves, the University's strategic plan.
- 1.1.3 Senate³ is the senior academic body of the University of Glasgow, responsible for the maintenance of the University's academic standards. Its role is defined in legislation as 'to regulate and superintend the teaching and discipline of the University' and 'to promote research'. In doing so, Senate has oversight of programme approval, education policy and strategy, student appeals, conduct and complaints and the student experience.
- 1.1.4 The approach to Governance is considered in detail in the Guide to Governance⁴ produced in 2013. Both Court and Senate are supported in their work through a number of sub-committees. The Court and Senate committee structure are provided in Appendices 5⁵ and 6⁶, respectively, and information on remit, composition and membership for Court Committees are available on the Court Office website⁷ and for Senate Committees on the Senate Office website.⁸

¹ Appendix 7: <http://goo.gl/iY9Qjb>

² University Court: www.gla.ac.uk/services/courtoffice/universitycourtandcourtmeetings/

³ Senate: www.gla.ac.uk/services/senateoffice/senateandcommittees/

⁴ Guide to Governance: www.gla.ac.uk/services/senateoffice/senateandcommittees/

⁵ Appendix 5: <http://goo.gl/BT9Bwr>

⁶ Appendix 6: <http://goo.gl/BiMkYV>

⁷ University Court: www.gla.ac.uk/services/courtoffice/universitycourtandcourtmeetings/

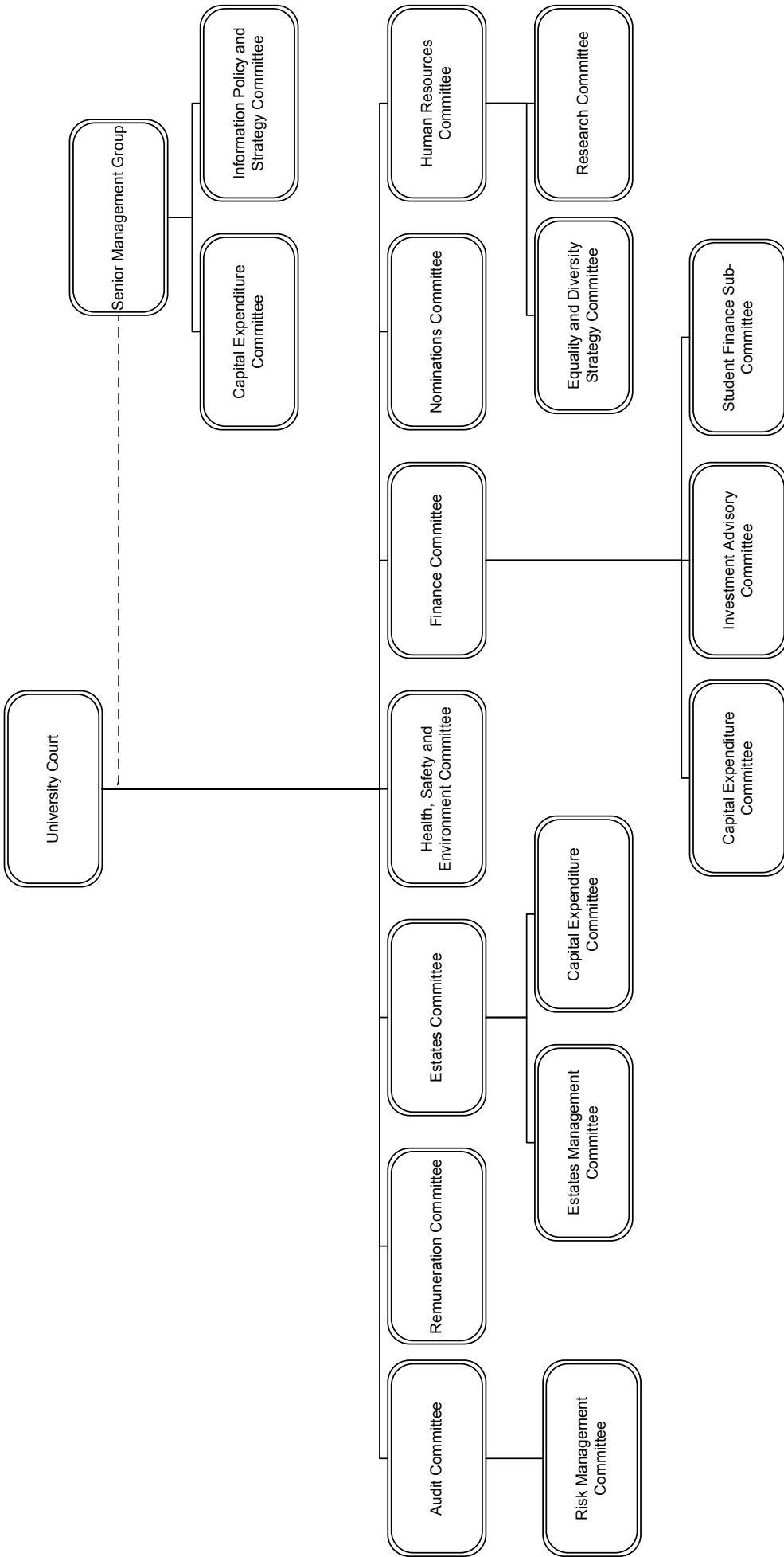
⁸ Senate: www.gla.ac.uk/services/senateoffice/senateandcommittees/

