TUTOR HANDBOOK
2015-2016

Access Programme
Credit bearing provision
Non-credit bearing provision

Centre for Open Studies
University of Glasgow, St Andrew's Building, 11 Eldon Street
Glasgow G3 6NH

Welcome

From all of us in the Centre for Open Studies, welcome. We are very pleased that you are able to contribute your efforts to our programmes in the coming year, and look forward to working with you. We hope that you will find your own enjoyments and rewards as you help your students, with all the learning and personal growth that implies.

This handbook aims to provide you with the essential information and advice you will need. We hope it includes answers to most of the questions that might occur to you or your students during the year, or at least helps you to find out where the answers are. Please take time to read through it as the year starts.

Rather than distribute different handbooks for each programme, this year we have decided to produce a single handbook for all of our tutors. Apart from reducing administration, this also allows you to become familiar with other parts of the Centre that you may not be involved in. This is vital, as you are the main point of contact for most students, and you should be able to encourage students to progress with their learning and be able to sign post them towards the other programmes which we offer.

Tutors should also be aware of the various student handbooks that are posted on the Centre for Open Studies website (under Information for students) and guide students to these to answer the questions they may have. Clarification can be provided by Angela Lyle (Angela.Lyle@glasgow.ac.uk)

Finally, remember that you can always bring queries to any of us, as appropriate; our contact details can be found in the handbook.

Enjoy your year.
Angela Lyle (Academic Programme Coordinator)

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1. Introduction to the Centre

The address and contact details for the Centre are:
Centre for Open Studies
University of Glasgow
11 Eldon Street
Glasgow G3 6NH

Tel: 0141 330 1835 / Janitors' station: 0141 330 1909
Fax: 0141 330 1821
Email: openstudies-enquiry@glasgow.ac.uk
Web: www.glasgow.ac.uk/centreforopenstudies/

Office hours

General:	Monday to Friday	0845-1645
Information Office:	Monday to Friday	1000-1200 and 1400-1600

Key contacts
Centre contacts
Admin team
E-mail: openstudies-admin@glasgow.ac.uk

Stella Heath
Director, Centre for Open Studies
Tel: 0141 330 1931
E-mail: Stella.Heath@glasgow.ac.uk

Helen McWhirr
Senior Administrator
Tel: 0141 330 1831
E-mail: Helen.McWhirr@glasgow.ac.uk
Responsibility: Managing the operation of the Centre.

Andrea Carr-MacDonald
Finance Officer
Tel: 0141 330 1841
E-mail: Andrea.Carr-MacDonald@glasgow.ac.uk
Responsibility: Tutor contracts and payments

Angela Lyle
Academic Programme Coordinator
Tel: 0141 330 1825
E-mail: Angela.Lyle@glasgow.ac.uk
Responsibility: Academic administration, quality compliance, coordinator for Data protection, FOISA and complaints, University policies and regulations.

Angela McDonald
Tutor Liaison
Tel: 0141 330 4581
E-mail: Angela.McDonald@glasgow.ac.uk
Responsibility: In charge of inductions, support sessions and troubleshooting.

Irene Vezza
Student Guidance Adviser/Disability Coordinator
Tel: 0141 330 1823
E-mail: Irene.Vezza@glasgow.ac.uk

Responsibility: To advise students on academic matters including progression and finance. Centre Disability contact who will circulate details about student support provisions and support students and staff with those provisions.

Key dates 2015-16

	Dates
Board of Examiners meetings:	Block 1: week beginning 18 January 2016 Block 2: week beginning 13 June 2016 Block 3: week beginning 1 August 2016 Block 4: week beginning 5 September 2016
Board of Studies	Tuesday, 20 October 2015 Tuesday, 1 March 2016 Monday, 20 June 2016
Deadline to submit revised/new course specification(s) to enable course planning for 2016/17 to subject specialist:	Monday, 21 December 2015
Block 1:	28 September 2015 – 5 December 2015
Send exam and class test papers to Centre admin:	Monday 2 November 2015
Class test period:	Normally 30 November 2015 to 5 December 2015
University Examination period:	7-18 December 2015
Return completed results spreadsheet and assessed work to Centre admin:	Monday, 14 December 2015
Block 2:	11 January 2016 – 19 March 2016
Send exam and class test papers to Centre admin:	Monday, 15 February 2016
Class test period:	Normally 14-19 March 2016
University Examination period:	25 April 2016 – 20 May 2016
Return completed results spreadsheet and assessed work to Centre admin:	Monday, 23 May 2016
Block 3:	28 March 2016 – 4 June 2016
Send exam and class test papers to Centre admin:	Tuesday, 3 May 2016
Class test period:	Normally 30 May 2016 – 4 June 2016
Return completed results spreadsheet and assessed work to Centre admin:	Access resits: Monday, 1 August 2016 All other courses: Monday, 11 July 2016
Block 4:	13 June 2016 – 20 August 2016
Send exam and class test papers to Centre admin:	Tuesday, 19 July 2016
Class test period:	Normally 15 August 2016 – 20 August 2016
Resit examination period:	1-19 August 2016
Return completed results spreadsheet and assessed work to Centre admin:	Monday, 22 August 2016

Other significant dates may be communicated by the Academic Programme Coordinator or Subject Specialists in line with the requirements of particular courses.

Subject specialists

The appropriate subject specialist is likely to be your main point of contact for all academic matters during the year. He or she may arrange to visit your class during the course of the year. If this is the case, you will be contacted by him/her beforehand. You are encouraged to contact these members of staff directly if you require advice about any academic questions concerning your course.

SUBJECT	SUBJECT SPECIALIST
Access programme	Alec MacKinnon: 0141 330 1857 Alec.Mackinnon@glasgow.ac.uk
Archaeology, Classics including Later Antiquity, and Egyptology Field Archaeology	Angela McDonald: 0141 330 4581 Angela.Mcdonald@glasgow.ac.uk Alan Leslie: Alan.Leslie@glasgow.ac.uk
Art	Maureen Park: 0141 330 1845 Maureen.Park@glasgow.ac.uk
Creative Writing	Alan McMunnigall: 0141 330 1822 Alan.McMunnigall@glasgow.ac.uk
History	Robert Hamilton: 0141 330 1842 Robert.Hamilton@glasgow.ac.uk
Languages	Liam Kane: 0141 330 1854 Liam.Kane@glasgow.ac.uk Kenneth Milligan: 0141 330 1817 Kenneth.Milligan@glasgow.ac.uk
Philosophy	Kenneth Hutton 0141 330 2707 Kenneth.Hutton@glasgow.ac.uk
Psychology and Counselling Skills	Laura Sharp 0141 330 1811 Laura.Sharp@glasgow.ac.uk
Science, Literature, Film and Music	Stella Heath 0141 330 1931 Stella.Heath@glasgow.ac.uk

2. Programme information

Communication with tutors

As many of you only teach two hours a week, we may not see you all year so there is no natural, routine way to keep in touch. For important communications, we will generally email everyone and try and keep a balance between giving enough information/reminders without over-burdening you. If a reply is needed, we try to ensure that a quick phone call or email will suffice. If tutors don't communicate adequately with us, or manage their administration, it can cause significant problems. For new tutors we normally arrange a short meeting at the end of block 1 to review the assessments and clear up any outstanding issues so that block 2 can proceed smoothly.

Access programme

The Access programme is a route which allows students to progress to an Undergraduate degree subject to meeting the entry requirements. It is likely that the students on your course will have chosen to register for one or more of several reasons. These might include testing themselves against the academic demands of the course with a view to taking up full-time study; improving their career prospects; or entering a new area of employment. In many cases, students may simply be motivated by their interest in the subject and their desire to extend their educational and intellectual experience.

Post-Secondary Education students often bring experience of life and work to a course which can give them a distinct advantage over traditional students. Skills in organising and time management, together with an ability to communicate, may contribute to their success on your course.

As a tutor, you will be aware of the challenge of working with students who have not undertaken any kind of formal learning and study for many years. For some of them, it can be a bit daunting to adjust to this challenge and think about writing essays or completing other forms of assessment. For others your course may provide another opportunity to study but in a new area. Many may need support as they work out how to bring knowledge gained in class to bear on assessed work.

Admissions Officers normally require completion of two subjects on Access in order to gain admission to full-time study so most of your students will be taking your subject plus one other. A few students, however, may sign up for just one subject for their own, personal study reasons. Students must complete two subjects, in a single year, in order to gain credit for Access (40 credits at University Level 1/SCQF Level 7).

In each subject option students will be assessed on coursework and in a final exam at the end of the year. In each subject coursework and the end of course examination will be combined to give one grade for each course. At the end of the year students will thus have four grades: a coursework grade and final exam grade in each of the two subject options.

The assessment programme differs for each subject option. Tutors are asked to use their experience to design the pattern of essays, exercises, projects, lab reports, etc. that is appropriate to their subject area. The aim is the same for all subjects: to enable tutors to come to a full and fair assessment of a student's abilities and to enable students to develop their skills and produce work which represents their abilities and demonstrates their readiness for Level 1 study. Please supply us with a note of the assessment schedule for your course before the start of the induction period.