Appendix 4: Academic Structure

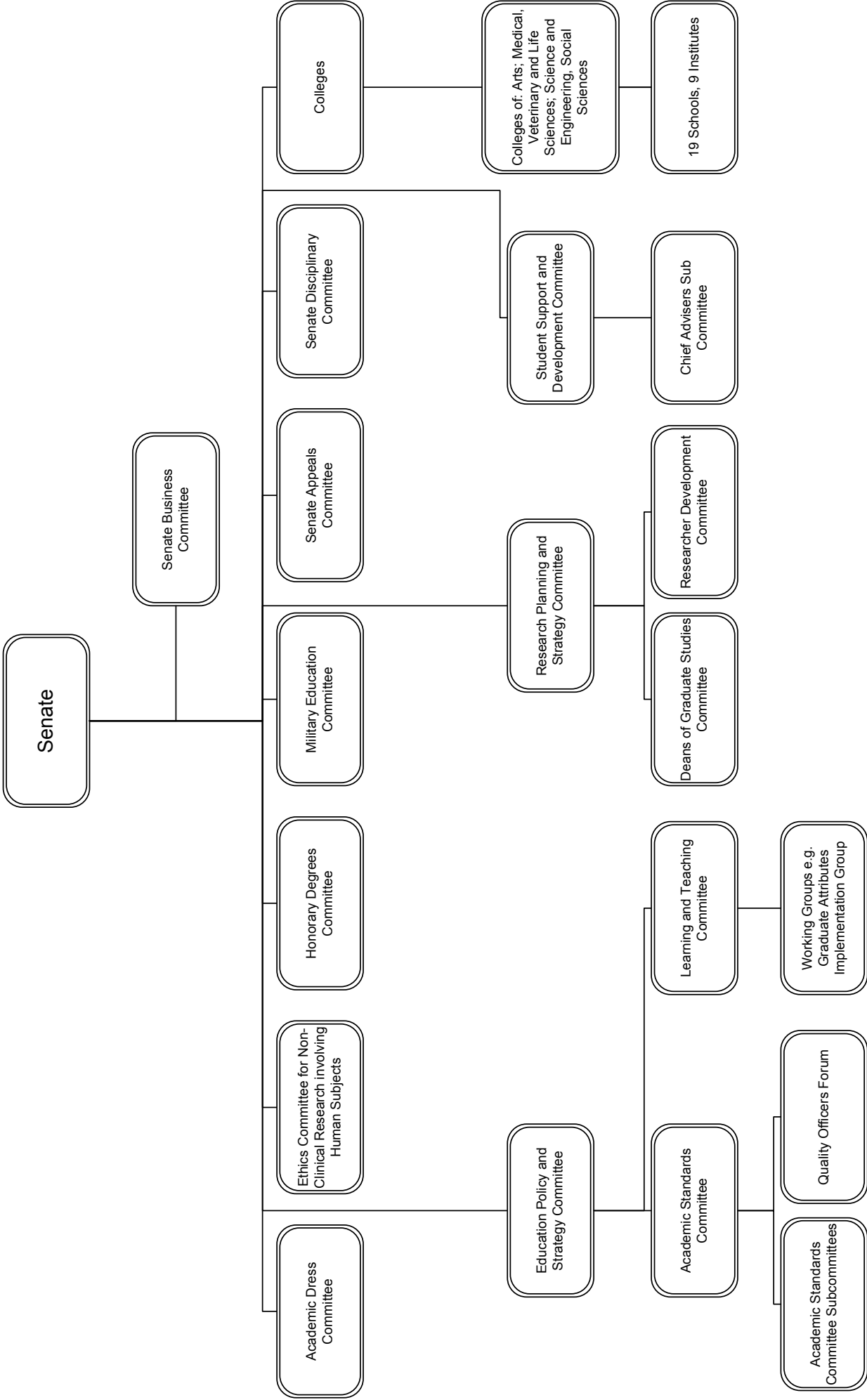
University Academic Structure

| | | | | |
|-----------------|---|--|---|--|
| Colleges | <div data-bbox="272 1659 432 1868" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Arts</div> | <div data-bbox="272 1279 432 1487" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Science and Engineering</div> | <div data-bbox="272 788 432 1032" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Medical, Veterinary and Life Sciences</div> | <div data-bbox="272 360 432 568" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Social Sciences</div> |
| Schools | <div data-bbox="464 1783 592 1921" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Critical Studies</div> <div data-bbox="608 1783 735 1921" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Modern Languages and Cultures</div> <div data-bbox="464 1637 592 1776" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Culture and Creative Arts</div> <div data-bbox="608 1637 735 1776" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Humanities</div> | <div data-bbox="464 1469 592 1608" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Chemistry</div> <div data-bbox="608 1469 735 1608" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Geographical and Earth Sciences</div> <div data-bbox="464 1323 592 1462" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Physics and Astronomy</div> <div data-bbox="608 1323 735 1462" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Engineering</div> <div data-bbox="751 1312 879 1451" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Mathematics and Statistics</div> <div data-bbox="464 1167 592 1305" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Computing Science</div> <div data-bbox="608 1167 735 1305" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Psychology</div> | <div data-bbox="464 999 592 1137" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Life Sciences</div> <div data-bbox="464 853 592 992" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Medicine</div> <div data-bbox="464 707 592 846" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Veterinary Medicine</div> | <div data-bbox="464 539 592 678" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Adam Smith Business School</div> <div data-bbox="608 539 735 678" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Social and Political Sciences</div> <div data-bbox="464 394 592 533" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Law</div> <div data-bbox="608 394 735 533" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Education</div> <div data-bbox="608 248 735 387" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Interdisciplinary Studies (Dumfries)</div> |
| Graduate School | <div data-bbox="892 1644 1007 1888" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Graduate School</div> | <div data-bbox="892 1263 1007 1507" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Graduate School</div> | <div data-bbox="892 795 1007 1039" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Graduate School</div> | <div data-bbox="892 338 1007 582" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Graduate School</div> |
| Institutes | <div data-bbox="1158 1693 1299 1839" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Arts Lab</div> | <div data-bbox="1158 1088 1299 1234" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Neuroscience and Psychology</div> | <div data-bbox="1032 920 1163 1059" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Cancer Studies</div> <div data-bbox="1032 752 1163 898" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Molecular, Cell and Systems Biology</div> <div data-bbox="1171 842 1302 987" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Biodiversity, Animal Health and Comparative Medicine</div> <div data-bbox="1310 920 1441 1059" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Infection, Immunity and Inflammation</div> <div data-bbox="1310 752 1441 898" style="border: 1px solid black; border-radius: 15px; padding: 5px;">Cardiovascular and Medical Sciences</div> <div data-bbox="1158 618 1299 763" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Health and Wellbeing</div> | <div data-bbox="1158 394 1299 539" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Adam Smith Research Foundation</div> |

Appendix 5: University Court and Committees



Appendix 6: University Senate and Committees



Appendix 7: University Leadership and Management

Senior Management Group

Chancellor*
Sir Ken Calman

Principal and Vice Chancellor
Professor Anton Muscatelli

Senior Vice Principal and Deputy Vice
Chancellor
Professor Neal Juster

Vice Principal
Learning and
Teaching
Professor Frank
Coton

Vice Principal
Research and
Enterprise
Professor Steve
Beaumont

Clerk of Senate and
Vice Principal
Professor John
Briggs

Head of College of
Arts and Vice
Principal
Professor Murray
Pittock

Head of College of
Medical, Veterinary
and Life Sciences
and Vice Principal
Professor Anna
Dominiczak

Head of College of
Science and
Engineering and
Vice Principal
Professor John
Chapman