Admissions Officers will make conditional offers of places in most (non-Medical) degrees. Tariffs for entry in 2016 are still under discussion.

Central Admissions may, in some cases, accept students with a mix of grades below the agreed tariff. Please note however that there is normally no principle of compensation in this: a D grade will not normally be offset by an A grade. Students are required to achieve the minimum stated tariff and one grade below this will usually lead to their not being offered a place.

We strongly encourage all students to apply to courses in one or two other universities.. If any of your students are particularly keen on applying to degree courses in other institutions, encourage them to make contact with the appropriate Admissions Officers early, checking the acceptability of our Access programme and asking for an idea of likely tariffs.

Credit-bearing course provision

Several students on your course are likely to be working towards a Certificate or Diploma in Higher Education. Students who are on track to attain 120 or 240 credits during the current academic year will be e-mailed in week three of the relevant teaching block to ask if they wish to receive their award, subject to meeting the minimum award for credit.

The level of the course indicates its overall difficulty within the framework of awards offered by Scottish Universities. Most credit bearing courses are at level 1, i.e. their level is the same as the level of difficulty of a first year undergraduate course at the University of Glasgow. Incidentally, because Scottish Credit & Qualifications Framework starts with school level qualifications, University level 1 is known as level 7 on SCQF.

The credit rating of your course is related to the notional student effort required by an average student to successfully meet the intended learning outcomes, including attendance at lectures/seminars, reading and reflection, preparation and completion of assessed tasks, visits and related field trips. For every 100 hours of student effort, ten credits are allocated to the credit rating of the course. So, for example, The Psychology of Addictions is a 20 credit course, indicating that an "average" student would spend about 200 hours altogether on all academic activities associated with the course.

In order to gain a Certificate, students need 120 credits at level 1 and they must achieve a minimum grade point average (GPA of 9) and meet the specific Certificate criteria. In order to gain a Diploma, students need 240 credits, 160 credits at level 1 and 80 at level 2 and they must achieve a minimum grade point average (GPA of 9) and meet the specific Diploma criteria. The awards may be awarded with merit (GPA between 12 and 14.9) or distinction (GPA of 15 or higher). Full details on this can be found in the University Calendar:-
www.gla.ac.uk/services/senateoffice/policies/calendar/

If you have ideas about developing the course you're currently teaching (e.g. creating a complementary level 1, or a follow-on level 2 course along similar subject lines), please discuss this with your subject specialist.

Transfer of credit

Students are normally able to transfer credit from other institutions to use towards a Certificate and Diploma of Higher Education. The proposed credit transfer must be at an appropriate level, be no more than five years old (normally) and cannot have been used towards any other final award. Conversely, students may find that they can transfer credit towards another University of Glasgow award, or award from another institution. Information on APL can be found at:-
http://www.gla.ac.uk/services/senateoffice/policies/regulationsandguidelines/

Languages

All of the University-level credit-bearing courses in our language programme have been allocated 10 credits at level 1. This means that they have been approved by the University as being equivalent to the intellectual demands made by similar courses offered to level 1 undergraduate students at the University. The credit rating of 10 is related to the notional student effort required by an average student to successfully meet the intended learning outcomes. Student effort includes all the time spent by students in learning activities related to the course including attendance at classes; reading and reflection; preparation and completion of assessed tasks. 10 credits means that the average student should expect to spend a total of 100 hours on the course in total. This should give your students a guide as to how much work they might be expected to do during the course.

Some tutors may also wish to apply to undertake one of the various teacher training opportunities offered by The European Union and Education Departments of member states, e.g. Socrates, Gruntvig etc. The Centre will be happy to provide any supporting documents or evidence of your status within the University. However, we cannot provide any financial support or cash advances in connection with any training programmes.

All tutors receive free membership of the Language Centre's Library in the Hetherington Building www.gla.ac.uk/services/languagecentre/. Any queries or requests for materials should be directed to the librarian, Fionna Black on 0141 330 4117 email: Fionna.Black@glasgow.ac.uk

If you have problems with tape recorders or any other equipment in the Language Centre, these should be addressed to the Language Centre technician, Timothy Rowland: Tel: 0141 330 4536 email: Tim.Rowland@glasgow.ac.uk

3. Course approval (credit and non-credit bearing)

All of our courses go through a process of course approval. A course specification document is completed for them, outlining crucial information like the aims, ILOs, and assessment regimen of the course. At the approval stage, opinions are solicited from students and from the appropriate external examiner. All documents are scrutinized by the Board of Studies convened in the Centre, with academic membership from each of the Colleges, and the course is either approved immediately or pending changes that the Board suggests. This is why changes cannot normally be made in the course of the year to the courses we teach: most changes will require Board of Studies approval.

4. Tutor information

Staying in contact

Your details

It is very important for us to be able to contact you. We may need to send you course materials, revised details of course arrangements, class times, etc. Please contact Andrea Carr-MacDonald (andrea.carr-macdonald@glasgow.ac.uk) if your home address or telephone number changes. It is essential that we have a work and/or home telephone number where you can be easily contacted. Your contact details will not be provided to students.

What should you do if you are ill

It is important that you let the Centre know as early as possible if you are unable to take the class due to illness or other adverse circumstances: please contact the Information Office (0141 330 1835) at the earliest possible opportunity. We will then endeavour to contact each student in your class if the class has to be cancelled. The subject specialist with responsibility for your course will discuss with you in due course what alternative arrangements will be made to make up for the missed class. Please let Centre admin know of any alternative arrangements you would like to make (replacement class, etc.).

Contracts

It is important that you read the University staff handbook which can be found at:-
http://www.gla.ac.uk/services/humanresources/handbook/. The handbook provides full information on your terms and conditions, and the facilities available to you.

A GUID (Glasgow University Unique Identifier) and thus access to University computers, including Moodle and e-mail will be set up for you. If you do not yet have a GUID, please complete the registration form found at:- www.glasgow.ac.uk/services/it/guid/. Tutors will require a GUID to access the new HR payroll system, as payment slips are accessed online via:-
hrportal.mis.gla.ac.uk/pls/coreportal_live/cp_por_public_main_page.display_login_page.

You may be entitled to a staff card; you should consult with your subject specialist to confirm your eligibility.

Please note that some tutors, such as those teaching day-schools or who choose to be treated as self-employed, will be paid through the fees system, and the above information about contracts and cards does not apply.

Training and support

You may be eligible to attend workshops and training sessions run by the University's Employee and Organisational Development (0141 330 6977 or http://www.gla.ac.uk/services/humanresources/employeeandorganisationaldevelopment/ IT Services (0141 330 4800 or www.glasgow.ac.uk/services/it/forstaff/training/) and the Learning & Teaching Centre (0141 330 4864 or www.glasgow.ac.uk/services/learningteaching/). Tutors should consult with their subject specialist if they wish to attend workshops or training to confirm whether they are eligible to do so.

Tutors will be contacted in relation to training opportunities offered by the Centre and may be invited by Subject specialists to attend tutor days.

Over the last two years, we have initiated a series of tutor induction sessions at the start of academic sessions and informal training/support sessions throughout the academic year to provide more tailored opportunities for Centre tutors to enhance their skills and to share best practice. These sessions are coordinated by Angela McDonald, who acts as a general tutor liaison for the Centre. If there are specific sessions that you would like to be offered, please email angela.mcdonald@glasgow.ac.uk.

Tutors' room

The tutor room is located in the St Andrew's Building, room N307 which is located in the north wing. Access is by security code; the code can be obtained from the Information Office (0141 330 1835). You are encouraged to make use of this resource and its facilities in preparing your work.

Mail that arrives in the Centre for your attention will be delivered to the tutor base. Mail that is not collected by the end of the block will be posted to your home address which is held on file. Tutors will receive no communication from the Centre regarding outstanding mail.

Photocopying

A photocopier and printer is situated in the tutors' room in the North Wing of the St Andrew's Building (N307). To use the photocopier/printer you will either need to swipe your staff card or enter your GUID and password. A temporary printing card can be collected from the Janitors' Reception area which you will need to sign for.

Please contact the janitors if the paper has run out. The Centre admin should be contacted if you need any acetate for use with overhead projectors, or if toner or staples need replacing. In emergencies and out of normal opening hours, an extra ream of paper can be found in the Information Centre. Please ask the janitors if the Information Centre is unstaffed.

IT facilities

Access to networked computing facilities is available for tutors in the Tutor Room (N307, St Andrew's Building), and in the teaching rooms. Tutors will be required to obtain a login ID (GUID) and password from IT Services and must complete a registration form in order to do this which can be found at:- www.gla.ac.uk/services/it/guid/.

Tutors must make themselves familiar with the Regulations and code of conduct for the use of IT facilities:- www.gla.ac.uk/services/it/regulationscommitteesandpolicies/aup/codeofconduct/

E-mail

The University will use only your @glasgow.ac.uk address to contact you. If you are already registered with IT Services and have a login and password an email address will have been set up for you.

The University recommend that staff supplied with a University e-mail account do not set up automatic forwarding to a personal e-mail account because:

- The University cannot guarantee that the auto-forward will forward all e-mails.
- Once the messages leave the protection of our network, they can be diverted or intercepted by unintended recipients.
- It may end up on a server which is not EEA compliant and leaves the University open to Data Protection compliance issues.
- Information e-mailed to you may be of a sensitive nature and should be held on a secure University server where possible.

It is important that you check your e-mails on a regular basis to ensure that you do not miss important and relevant communications from the Centre. Please be very aware of what you are putting into your emails. The Centre occasionally has to comply with requests in line with the Freedom of Information and Data Protection Acts, and all relevant written communications must be submitted without editing.

Moodle

Moodle is the University of Glasgow's centrally supported Virtual Learning Environment which offers secure access to course material on the WWW. Tutors are encouraged to populate the relevant Moodle course with additional resource to complement the course. Please go to: moodle2.gla.ac.uk/ to find your courses. If you cannot locate your course please contact the Centre admin. Moodle courses for non-credit bearing courses canbe created on request.

Tutor training will be organised early in block 1 and dates will be communicated by Angela McDonald. Training can also be sought at:- www.glasgow.ac.uk/services/it/training/teachingaidsincludingmoodle/.

If a course is offered once during the academic year students will be automatically enrolled onto the Moodle course. Where there is more than one offering, a Moodle key will be created for you, and this will be communicated to you prior to your first class. It is the tutor's responsibility to communicate the Moodle key to the class. Students should be encouraged to access Moodle as early as possible.

Useful aids to support you in using Moodle can be found at:
www.gla.ac.uk/services/moodle/
http://www.gla.ac.uk/services/moodle/universityofglasgowmoodleguides/

Expenditure
Tutors are not permitted to incur any expenses on behalf of the Centre or the University without the prior approval of their subject specialist. Requests to raise orders must be made through your subject specialist and the University will recover from tutors any costs which are incurred without prior authorisation.

If any material is being posted by you back to us, you can pay for the postage yourself, and send the receipt to Andrea Carr-MacDonald, who will arrange for you to be reimbursed, which can take a little time.

Performance and Development Review
An annual Performance and Development Review (PDR) is carried out for all staff of the University. From session 2015-16 onwards this will also include Open Studies part-time tutors after they have been employed for 12 months. Your subject specialist will conduct the PDR and the Centre will be in touch with the relevant paperwork that will need to be completed. Please ensure you read the policy:
http://www.gla.ac.uk/services/humanresources/all/pay/pdr/pdrprocess/. You will also find videos and handy hints online at http://www.gla.ac.uk/services/humanresources/all/pay/pdr/pdrtraining/.

Technical support in using audio-visual equipment
There is a range of audio visual-IT resources and support available to academics and tutors in support of teaching and learning. These resources and support include the following:

- coordinating, resourcing and maintaining audio visual-IT equipment for courses offered off-campus:
- providing specialist advice about types of equipment and developments in new technologies;
- providing training sessions and demonstrations on the operation of equipment including the St. Andrew's Building central teaching accommodation and off-campus locations;
- assistance with the use of technology in developing presentations.
- equipment requests (http://www.gla.ac.uk/services/avit/bookequipment/)

Teaching rooms in the University normally include audio-visual and IT equipment (CD/DVD player; data projector, screen, desktop computer). Any equipment requirements beyond the standard teaching room complement should be requested in March prior to the courses starting in the following September.

Reporting faults
The Audio Visual-IT Unit is responsible for providing and maintaining audio visual-IT facilities within University's central teaching accommodation. In the first instance if the equipment doesn't appear to work please contact the janitor in the building in which you are teaching. Any problems should also be brought to your subject specialist's attention.

In-service training, specialist advice or support.
To arrange a short training session or demonstration on how to use audio visual-IT equipment please contact your subject specialist.

Information on training can be found at:-
www.glasgow.ac.uk/services/it/training/teachingaidsincludingmoodle/.

Library
You must be in possession of a staff card to gain access to the library. To access e-publications you must have a GUID and password.

Tutors are encouraged to view the library's web pages where detailed information on all aspects of the service can be found. A guide for academic staff contains useful information -
www.gla.ac.uk/services/library/usingthelibrary/informationforstaff/.

General enquiries regarding any aspect of the library service should be directed to the level 2 welcome desk in the library. Staff will be happy to give advice, or to direct you to the appropriate specialist Subject Librarian.

Tutors are welcome to use the inter-library loan service but bear in mind that the service is costly; please limit your requests to material related to your teaching.

Copyright
The University of Glasgow has signed a blanket photocopying & scanning licence from the Copyright Licensing Agency (CLA) to enable staff to provide printed and online course materials.
There are strict limits to what you may legally photocopy. Copying is permitted for research or private study, and the maximum allowed is a single copy of up to one article from any one issue of a journal, or up to 5% or one chapter of a book.

Scanning
As only designated staff members are permitted to scan under the terms of the licence, all requests for scanning to be carried out must be directed to the Online Course Materials Service:
http://www.gla.ac.uk/services/library/usingthelibrary/informationforstaff/supportforteaching/.

What does this licence allow?
The licence allows scanning of extracts for teaching purposes to staff and students on a particular course of study for the duration of the course, via a secure network.

Scanning is permitted from books and journals published in the UK & US except for those listed among the 'excluded works' on the CLA website.

The scanned work will be made available through the Course Materials section on the library web pages. Please note that access to the online course materials is not available via the library catalogue. Users registered for the specific course may view, download or print the item. Access is permitted by a unique course password provided by the library. Tutors should note that the password for access to digitised extracts should only be given to students registered on the specific course.

Contact
Online Course Materials Service
Email: eresources@lib.gla.ac.uk

Copyright for Moodle
Something particular to Moodle to note is that you would be breaching copyright if you upload pdfs onto Moodle which you have accessed using your GUID. Instead, students should be directed to the original journal resource. This applies equally to any digitised resources; these must be accessed by individual students.

Field trips
It is important that you discuss your fieldwork with the appropriate subject specialist.

Your subject specialist will be able to provide you with the risk assessment and field course participation forms that will need to be completed.

The forms detail the guidelines as to staff-student ratios and hazards involved under different circumstances. A copy of this form must be returned to the subject specialist and the Centre admin before the field trip takes place. Tutors should also ensure that each student completes a field course participant's form and the tutor should discuss any safety issues with students before undertaking fieldwork. The tutor should read these carefully and carry these forms during fieldwork for contact details in the event of an emergency.

The University's Public Liability policy will cover students only if they are injured or cause damage or injury, and only then if the University can be proved to have been negligent. This is why it is so important to complete a risk assessment form.

Please be aware that students on the field trip may have support provisions which should be accommodated whenever possible. The risk assessment form asks tutors to consider this possibility and what steps they would

take to overcome any potential difficulty. Advice can be found at: www2.glos.ac.uk/GDN/disabil/index.htm. Irene Vezza should be involved for any matters relating to student disability.

Any accidents or problems encountered during fieldwork must be reported to the Centre or the University immediately.

5. University regulations and procedures

Our programmes and courses are run in accordance with the rules and regulations governing the University. The University calendar can be found at:- www.gla.ac.uk/services/senateoffice/policies/calendar/. It is important that tutors are familiar and comply with the rules and regulations of the University. Questions should be referred to Angela Lyle (Angela.Lyle@glasgow.ac.uk).

Student conduct
Occasionally, a student may be encountered whose behaviour, despite your efforts, disrupts the class to an extent that other students cannot learn effectively. When informal verbal intervention proves ineffective, more formal procedures should be adopted. You should record writing objectively and briefly (i.e. give a factual account, do not provide opinion or comment, and be aware that under the Data Protection Act students are entitled to see this information) examples of the student's behaviour and the impact on the class with evidence including the length of time for which the disruptive behaviour continued, the amount of time that you, the tutor, had to spend trying to deal with the student individually, the amount of teaching time lost, and any other relevant information. You should alert the appropriate subject specialist who will discuss the situation with you and recommend appropriate action.

It is important that you advise us at an early stage if you are meeting with behavioural problems in any of your students; do not feel that you have to handle the situation without support. Please do not take action without consulting your subject specialist.

Students of the University are required at all times to be of good behaviour and to observe all regulation set out in the Code of Student Conduct. By registering on any University course, a student becomes subject to University regulations, including this Code. For avoidance of doubt the University may take action under the Code of Student Conduct in respect of a breach of duty even although the student concerned is no longer registered or enrolled at the University.

The relevant regulations can be found in Gen. 55, paras 33.1-33.85 of the University Calendar, www.gla.ac.uk/services/senateoffice/policies/calendar/.

Notification of Good Cause
Students who believe that illness or difficult personal circumstances will prevent/have prevented them from attending an exam/completing other coursework or that these caused them to do less well in assessment than they would have done otherwise, you must bring these circumstances to the attention of Centre administration (openstudies-admin@glasgow.ac.uk) by logging this in their Student Centre on MyCampus within 7 days of the submission/exam date. Steps on how to log this can be found at:-
http://www.gla.ac.uk/media/media_425202_en.pdf.