Head of College of
Social Sciences and
Vice Principal
Professor Anne
Anderson

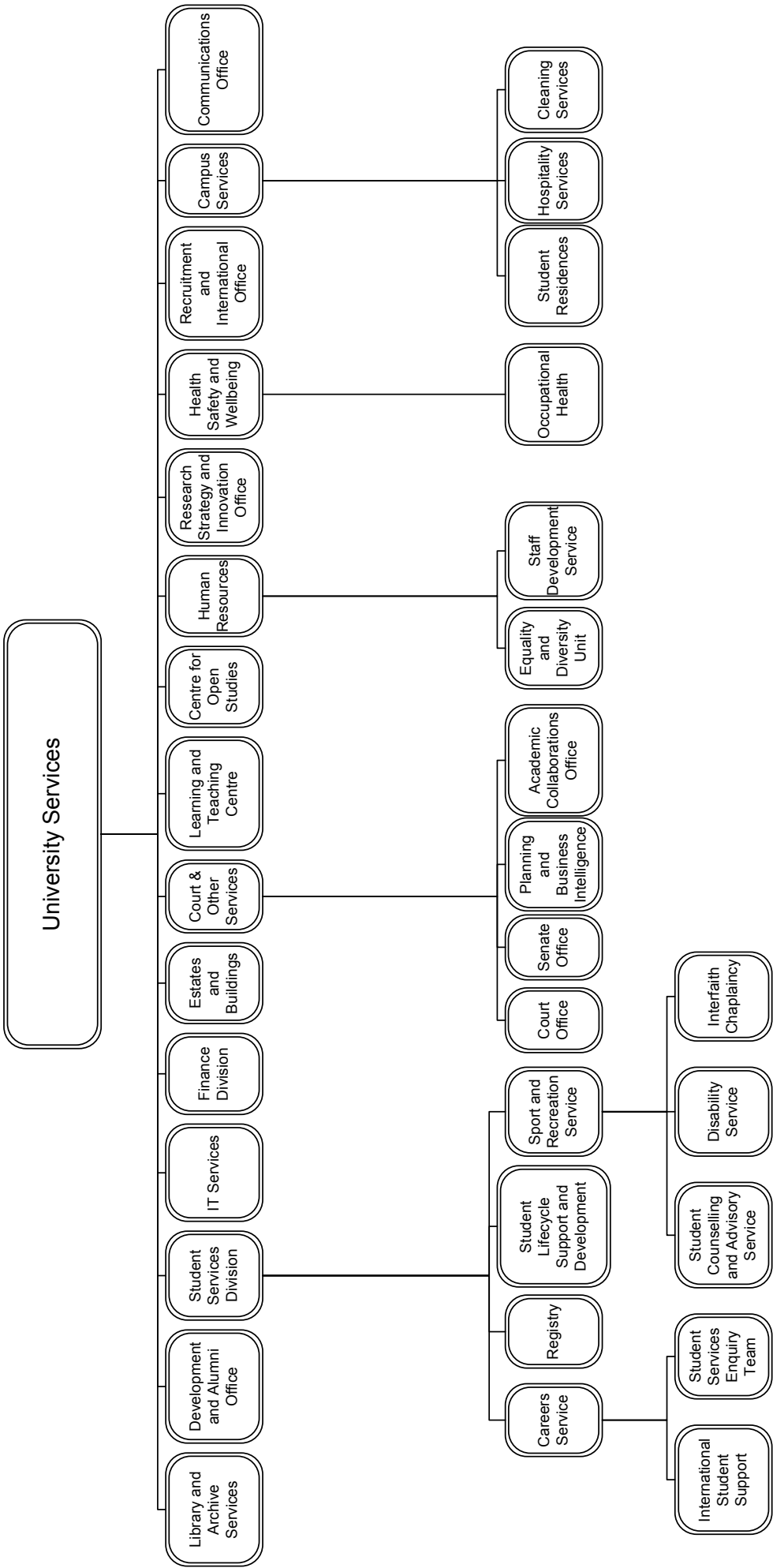
Director of Human
Resources (Acting)
Mrs Christine Barr