The relevant regulations can be found in Gen. 13, paras 16.45-16.53 of the University Calendar, www.gla.ac.uk/services/senateoffice/policies/calendar/. These regulations make provision for assessment that has been adversely affected by illness or difficult personal circumstances.

Extract from the regulations:

a) *'Good Cause' shall mean illness or other adverse personal circumstances affecting a candidate and resulting in either:*
   i) *the candidate's failure to*
      - *attend an examination, or*
      - *submit coursework at or by the due time, or*
      - *otherwise satisfy the requirements of the scheme of assessment appropriate to his or her programme of studies; or,*

   ii) *the candidate's performance in examination or other instrument of assessment being manifestly prejudiced.*

Good Cause refers to the sudden onset of illness or adverse circumstances affecting the candidate. It is not intended to apply to chronic or persistent illness or to long-term adverse personal circumstances. Where there

is a chronic medical condition Good Cause shall only be established where the candidate's performance in assessment has been compromised by a sudden severe episode of the illness.

b) *'Evidence' shall mean a report descriptive of the medical condition or other adverse personal circumstances which are advanced by the candidate for consideration as amounting to Good Cause. Such a report should include a supporting statement from an appropriate person as indicated by the University's Student Absence Policy. Where the report refers to a medical condition of more than seven days' duration the report must be completed by an appropriate medical practitioner.*

c) *The events described in paragraphs (i) and (ii) of paragraph (a) of this regulation shall constitute incomplete assessment.*

It is extremely important that students understand University policy and consult these regulations. Good Cause claims must be submitted to the Centre admin within 7 days of the affected assessment and students must not wait until they receive their grade. Good cause cannot be withdrawn after 7 days. Students should not wait to submit Good Cause until after they have received their grade, if cases such as this arise please contact your subject specialist or Angela Lyle.

Tutors should not wait until the Board of Examiner meeting to present cases of a good cause nature. If you receive a Good Cause notification from a student, please forward it to your subject specialist or Angela Lyle upon receipt.

Appeals
Students must intimate their intention to appeal within 10 working days of the outcome of the decision on what they are appealing against. This intimation should be sent to the Director for Open Studies. Students will have a further 20 working days to submit full grounds and any supporting documentation.

The first step will be to try and resolve the matter informally with the Director of Centre for Open Studies, and they should email them with details of the case and evidence in the first instance.
Students have a right to appeal to the College of Social Sciences Appeals Committee, first via Mrs Fiona Webster and then to Senate, if they are not satisfied with the outcome of discussions with the Centre.
Information about the appeals process can be found at:-
www.gla.ac.uk/services/senateoffice/studentcodes/students/academicappeals/ The relevant regulations can be found in Gen. 30, paras 26-28.15 of the University Calendar:-
www.gla.ac.uk/services/senateoffice/policies/calendar/.

There are only three grounds for appeal:

- Unfair or defective procedure.
- Failure to take into account medical or other adverse personal circumstances.
- Relevant medical or other adverse personal circumstances which for good reason have not previously been presented.

Students should be encouraged to seek guidance from the SRC Advice Centre regarding the appeals process and the validity of their appeal.

Complaints procedure
The University has a formal policy for complaints. Full details can be found online at:
www.gla.ac.uk/services/senateoffice/studentcodes/students/complaints/.

The general principle behind the procedure is that all problems should be dealt with at the local level where possible but can be referred to higher levels within the University if necessary.

The procedure has two stages: Stage 1 'frontline resolution' and Stage 2 'investigation'.
At Stage 1 the University will respond to complaints within 5 working days
At Stage 2 the University will respond to complaints within 20 working days

Students are advised to discuss any matter for complaint initially with their course tutor; but if this is not possible or appropriate, they should contact staff in the Information Office in Centre for Open Studies, St Andrew's Building who will acknowledge and refer their comments to the most appropriate member of staff for attention.

Data Protection Act, 1998 and Freedom of Information (FOISA)
Any information you hold on students, whether written or on computer, is subject to the Data Protection Act. This includes the course register, students' coursework and exam scripts. All such data must be kept private and secure, not disclosed to any third party including other students, or used for any purpose other than the administration of the course. Guidance on the retention period for your programme can be sought from the Centre.

Students <u>must</u> submit their coursework or exam scripts to you anonymously, using their 7-digit GUID (this is also required by the University's Code of Assessment).

Individuals can make a subject access request for all information that we hold on them, this includes, e-mails, result spreadsheets, assessment feedback. Please bear this in mind when corresponding with students or staff, and when logging and retaining files.

Please take some time to review the information found on the University webpages at:-

Good practice guides: http://www.gla.ac.uk/services/dpfoioffice/guidanceforstaff/
Online training module: http://www.gla.ac.uk/services/dpfoioffice/dataprotectiononlinetrainingmodule/

Equal opportunities statement
We are committed to equality of opportunity for all and seek to establish an inclusive environment in which students' educational aspirations are recognised and supported regardless of age, disability, ethnicity or national origin, gender, religion, sexual orientation or educational background. We welcome a diverse student population and aim to ensure that all students have the opportunity to benefit fully from participation in our courses. To this end, we will seek to achieve and maintain a student body that broadly reflects the communities within which it operates.

The University's Equality and Diversity Policy can be found at:
www.glasgow.ac.uk/services/equalitydiversity/equalitydiversitypolicy/

The Equality and Diversity Unit
This University Unit is responsible for promoting and embedding all aspects of equality and diversity with the University community. Its remit includes:
- Promoting best practice in equality and diversity
- Mainstreaming equality and diversity throughout all policies and practices
- Providing a confidential service of advice and guidance to staff and students.

Please feel free to contact the Unit on any related matter, through email equality@glasgow.ac.uk or telephone 0141 330 1887.
www.glasgow.ac.uk/services/equalitydiversity

6. Student retention and recording of attendance

It is important that the records that we hold on students are accurate and that Irene Vezza (Irene.Vezza@glasgow.ac.uk) is informed if a student has been absent for 2 or more weeks from class. If you have concerns over inconsistent attendance which is not as straightforward as continual absence please alert Irene Vezza.

Attendance monitoring
To comply with the University and SAAS it is important that the registers are maintained and accessible to the Centre admin. Attendance will be spot checked throughout the blocks and you may receive requests to e-mail your attendance and results spreadsheet to the Centre, using your University e-mail account.

All students attending your class must be enrolled. If you find that there is a student in your class whose name is not on the register, please take a note of their name and contact details (important!) and alert the Centre admin. Coursework submitted by a student who has not enrolled formally must not be marked.

Non-credit bearing courses
A class list will be sent to your University e-mail account the day prior to the course commencing. It is not necessary for you to return an official record of attendance to the Centre but for the purposes of Health and Safety it is important that you are aware of who is in your class.

For all other programmes
Your attendance and results spreadsheet will be sent to your University e-mail account the day prior to the course commencing. You will find that your spreadsheet has two tabs, one for recording attendance and one for recording grades. Your subject specialist may ask that the spreadsheet is uploaded to and maintained on Moodle. In such cases, tutors are reminded that the information held in the register is sensitive: you must ensure that the section hosting the attendance/results spreadsheet is hidden from students.

No students should be added to the spreadsheet. If a student appears in your class who is not on your register please contact the Centre admin.

Notification of withdrawal
You must inform Centre admin if a student informs you that they intend to withdraw so that they can arrange for the necessary paperwork to be completed and for the Centre to maintain accurate records. The student should be directed to the Centre for Open Studies web pages to download and complete the withdrawal form which should be returned to the Centre.

7. Supporting students

Study skills for Access students
Guidance on study skills form an integral part of the Access courses. Students will be introduced to some key skills at induction but you will introduce the full range of skills that students need as undergraduates as you work through the year.

Students who seem to have ongoing problems with academic writing may be referred to the Royal Literary Fund Writing Fellow in the School of Education (rlf@educ.gla.ac.uk). Please refer students with particular or persistent difficulties to Irene Vezza in the first instance.

Supporting student learning
Your role in clarifying the commitment expected of students at different times of the course is central to helping them to plan how to integrate study with the rest of their lives. Combining family and/or work and study commitments can be difficult, bringing into play both organisational and time management skills.

Ensuring that your students are aware of the deadlines they are required to meet at different points of the course is a key responsibility of a tutor. Although provision is made for extensions where Good Cause is evidenced, providing deadline information in advance is essential in helping students to plan. Severe penalties are now imposed on students who fail to meet deadlines; these should be imposed if a student has not agreed an extension with you prior to the deadline date. You should explain to students the consequences of not submitting work by an agreed deadline.

Do not take it for granted that students already have the required skills in essay writing or preparing oral presentations. Guidelines from you, as far as class time allows, are helpful (e.g. planning and structuring an essay or on using quotations and giving simple references). Students can approach Effective Learning Advisers for one-to-one support, information can be found at:- www.gla.ac.uk/services/sls/. The detailed feedback that you will provide on their assessment will be a vital source of advice on these matters. Students could also be pointed in the direction of the study skills workshop, and information/links on University web pages such as through the Student Learning Service http://www.gla.ac.uk/services/sls/links/

Formative assessment
Before asking students to submit any work that will be assessed for the purpose of counting towards a final grade (summative assessment), it is valuable to provide an opportunity for students to attempt a piece of work for practice (e.g. short essay or test = formative assessment). This will allow you to use diagnostic assessment of an individual's strengths and weaknesses and provide informal feedback before the student submits a piece of work that will earn a formal grade.

Students with disabilities
The University has a Disability Service (DS) with staff dedicated to providing a full range of advice and support for students with disabilities. They welcome enquiries and applications from students including students with dyslexia, chronic medical or mental health conditions, sensory impairments and mobility impairments. They can provide practical assistance relating to access, equipment, exams procedures and applications for the Disabled Students' Allowance. Students are encouraged to disclose as early as possible any disability or condition to ensure that appropriate support is arranged. This could include physical access, examination and study arrangements. They may also be eligible for funding from the Disabled Students' Allowance but this will depend on the number of credits they are studying: normally they have to be studying for a minimum of 60 credits.

Disability Services is located at 65 Southpark Avenue, G12 8LE, off University Avenue on the corner of Gibson Street. On campus maps the reference is E12. There is a fully accessible entrance around the Gibson Street side to the left when facing the main entrance of the Building. There is also accessible accommodation in the McMillan Reading Room and Library. Opening Hours are from 0930 to 1700 Monday to Friday. Appointments outwith these times can be arranged for students who are unable to attend during the day. The telephone number is 0141 330 5497 email: disability@glasgow.ac.uk. The DS website contains further details and useful information www.glasgow.ac.uk/disability. The Centre offers sessions that outline the procedures that must be followed in order to support students with disabilities. See the tutor support session timetable distributed by Angela McDonald.

Irene Vezza is the Centre for Open Studies Disability Coordinator and should be contacted in the first instance (tel: 0141 330 1823 or email Irene.vezza@glasgow.ac.uk) if you have any questions. Irene will advise tutors where support provisions requests have been received from Disability Service. The information received is confidential and should not be released under any circumstances.

Disability is defined as 'a physical or mental impairment which has a substantial and long -term adverse effect on your ability to carry out normal day-to-day activities'.

The Equality Act 2010 puts an onus on public authorities, like universities, to introduce policies that actively promote equality and prevent discrimination taking place. In order to fulfill this duty public authorities, including universities, are required to have a Disability Equality Scheme which sets out action points for the institution to work towards achieving within a given time- frame. These targets and action points are annually reviewed and an impact assessment is carried out every 3 years to ensure the institution is achieving its self-set goals in the areas of disability equality. The University's current Disability Equality Scheme and Action Plan is available to view at: www.gla.ac.uk/des. It covers the period December 2009-2012.
The Equality and Human Rights Commission (EHRC) has published guidance and good practice on what the new Equality Act will mean for employers, workers, service providers and service users and this guidance is available online: www.equalityhumanrights.com/
Staff should familiarise themselves with the Equality Act and its implications for working with disabled students. The Equality & Human Rights Commission's website is a useful source of information.

- Institutions are expected to advise staff about the Equality Act, but once this obligation has been fulfilled, staff are deemed to be individually responsible for their actions and behaviour.
- It is unlawful to place a disabled student at a disadvantage. The learning provider has to make reasonable adjustments to accommodate the student.
- It is unlawful for an institution to discriminate against disabled people or students by treating them less favourably than others.
- Learning providers are required to make reasonable adjustments to provision where disabled students or other disabled people might otherwise be substantially disadvantaged.
- Provision must be made for students requiring "auxiliary aids and services" (such as interpreters, lip speakers, note takers etc).
- It is important to ensure that decisions about entry and suitability are not made based on assumptions on what a student can or cannot do.

Disclosure
There are likely to be occasions when a student does not disclose on enrolment that they have particular support provisions, and these will only come to light in the classroom. Tutors should actively encourage disclosure on other occasions, such as when discussing field trips or examination arrangements with the class. Again, the name of any student should only be passed to Irene Vezza with their permission. If a student does not want their name passed on, the student should be advised that in such a case additional support cannot be put in place. If you feel that for some reason it is essential that information is passed on, please contact Irene Vezza, or Disability Services. Do not hesitate to contact Irene if there are difficulties in providing the resources required or if any adjustments need to be made to the curriculum or assessment.

Notwithstanding any of the above, tutors should bear in mind the anticipatory mind-set that the Equality Act encourages, and consider ways in which they can adjust their teaching and delivery so that requirements can be accommodated without the need for individual disclosure or special arrangements. For instance, it is particularly helpful if your course material is made available electronically; it can then more easily be made available to students who require access to notes prior to lectures, or it could be photocopied onto paper of a particular colour, or made available in larger type, or prepared for Braille transcription.

Reasonable adjustments
These are many and varied and are best negotiated with the students themselves in conjunction with Disability Services. Some students will have computing facilities to assist their learning (such as readers or scanners) and/or support workers who will act as facilitators. The students can advise you of these and how they might be best used.
You could consider:

- For visually impaired or blind students: providing handouts in large print, making lecture notes/handouts etc available in advance, electronically, using an appropriate background colour for handouts (e.g. yellow), facilitating the taping of lectures (and making appropriate adjustments to where you stand/sit or how you move about)
- For hearing impaired or deaf students: positioning yourself to allow lip-reading, not having your back to a window, providing lecture notes
- For students with mental health difficulties: allowing for reduced concentration, a relatively high level of absence and high anxiety when expected to contribute to discussion
- For students with mobility impairments: alternative arrangements to field trips, consulting all students if any changes are proposed to teaching accommodation or time of meeting.

Assessment and exam arrangements

If you think that an assessment method used for your course might disadvantage a student because of their particular disability, and some reasonable adjustment might be devised, please contact Irene to discuss. Adjusted exam arrangements may be possible, for instance where students need to use computers, or be given extra time to complete the exam, or make use of readers or scribes. In such cases, advance notice is essential. Every effort will be made to find appropriate people for this support.

Library support

There is a range of support available for disabled students in the library including a fetching service. Please contact the Disability Service for further information: tel. 0141 330 5497; fax 0141 330 4562; e-mail: disability@glasgow.ac.uk

Assistive technology

The Disability Service can arrange evaluation and training sessions for students who have assistive technology requirements. Specialist software packages can be demonstrated and sampled, many of which are available on the University network. Advice on training in assistive software or on quotes for Disabled Students' Allowance claims is also part of the service offered by the Disability Service. A loan pool of equipment is available for those who require such a service. Please contact the Disability Service for further information: tel. 0141 330 5497; fax 0141 330 4562; e-mail: disability@glasgow.ac.uk

Useful web links

Disability Service:	www.gla.ac.uk/services/disability/
GU Disability Equality Scheme (DES) and Action Plan:	www.gla.ac.uk/des/Equality
Human Rights Commission (HE):	www.equalityhumanrights.com/advice-and-guidance/further-and-higher-education-providers-guidance/
Skill (the National Bureau for Students with Disabilities):	www.skill.org.uk

8. Feedback mechanisms

Feedback from both tutors and students is essential to us, both as a means of monitoring each course and the programme in general. You will be asked to participate in various forms of evaluation.

Tutors should take every opportunity to encourage members of the class to give regular verbal and written feedback on various aspects of the design and delivery of the course. Students will also be invited to complete a standardised EvaSys course evaluation during their course.

Similarly, please keep in touch with your subject specialist regarding any comments you have to make about any aspect of your experience with the Centre. You will be asked formally for feedback when your teaching ends, but if you experience any difficulties during your course, let us know sooner rather than later.

Student Representative Groups
The University has various subject-specific groups that represent students, all of which feed into the central Student Representative Council (SRC). The SRC represents students through a system of elected course representatives, School convenors and SRC Council itself. Any student of Glasgow University is entitled to seek advice and support from the SRC.

Staff student liaison committee (SSLC)
The Centre has its own SSLC dedicated to eliciting and responding to students' feedback about courses. Student representatives collect feedback from fellow students and take part in meetings and feed back to the class. Minutes of these meetings are published on the general Moodle page and Student Voice (see below) and remitted to the Learning and Teaching Committee for action. A student representative also sits on this committee.

Student representatives are eligible to attend training sessions, and in the course of their duties they gain valuable experience. They may have their role as student representatives recorded on their HEAR (Higher Education Achievement Report) if they meet the requirements of the role in terms of consulting fellow students and attending meetings. Please encourage your students to elect a representative at the start of your course.

The University's SRC offers training to students volunteering to take on a student representative role; information on this is posted on their website:
www.glasgowstudent.net

Student Voice
Student Voice is an online forum for students and their student representatives to communicate and discuss their learning experience. Information on Student Voice can be found at:-
http://www.gla.ac.uk/services/senateoffice/qea/studentengagement/studentrepresentationstudentvoice/#tabs=2.