Secretary of Court
and Director of
Administration
Mr David Newall

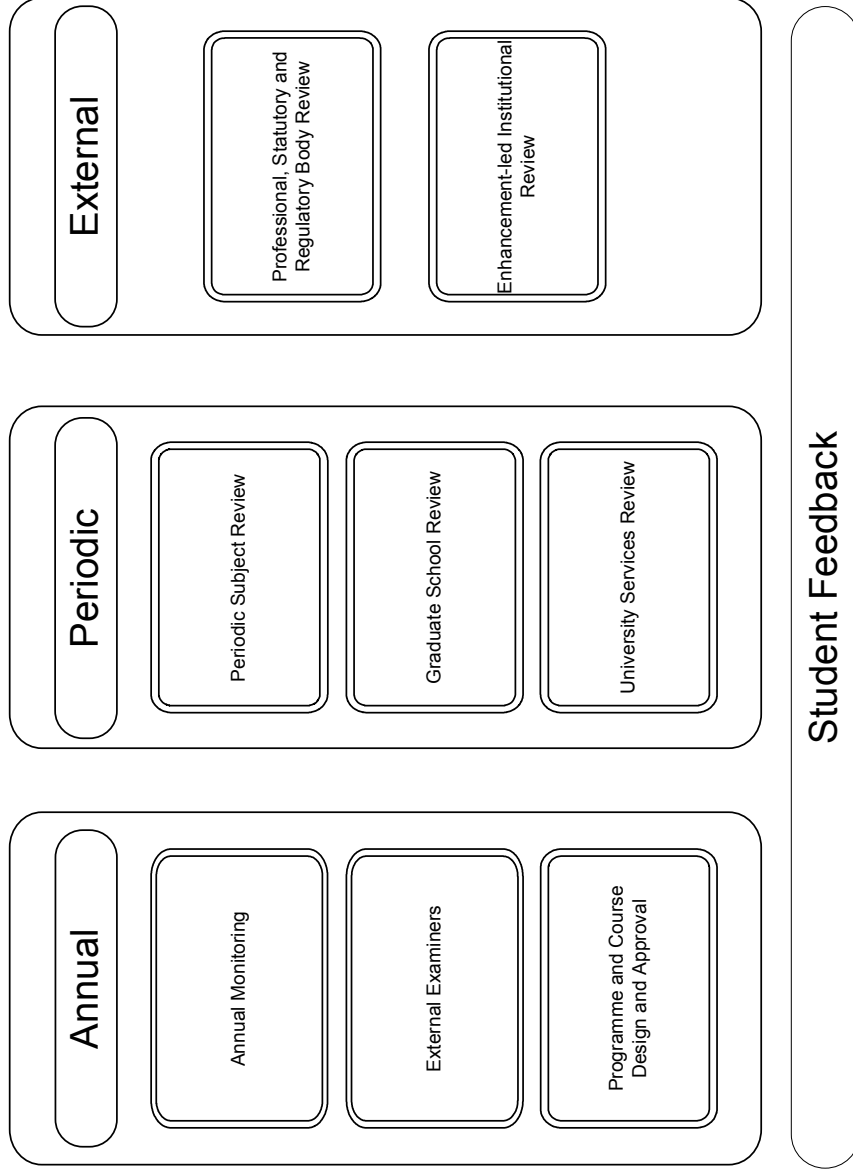
Director of Finance
Mr Robert Fraser

*the Chancellor is not a member of Senior Management Group

Appendix 8: University Services Structure



Appendix 9: Quality Enhancement and Assurance Overview

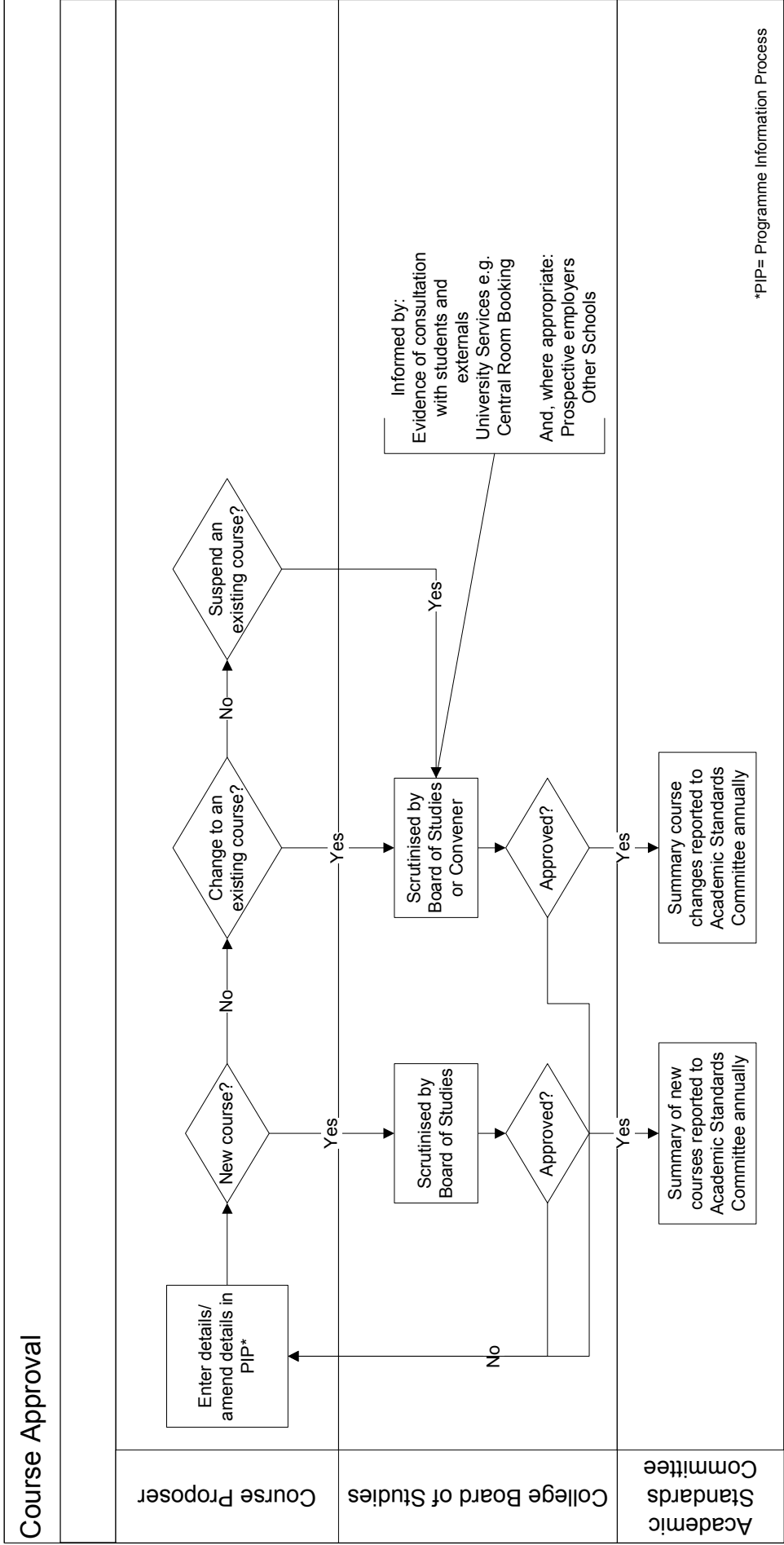


Each element of the framework inter-relates to others through the exchange of information, feedback and recommendations.

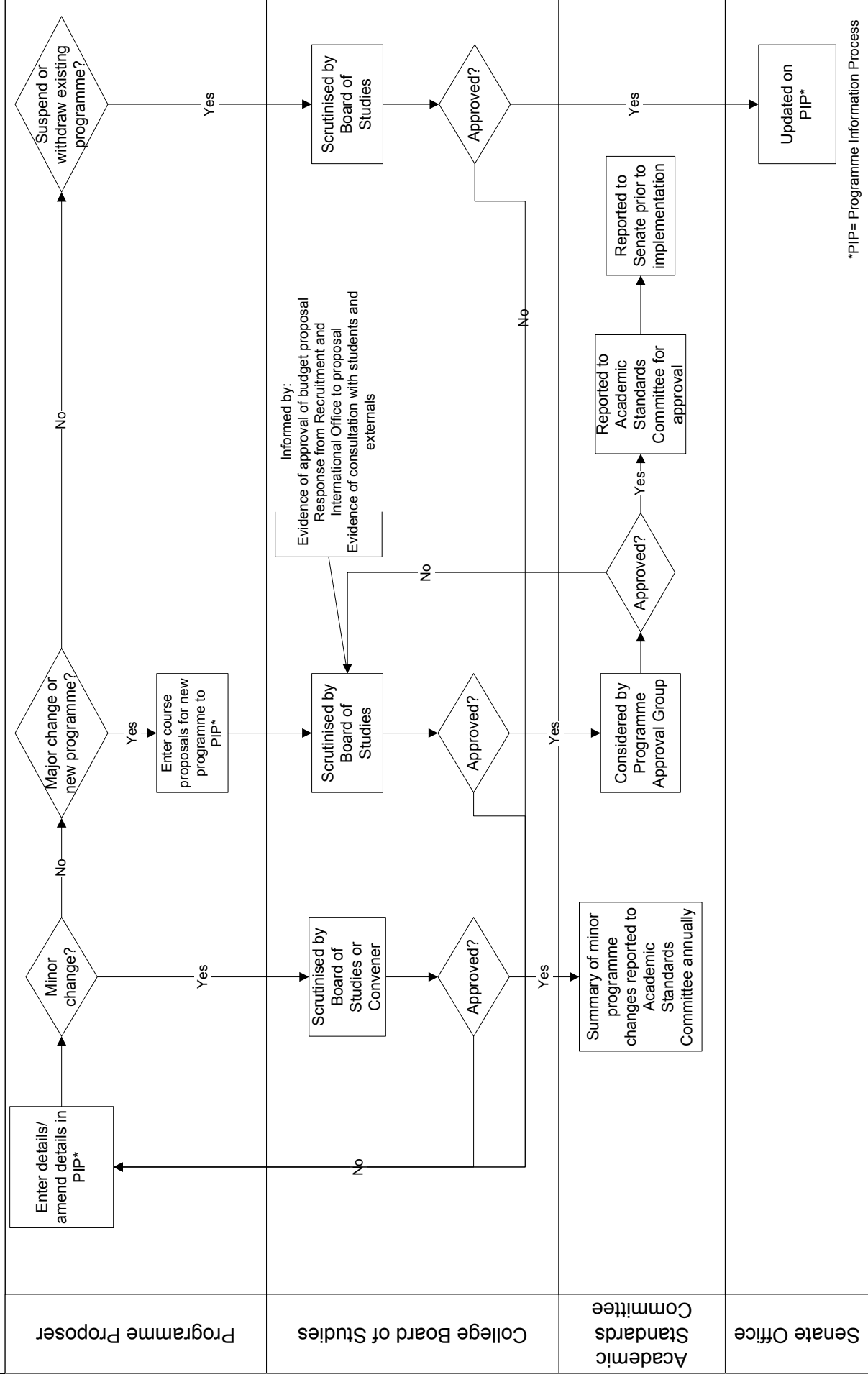
The University places great importance and value on student involvement in its processes and seeks to promote student engagement in quality wherever appropriate.

The Quality Framework applies to all credit-bearing provision, including **collaborative programmes with other institutions** where partners are expected to operate similar, if not the same, processes.