Evaluation of teaching
Students will have the opportunity to evaluate their course(s) and will be invited to complete this online, normally in the final three weeks of the course. Please alert your students that they will receive an e-mail inviting them to complete the evaluation.

If students have any concerns about their studies that cannot be communicated through evaluations or their student representative, they should be encouraged to make an appointment to discuss these directly with the relevant subject specialist.

9. Assessment

Students in receipt of a SAAS part-time fee grant must complete assessment in line with the assessment criteria. This must be made clear to students in class; there will be no opportunity for the students to change their status to 'audit only' and the grade recorded for students who do not meet the minimum assessment requirements will be Credit Withheld (CW). Students will be informed via e-mail that it is their responsibility to complete the assessments, however it will be useful if tutors can emphasise this to students during the first class.

Assessment policy
Tutors should ensure that they are familiar with the University's assessment policy:-
www.gla.ac.uk/services/senateoffice/policies/assessment/assessmentpolicy/. Questions regarding the policy should be referred to Angela Lyle.

Minimum assessment requirements
The minimum assessment requirements are recorded in the course specification and must be adhered to:-
www.gla.ac.uk/coursecatalogue/courselist/?code=ADED&name=Adult+and+Continuing+Education. Normally the minimum requirement for award of credit is the submission of 75% of the course's total assessment. Tutors should in the first instance refer to the course specification and consult with their subject specialist.

Tutors cannot digress from the assessments detailed in the course specification and cannot withhold or award a grade that it is not line with or detailed in the specification. Cases where this arises may lead to a student appeal which would normally be upheld by the University if we have not complied with the University regulations.

Exchange students' assessment
Each year, the University accepts a number of students from European and American universities on exchange programmes. Such students are often here for only part of the academic year, and might only take one half of a two semester course. Usually, they need to exit with credit. This can normally be achieved by the student undertaking the first semester's assessment along with the rest of the class, but sometimes they may need to have specific additional assignment/s set for them. These will need to be marked and the results returned to Centre admin out of the normal sequence of events and in line with the relevant block deadlines highlighted in section 1.

Details of these students are passed on by the University's International Office to the Centre, who will contact you early in the session to let you know of any exchange students that you have in your class, and will advise you to contact your subject specialist regarding arrangements for their assessment.

If you become aware of an international student in your class about whom you have not been informed please advise Centre admin.

Criteria for grading

All courses which use written, oral or practical performance as an assessment strategy must have clear grading criteria. Tutors should draft these in advance and, where relevant, agree them with the subject specialist concerned. The criteria must arise from the intended learning outcomes for your course. By relating the criteria to the intended learning outcomes of the course and the specific piece of assessment, it should be possible to identify those aspects of student performance that you wish to assess.

For oral presentations, you should use a criteria sheet to record your assessment of each student's work. Whilst the oral itself cannot be moderated, submitting a criteria sheet confirms to external examiners that the assessment process was conducted with clear parameters.

When you set an assessment of any kind, share the criteria being used to grade that particular piece of assessment with your students. This will help to overcome the idea that the assessment of their performance is a subjective matter. When you return marked work, your feedback should be directly related to how well a student has performed against each criterion you have identified as being important.

Schedule A should be used in conjunction with the marking criteria for any piece of assessment. If you are second marking or moderating assessments alongside a colleague, you should ensure that you are both using the same criteria to justify the grade awarded.

In the case of unseen examinations, we suggest that a less complex set of criteria is more appropriate. Grade criteria used for examination answers are generally similar to the equivalent grade descriptors for essay work, but tend to be less exacting in relation to use of quotations and direct reference to primary and secondary material.

If word length is one of your criteria, you must indicate the importance you have allocated to it and tell students if there are penalties for work that is severely under/over length. This should be clearly recorded, e.g. written into guidelines distributed with assessments, and/or documented on Moodle.

Tutors cannot deviate from the information laid out in the course specification document for their course, which can be found at:-
www.gla.ac.uk/coursecatalogue/courselist/?code=ADED&name=Adult+and+Continuing+Education. Changes must be made in line with the course approval process and should be submitted no later than in early November in the year prior to the courses being taught. Minor changes may be agreed no later than March of the previous year.

Code of assessment (Schedule A)

Students' performance and attainment should be graded in accordance with the University's scheme outlined below. You must not assign arithmetical marks. Thus, if you're setting a class test, instead of giving a student 22/25 which you'd convert to a grade (A4), you should award a grade on their performance according to the criteria below and assign the associated primary grade and secondary band. You should give students a sub-grade (e.g. A3 or B1) for individual pieces of work.. This final grade will be a composite of the grades weighted according to the proportion that each contributes to the total assessment of a student's coursework and examinations (if any).

Primary Grade	Gloss	Secondary Band(a)	Grade Point	Verbal descriptor
A	Excellent	1 2 3 4 5	22 21 20 19 18	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures
B	Very Good	1 2 3	17 16 15	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
C	Good	1 2 3	14 13 12	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding
D	Satis-Factory	1 2 3	11 10 9	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure
E	Weak	1 2 3	8 7 6	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations
F	Poor	1 2 3	5 4 3	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
G	Very Poor	1 2	2 1	Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation
H			0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary

AU	AUDIT ONLY	Students who have registered on the course on an audit only basis and not funded using a SAAS part-time fee grant.
MV		Approved compassionate or certified medical absence. Students will be offered opportunity for re-assessment (first diet(b)).
I	INCOMPLETE	Awarded to students who appear to have withdrawn from the course (but who have not notified us of this) or whose attendance is minimal (i.e. less than 30% of the course).
CW	CREDIT WITHHELD	Insufficient assessed work received from student to permit graded outcome. Opportunity for re-assessment available (as second diet(b)).
CR	CREDIT REFUSED	Failure to comply, in the absence of good cause and who have not completed a minimum of 75% after the second diet (previously CW). CR may be recorded if there is no opportunity for reassessment.

a) The Secondary Band indicates the degree to which the work possesses the quality of the corresponding descriptor.

b) 'first diet' means that the sitting of the exam or the submission of the assessment is seen as the student's first attempt, 'second diet' means that it is the student's second attempt. The first grade (e.g. E2 or CW) remains on the record.

Coursework and feedback

Each student must receive appropriate feedback on each assessment submitted; the assessment along with your feedback should be copied so that the Centre has one copy and the student the other. The Centre seeks to provide feedback, optimally, within 2 weeks, but within a maximum 3 weeks after submission for all courses where assessment is offered. Cases where this has not been met should be referred to Angela Lyle.

It is important that students receive encouragement through detailed, constructive feedback rather than a higher grade than their work really merits. Do not upgrade a low grade on the basis of extenuating circumstances.

You should provide a clear indication to the student, by the use of a grade, as to how well the work meets the standard required for a course at the relevant level and provide detailed feedback to the student in an appropriate format. Please ensure that the feedback given is related to the grade descriptors in the Code of Assessment. For example, if the overall grade is in the B range, describe the work overall as 'very good' rather than 'excellent'. Students should always be advised on how to improve – if the work is at A5 level, what is it that prevents it being A1?

You should expect students to perform at widely varying levels according to their previous experience of study. Some students may lack confidence in their abilities particularly at an early stage in their course. Do not take it for granted that students already have the required skills in essay writing or preparing oral presentations. Guidelines from you are helpful (e.g. about planning and structuring an essay or on using quotations and giving simple references).

Assignment upload (Moodle)

Tutors are strongly encouraged to use the assignment upload function in Moodle. Guidance on how to create assignment uploads, useful tools can be found at:-
http://www.gla.ac.uk/services/moodle/universityofglasgowmoodleguides/. Assignment upload allows for you to:

- Provide feedback, record grades online and communicate this all through Moodle.
- Download the grade spreadsheet and record grades and feedback. Once completed the spreadsheet can then be re-uploaded to Moodle which will then allow students to access their grade and feedback.
- Retain all pieces of assessment securely, with no need to print and store paper copies.
- Record an accurate date and time of when assessments are submitted.
- Conduct automatic anonymous marking which is in line with the code of assessment.

Paper submission

Students should be reminded to submit their coursework with only their 7-digit student number in order to conform to the University's Code of Assessment. They should submit their work to you, the course tutor. Students are encouraged to submit word-processed work. In cases where this is not possible students should use black ink to facilitate photocopying. Work should be graded anonymously as far as is practicable. Second marking (if you're teaching with a colleague) and/or moderation (working with your subject specialist) should be evidenced for the purposes of students and external examiners. In all cases students must attach a completed Declaration of Originality form to each piece of assessment. Coursework must not be marked until a Declaration of Originality form is submitted.

Every piece of coursework submitted should be returned with a Coursework Record Form (Report D) which should clearly state the tutor's name, the student number and the name of the assessment (e.g. Essay 1, as described on your course information sheet). Comments on this form should be typed so students can read them clearly. A copy of this Report D should be attached to a photocopy of the marked up version of the student's work and returned to Centre admin for submission to the external examiner along with the completed Declaration of Originality form.

Tutors are encouraged to use a different coloured pen from the students, to highlight tutor comments to students and external examiners alike. Red pen would be best avoided, where possible.

Penalties for late submission

Students must submit coursework in accordance with the deadlines. Extensions may be granted in accordance with University regulations governing Good Cause (see above) if students are unable to submit work on time because of medical or difficult personal circumstances. These requests must be supported by appropriate evidence and must be submitted within 7 days of the deadline unless the reasons for submitting late also prevented timely reporting. Please consult with your subject specialist if cases such as these arise. All documentation and appropriate evidence should be sent to Centre admin with a summary of the agreement and/or conversation that you had with the Subject Specialist.

The grade given to any piece of coursework that is submitted late should be reduced by two secondary bands per working day for up to five working days i.e. B1 reduced to a B3. After this, the work will be awarded a grade H (0), and a student may be awarded a CW because it may not be possible to meet the minimum requirements for credit at the first attempt. Details of late submissions and the original grade should be added to the attendance and results spreadsheet.

The University's policy is that if the deadline to submit your coursework is 7pm on Tuesday and a student does not submit it until the following day that they should be graded with a two secondary band penalty.

Students who submit after the deadline and who are submitting a paper copy should submit to Centre admin for the attention of the relevant tutor who will record the date and time and arrange for it to be marked by the tutor.

Languages

Language tutors should read the following section in conjunction with the 'assessment' section as this will apply to all students.

Summary of Assessment Tasks

Language tutors will be provided with documentation on different ways of completing the oral and written assessment in a classroom environment by Liam and Kenneth. In brief, here are some of the main points to bear in mind in relation to student assessment, arranged according to assessment type:

Oral and written assessments
1. Students pass the oral assessment when they have demonstrated to your satisfaction that they have met the criteria for a pass as stated on the sheet which outlines the Intended Learning Outcomes for your class. They can demonstrate this informally, through normal classroom activities or, more formally, through a speaking activity in which they know they are going to be assessed: it does not matter which but it must be consistent for the class.
2. It is not necessary to formally record the spoken assessments.
3. If the oral assessment is going to be more formal, allow plenty of time for preparation/rehearsal.
4. Don't ask students to 'perform' in front of the class.
5. The speaking task can be done as a 'revision' activity: this will reduce nerves and boost confidence.
6. Give feedback and praise where appropriate.
7. Students shouldn't read out what they want to say - it'll sound that way!
8. Make sure students know necessary classroom language beforehand e.g. "can you repeat that please?", "I'm sorry I don't understand" etc. This keeps it all in the target language.
9. If the assessment is more formal, do it when you feel students are ready, not because you have timetabled it for a certain date.
10. If you are doing assessments more formally, allow enough weeks for everyone to complete. Start as early as possible so students who are missing can do it later.
11. Adhere to the criteria of the intended learning outcomes and make sure students do it with respect to grammar, structure etc.

Written Assessments
1. Provide all students with a copy, in writing, of the assessment task. It is also good practice to let them see a model answer to a similar type task.
2. Ask students to have assessments typed/word-processed if possible. If this is not possible, students should write them in black ink (for ease of copying).
3. They should also be double spaced (this helps correction and looks neater).
4. Students' ID numbers should appear at the top of the paper.

5. You should give the original to Liam Kane or Kenneth Milligan and make a copy for the students.
6. Give constructive feedback, in the target language if possible.
7. Think about a consistent 'correcting' scheme: see our document 'Checklist for Handling Written Assessments, pages 2 - 4. Correct accents (external examiners have been complaining about the lack of this).
8. Assessments needn't be longer than is necessary.
9. If students are unsure before submitting their work, suggest they do a short draft or first paragraph for you to check before they go ahead as a form of formative assessment.
10. Discourage students from being over-elaborated by trying to put complicated ideas/structures into the target language. Stick to what they can do.
11. Set the task in plenty of time to allow for late submissions and feedback, e.g. give the task out in week 5/6 for submission in week 7/8 of both blocks.

The marking policy outlined below has arisen from comments made by external examiners so please try and follow the following procedures:
1. Pay attention to detail in marking students' work
2. We want to encourage our students to keep going and if one of them produces a poor piece of work and only sees underlines or masses of red this can be off-putting so please use your discretion: you can highlight a manageable number of mistakes and let students know that that is what you are doing.
3. Give general feedback at the end of their piece of work, in addition to correcting specific mistakes, always with a view to giving 'positive reinforcement'. If this can be done meaningfully in the target language, so much the better.
4. If possible, give some personal response in the target language to what students say, as opposed to just commenting on their use of language, i.e. how they say it. This turns the exercise into a communicative reading activity since students will enthusiastically try to work out what you have to say about their strange holidays, dysfunctional family, favourite football team or whatever they were writing about (within reason, of course: you are not expected to write volumes).
5. If you think it is appropriate, rather than just provide correct answers there is no reason why you cannot also use the written assessment to encourage students to engage in deeper reflection (e.g. by indicating that something is not correct but giving the students themselves, either individually or in groups, a further opportunity at self-correction: Kenneth's handout which you will have been issued with on different ways of giving feedback on written work provides lots of ideas on how to do this).
6. Finally, it is very important that the external examiner can see in what way the piece of written work meets the criteria for a pass. So, whatever your personal preference for using symbols in giving feedback, can you please use the tick symbol (√) to indicate where students are meeting the criteria for a pass. If the criterion for a pass is that "students pass provided they can communicate 10 different pieces of information relating to the assignment" then, if you are awarding the student a pass, the external examiner should be able to see at least 10 ticks on the assessed work.

External examiners

External examiners are heavily involved over the exam board period. They are sent draft examination papers, and the subject specialist will agree with him/ her the quantity of assessed material they wish to receive. Normally all communications with the external are via Centre admin, but there may be occasions when you and they will interact directly (for example, if the external is seeking more information about how a particular grade for a piece of work was arrived at). You can assist the external in this respect by providing clear written feedback to the student as to what extent the learning objectives of the assessment have been met.

More information on the appointment and role of the external examiner can be found at
www.glasgow.ac.uk/services/senateoffice/qae/externalexaminers/

Examinations

Examination papers

Templates will be e-mailed to tutors to populate with their class test and end of course exam questions. The deadlines for sending the examination papers to Centre admin are:

Block 1: Monday, 2 November 2015
Block 2: Monday, 15 February 2016
Block 3: Tuesday, 3 May 2016
Block 4: Tuesday, 19 July 2016

You must supply Centre admin with two examination papers: one for the main diet and one that can be used as a re-sit paper. If there are no re-sits, the second paper can be recycled and used in the following session if your assessment criteria remain the same. It is essential that tutors adhere precisely to the examination specifications laid out in the course specification document terms of length and overall structure. Clarification can be sought from the subject specialist or Angela Lyle.

You will receive draft versions of your exam papers. You must check them, and sign and date them before returning them to Centre admin by the deadline.

All draft papers will be forwarded for approval to the member of academic staff and external examiner responsible for the course. Please note the external has the right to amend an examination paper, and indeed submit questions for inclusion into that paper.

Dates and locations

The Centre will inform you of end of course examination dates, which will invariably be during the examination periods specified in the detailed at the start of this handbook. You are asked to advise students of the proposed date as soon as it is made known to you as they may have to make special arrangements to cover work or domestic commitments. Students may be entitled to re-sit examinations and they will be advised of the relevant dates by the Centre. Please remind students not to book holidays at times when such examinations are due to take place. Class tests should be timetabled during class time and should be communicated to students at least 3 weeks prior to the test date. You are responsible for passing all information about examinations on to your students.

Examination arrangements

Centre admin will get in touch with you to ask about your script book requirements. You will also be told about any special arrangements that any of your students require if they are registered with the Disabilities Service (see above). Please check with Irene Vezzaif you are unclear about any of this. It is important that you take support provisions into consideration during class tests and that you liaise with your subject specialist if additional invigilators are required.

The script books, attendance sheets and exam papers will be available for collection from the Information Office for class tests. For end of course examinations these will be delivered directly to the location.

Recording grades

Tutors should mark scripts so as to make it clear to the external examiner how the grade has been awarded. Record the grade on the script itself and make any totallings of individual sections' grades clear. Scripts are not returned to students but they can make a request under the Data Protection Act to see all the material relating to their assessments. Your comments should be written with that possibility in mind.

All exam scripts must be graded and final course grades recorded and returned to Centre admin in line with the deadlines detailed in section 1. Graded examination scripts should be delivered to the Centre, either in person or by registered post. All assessed material has to be moderated by your subject specialist and sent to the external examiner for scrutiny.

Attendance and results spreadsheet

You must complete and return a completed results spreadsheet recording grades for all students in your class, showing the grade awarded for each piece of assessment (including any examination) and the overall, final grade. Note that these forms must include <u>all</u> students registered for your course, not only those who submitted

coursework. It should also include those who attended regularly but did not submit coursework (usually returned as AU or CW depending on their status) and those who ceased attending (normally (I) Incomplete). You will receive the attendance and results spreadsheet by email to your University e-mail account the day prior to your course commencing. You might find it helpful to enter grades for assessments as they take place during your teaching term rather than waiting until the end of your course. If you find any discrepancies on the spreadsheet please contact Centre admin, do not create a new version.