Appendix 10: Course and Programme Approval Process



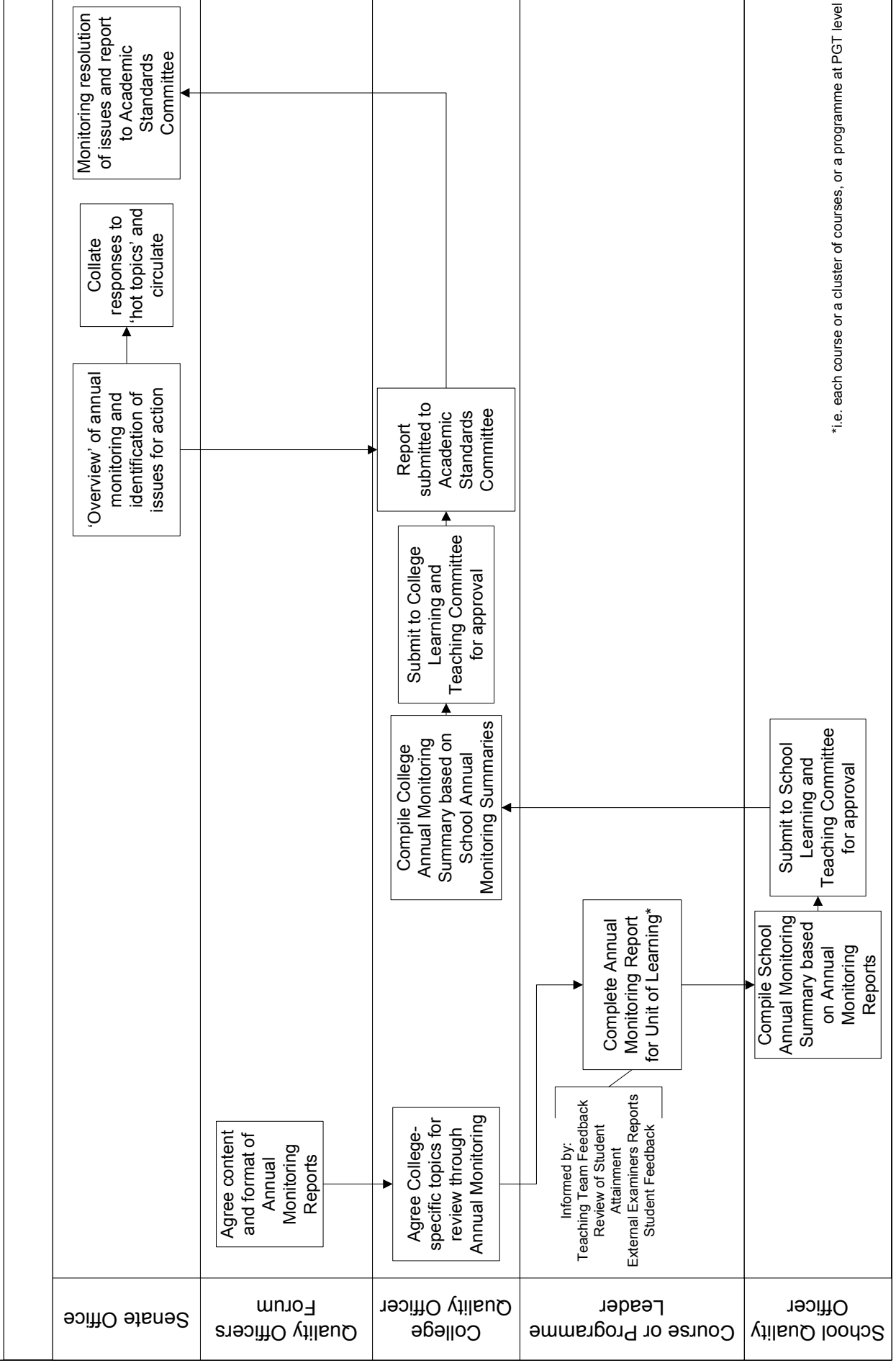
Programme Approval



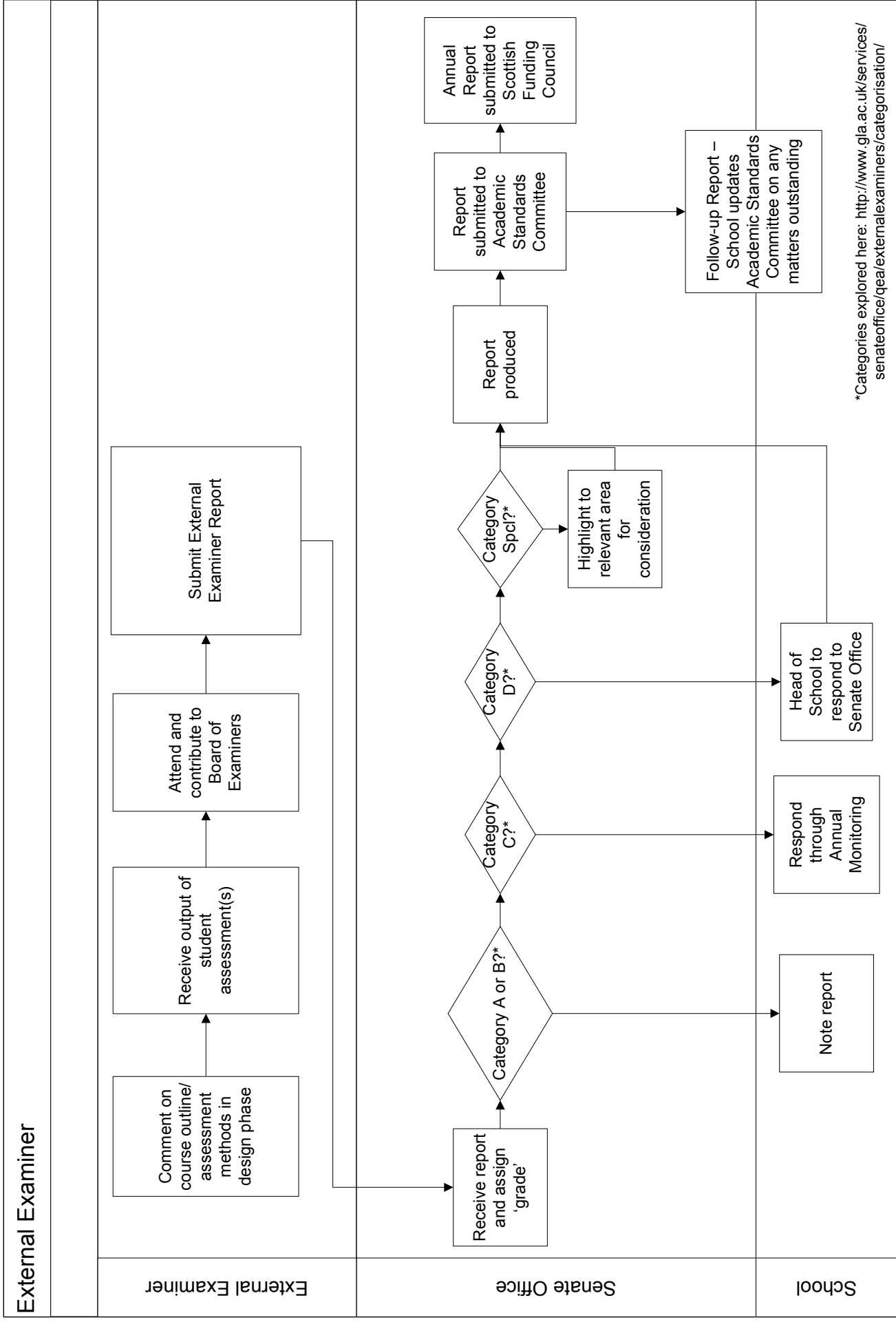
*PIP= Programme Information Process

Appendix 11: Annual Monitoring Process

Annual Monitoring

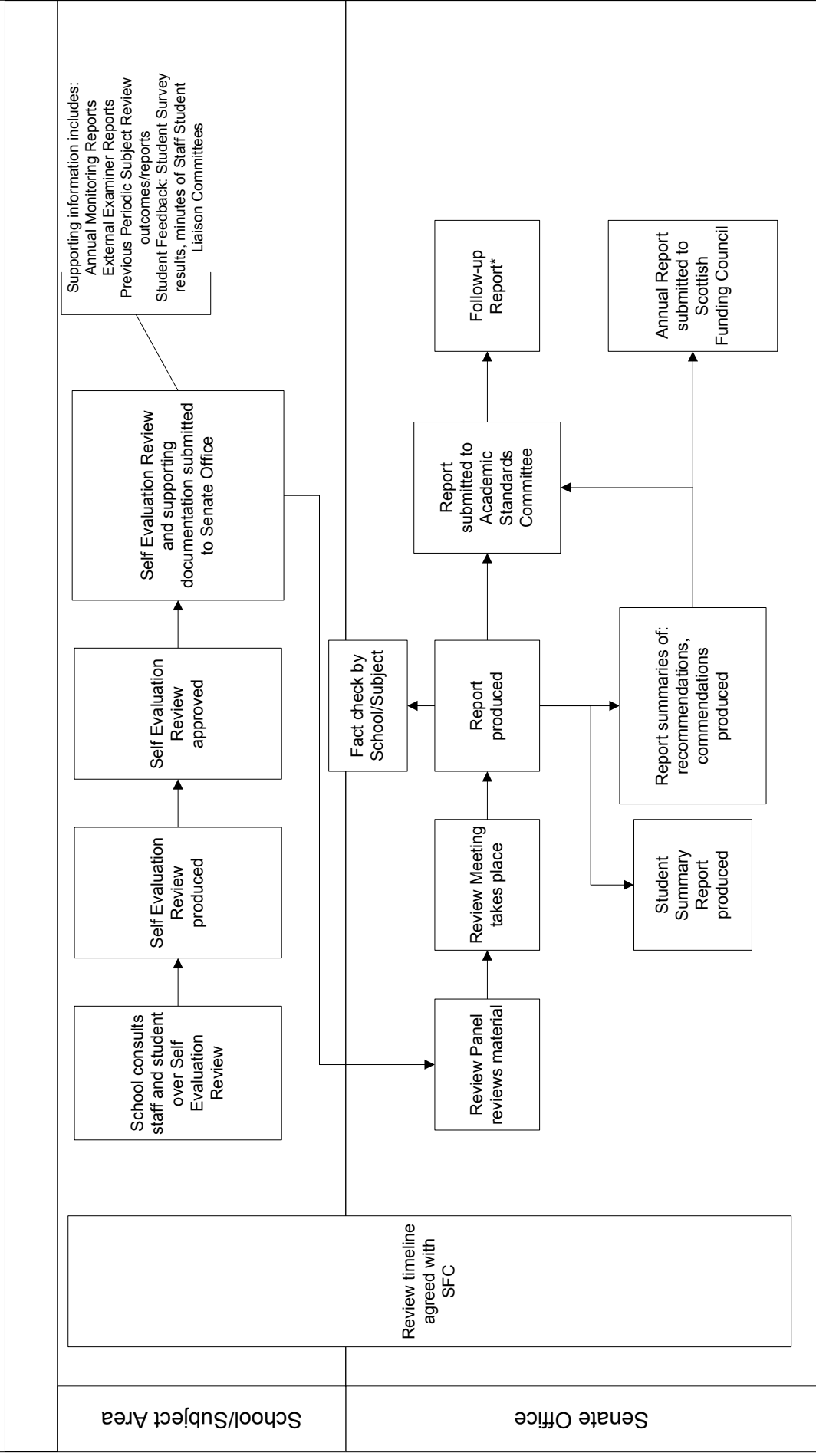


Appendix 12: External Examiner Process



Appendix 13: Periodic Subject Review Process

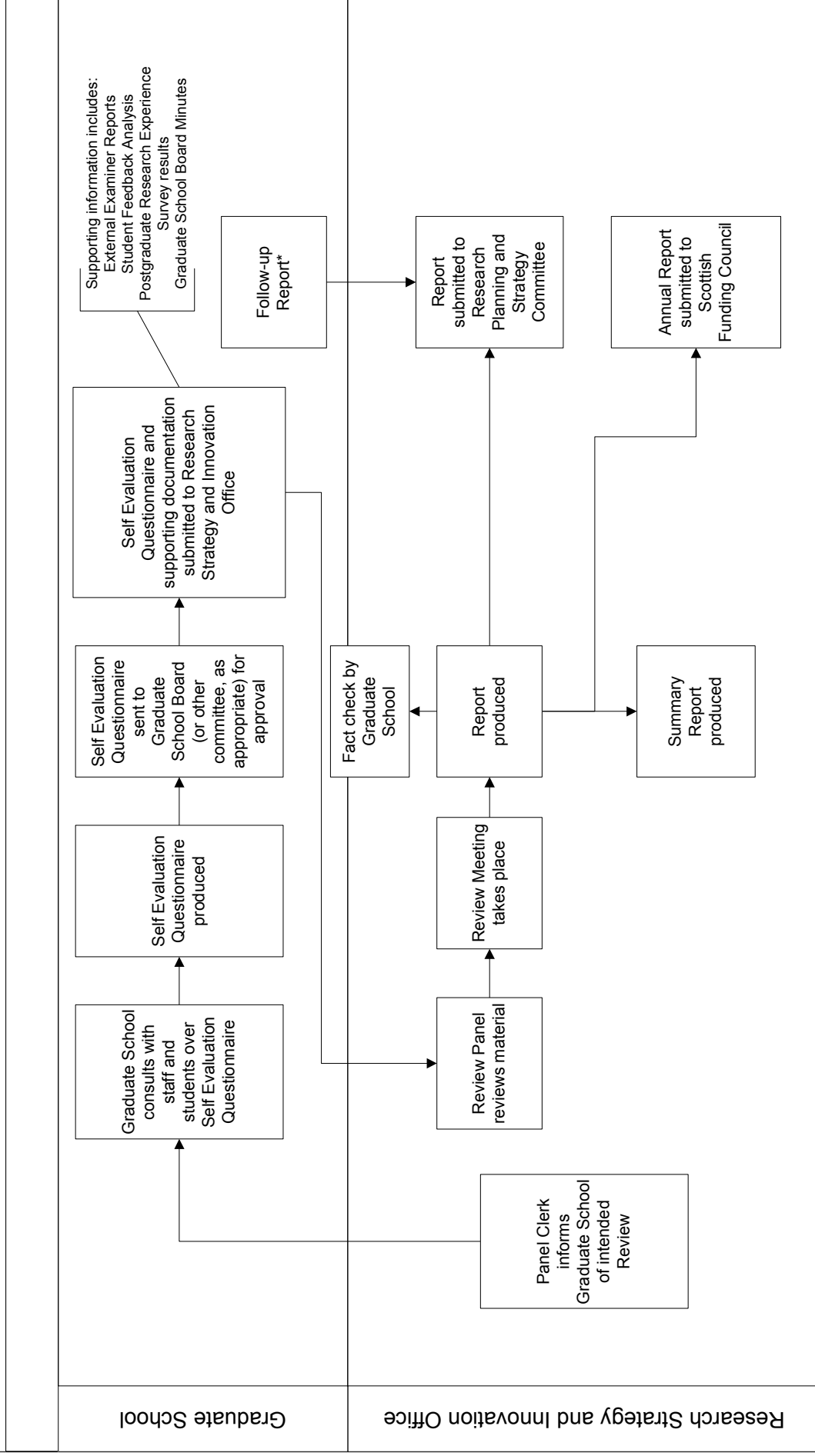
Periodic Subject Review



*6 or 12 months later, as required

Appendix 14: Graduate School Review Process

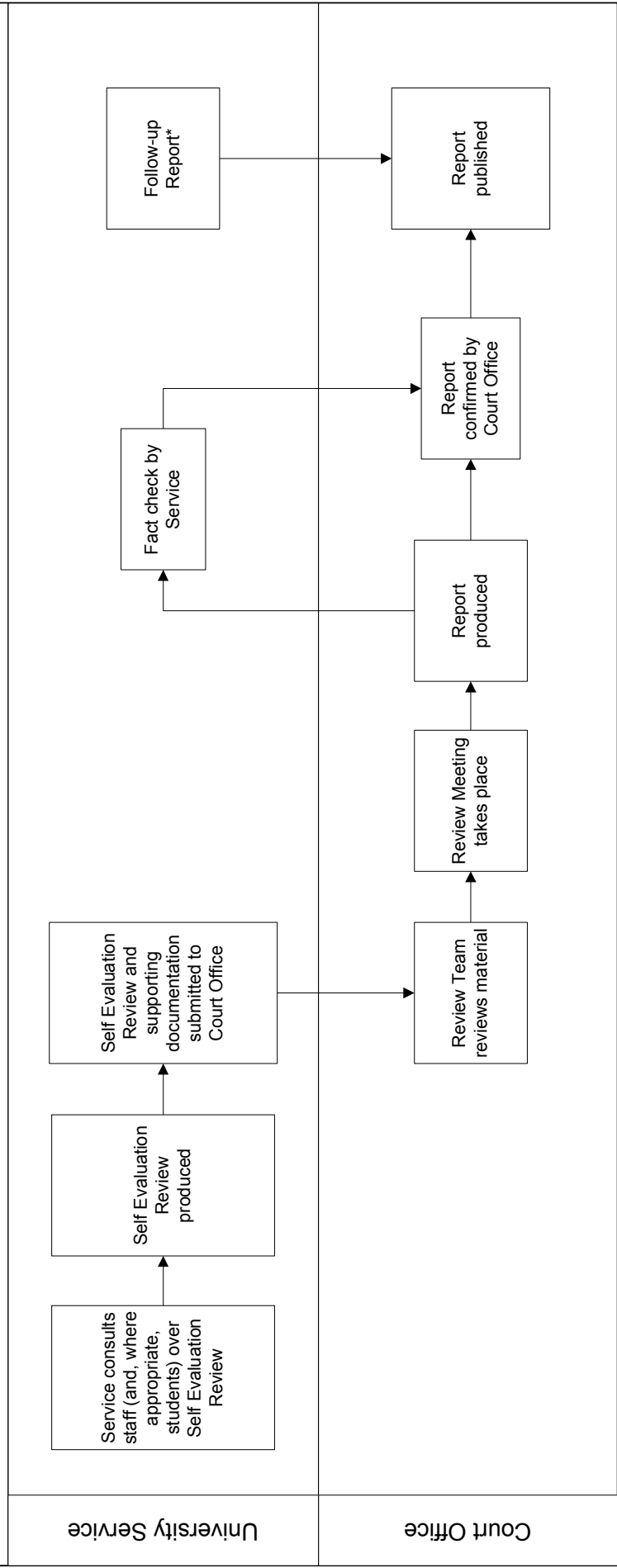
Graduate School Review



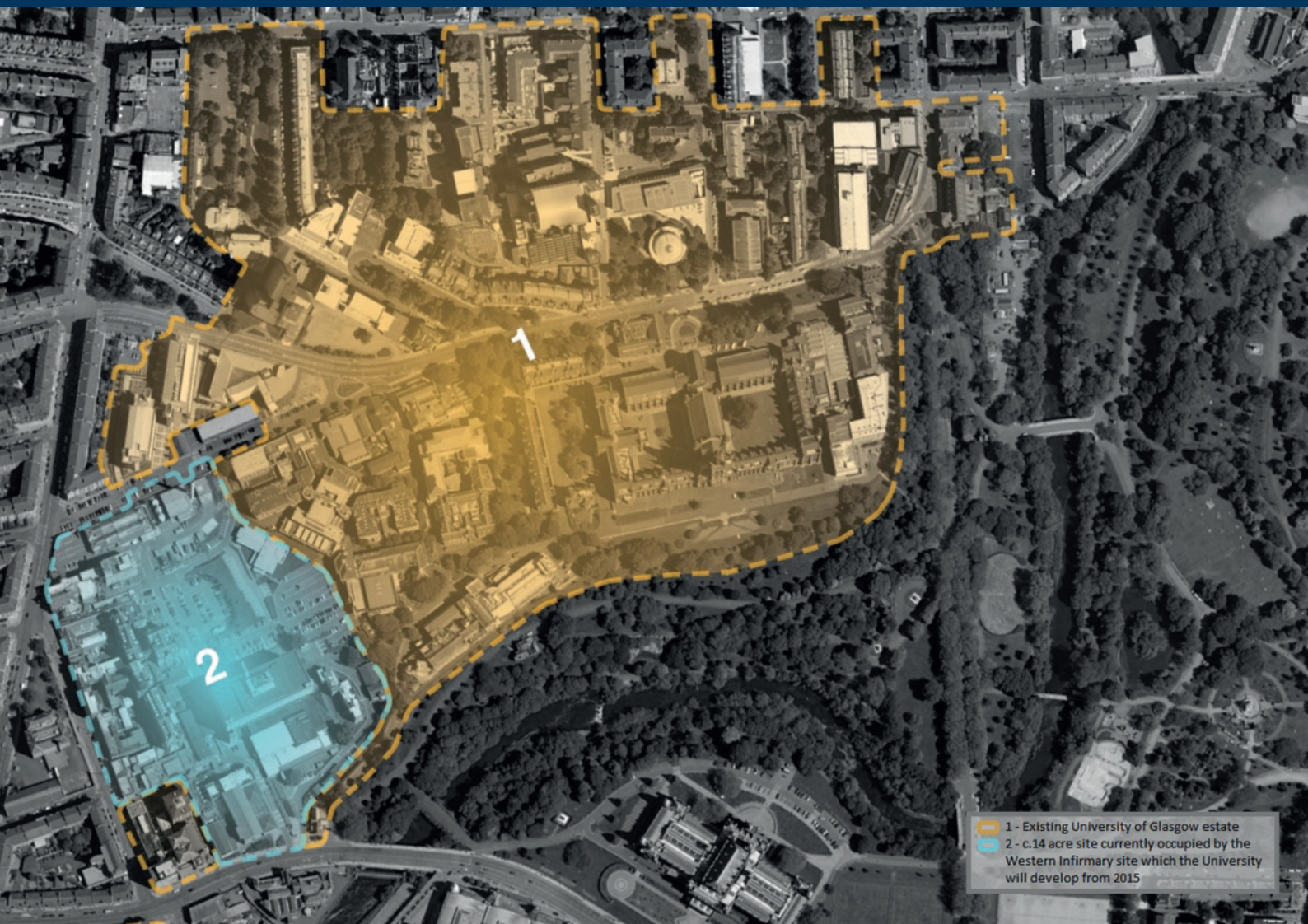
*6 or 12 months later, as required

Appendix 15: University Services Review Process

University Services Review



*6 months later, or as required



1 - Existing University of Glasgow estate
2 - c.14 acre site currently occupied by the Western Infirmary site which the University will develop from 2015

University of Glasgow Campus Development 2015