If you are unable to meet deadlines for the return of coursework forms and final grade sheets for any reason (e.g. exam scheduling, end date of your class) please inform your subject specialist.

Please bear in mind the information that you record on the spreadsheet should not include comments such as 'chronic health problems' or 'good student'. Information that is found to be of a personal and detailed nature will be removed. Remember that this information can be requested through a subject access request and it is preferable that the information held on the spreadsheet is factual, such as good cause rec'd on xx date re ext for A1, ext to xx agreed.

Board of Examiners meeting
The Board of Examiners meetings are held 4 times per year; January, June, August and September. Members of the Board include subject specialists, External Examiners and Assessment Officer. External examiners play an essential role in the process of confirming student grades, and their decision is final. They are recruited, by subject, from other Universities in the UK, and thus bring an outside eye to the proceedings, ensuring that our standards are comparable with other institutions. The purpose of the Exam Board is to confirm the grades, consider Notification of Good Cause and to discuss the programme framework.

If you would like to make available information about your students' performance and/or assessment procedures, please submit a brief written report to your subject specialist, please contact your subject specialist if you wish to attend the meeting in person. You will also have the opportunity to note any special circumstances that should be taken into consideration on your Form E. Normally your course will be considered with others in a cognate group where at least one external examiner will be present.

Once the Board of Examiners has confirmed each student's grades, their overall course grades will be published on MyCampus. Students will need to access MyCampus to view their grade. Instructions on how they do this are posted on the Centre for Open Studies website under 'information for students' – please direct your students to this information and/or talk them through the procedure. Final grades are not published on Moodle.

Grades released by the Centre and those published are provisional subject to approval by the main Board of Examiners, which is held in June. Senate reserves the right of examiners to correct an erroneous result. Note: If a student is in debt to the University then they will not be able to view their grade.

Publication of grades
Once the Board of Examiners has confirmed grades the grade will be published on MyCampus, not Moodle, and students will be e-mailed to advise them that a grade has been published on MyCampus. Students will need to access MyCampus to view their grade.

Reassessment
Students are entitled to re-submit assignments and re-sit examinations if:

- they have not completed the minimum level of assessment required for credit at the first attempt. They will be given the opportunity to complete the assessments that they did not complete,
  and/or
- they have not achieved a D3 or above for the course at the first attempt. They will be allowed a second attempt to complete all of the assessments.

For students who successfully demonstrate good cause and are awarded an MV, reassessment will be treated as a first attempt ('first diet re-sit'). For all other students, reassessment is treated as a second attempt ('second diet re-sit'). The course grade is based on the best performance (whether first or second) in each piece of assessment. The grade achieved at the second attempt will be published on the student's HEAR (Higher

Education Achievement Report) – note, it will be capped at the equivalent of D3 (9 grade points) for the purposes of calculating the student's Grade Point Average.

Students should be encouraged to arrange an appointment with Irene Vezza (Irene.Vezza@glasgow.ac.uk) if they have concerns over reassessment.

The results spreadsheet will offer an early indication as to whether reassessments will be required and Angela Lyle can provide you with guidance if you would like clarification. You will be contacted if reassessments are required. Where the reassessment of a student requires the setting of new coursework, tutors must provide this no later than 2 weeks after the Exam Board has been held unless it is specifically noted on the course specification that there is no opportunity for reassessment. Tutors will be notified when students have returned completed reassessed coursework or notified us of their intention to sit an exam; tutors should contact Andrea Carr-MacDonald in relation to payment for reassessments.. In languages reassessment takes place during the teaching blocks and students should be made aware of this.

10. University plagiarism statement

Students are expected to reference sources they have used in their assessments using the Harvard method or other form of citation explained by you. Tutors are asked to ensure that students understand referencing, and when and how to use it. If a source is not referenced properly, the student may – intentionally or unintentionally – be engaging in plagiarism.
Students are required to state that their work is original by completing the Declaration of Originality form. All students who do not submit their coursework via Moodle 'assignment' must attach a completed Declaration of Originality form to all coursework. Until this is submitted, you cannot mark the students coursework.

If you believe that there is evidence of plagiarism you must inform your subject specialist and Angela Lyle (Angela.Lyle@glasgow.ac.uk) and stop marking the coursework immediately. The tutor will be required to complete a report on the suspected plagiarism and the subject specialist will follow the guidelines agreed at the Learning and Teaching Committee. During this period the coursework will be withdrawn from marking and the Senate Office will be informed that there is a suspected case of plagiarism.

The following few paragraphs are a direct quotation from the University Calendar regarding plagiarism:

> *31.1 The University's degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort.*
> *31.2 Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Plagiarism includes inappropriate collaboration with others. Special cases of plagiarism can arise from a student using his or her own previous work (termed auto-plagiarism or self-plagiarism). Auto-plagiarism includes using work that has already been submitted for assessment at this University or for any other academic award.*
> *31.3 The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism. Work may be considered to be plagiarised if it consists of:*
> *1   a direct quotation;*
> *2   a close paraphrase;*
> *3   an unacknowledged summary of a source;*
> *4   direct copying or transcription.*
>
> *With regard to essays, reports and dissertations, the rule is: if information or ideas are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline; and any direct quotation must be placed in quotation marks and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation otherwise it will be considered as plagiarism. Departments should provide guidance on other appropriate use of references in examination conditions.*
>
> *31.4 Plagiarism is considered to be an act of fraudulence and an offence against University discipline. Alleged plagiarism, at whatever stage of a student's studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.*
>
> *31.5 The University reserves the right to use plagiarism detection systems, which may be externally based, in the interests of improving academic standards when assessing student work.*

The University's full policy on plagiarism is available at:-
http://www.gla.ac.uk/services/senateoffice/studentcodes/staff/plagiarism/. The University treats plagiarism very seriously and it will be treated as a breach of student conduct.

Use of Urkund in assessments
Urkund is a similarity checking software used by the University in supporting students and staff involved in marking coursework. The majority of Colleges use similarity checking software and it is a good practice for all students working towards credit to submit to Urkund.

Urkund is linked to the assignment upload function in Moodle. Guidance on how to use Urkund can be found at:-
http://www.gla.ac.uk/services/moodle/universityofglasgowmoodleguides/assignmentsettingupurkundplagiarism detectionsoftwaretoallowmultiplesubmissionsbyeachstudent/

Please contact Angela Lyle if you have difficulties with Urkund.

11. Course publicity and marketing

The brochures
We currently produce various brochures and the main one is produced in August.. All students who have enrolled on courses in the past year normally receive a copy but this may change through consultation.

Specific course advertising
If you have any ideas about how your course might be best advertised, and how to reach its potential audience, please contact your subject specialist in the first instance. All ideas and suggestions of useful contacts are very welcome.

12. Travel and parking

The University campus is accessible by public transport using the bus, underground or train. Bus services 4 and 6 run from the City Centre. The no. 4 bus comes along Woodlands Road and passes the St. Andrew's Building. From the no. 6 bus stop just before Park road it is only a minute's walk to the St. Andrew's Building.

The closest underground station is Kelvinbridge which is a 2 min. walk from the St. Andrew's Building, and the closest train station is Charing Cross which is a 15 min. walk.

Parking meters are installed in most of the streets surrounding the University, including the St Andrew's Building. Directly outside the Building, the spaces are metered so please pay attention to this. In Woodlands and around the Park area, it is generally metered until 22.00.

Kelvinbridge Underground offers all day parking at £5 (www.spt.co.uk/subway/maps-stations/parking/) although there may be a discount if you have a smart card and are parking for shorter periods.

There are a limited number of designated parking bays available in the small car park at the front of the St. Andrew's Building for students in possession of a blue badge. Disabled parking spaces are also available elsewhere on the University Campus. Space for disabled drivers is in short supply, particularly at the St. Andrew's Building. Please do not use a disabled parking space if you do not have a blue badge. Any misuse of disabled parking bays is reported to the University and you may be subject to a fine.

13. University facilities

Sport and recreation
Access to the University Sports Facilities in the Stevenson Building and Garscube Sports Complex is available to the Centre's students taking 40 credits or more.

For information on staff membership, prices and access please go to http://www.gla.ac.uk/services/sport/membership/ or contact Sport and Recreation at: Stevenson Building, 77 Oakfield Avenue. Tel: 0141 330 4540.

Follow **glasgowunisport** on facebook, twitter and Youtube

Catering facilities
Vending machines are located in the St. Andrew's former cafeteria.

If you are teaching on the main Gilmorehill campus, you'll find catering facilities at One A, The Square near the University's main gate, and the Fraser Building, which is across from the library. Other outlets are found in the Boyd Orr and the Wolfson Medical School. Both student unions have catering facilities which are open during the day and evening, and the library has a canteen with vending machines at ground level.

A variety of local eateries can be found within a short walk from the Centre with differing opening hours; please see below: