

University of Glasgow
College of Science & Engineering
Learning and Teaching Plan 2017–18

This is based on the Action Plan responding to issues relating to the NSS 2017. It includes a number of further actions proposed at college level.

Area for action	Actions in progress	Proposed date for completion
College NSS actions	<p>Addressing Q10 and Q11 in most subjects is the priority. The aim is to enhance the experience of students (and staff) in the long term, while producing impact that can be monitored in the short term.</p> <p>Learning and Teaching Culture: College Management Group will hold a roundtable on Assessment and Feedback.</p> <p>More generally, commit more time at CMG to the learning and teaching culture and how we continue to improve it.</p> <p>Adapt strategy in college last year for <i>Doing Research Differently</i> to make management of learning and teaching, and particularly assessment and feedback, more effective.</p> <p>Strengthen leadership development for staff who manage Learning and Teaching, working with Social Sciences.</p> <p>Aim to develop their roles to reduce administrative burden and free time for educational aspects. This may require alignment between schools of support for teaching.</p> <p>Assessment and Feedback: Improve interaction with LEADS, disseminate successful practice, encourage use of technology for formative assessment with better support; seek to appoint staff to support greater use of technology.</p> <p>Student Evaluations: Ensure that NSS data are collected in such a way that Open Comments are available for more subjects.</p> <p>Other: Review future of combined programmes with CoA and CoSS. Aim to improve the experience of students on the most valuable programmes, while discontinuing programmes of lesser educational value and which may give students a substandard experience.</p>	<p>December 2017</p> <p>Throughout year</p> <p>Throughout year</p> <p>Throughout year</p> <p>Throughout year</p> <p>Throughout year</p> <p>October 2017</p> <p>November 2017</p>
Actions outwith NSS	<p>Improve control of undergraduate recruitment, balancing college targets against capacities of individual subjects, to relieve overloading of popular subjects. (With MaRIO)</p> <p>Review approach to PGT recruitment and consider the</p>	<p>December 2017</p> <p>December 2017</p>

	<p>introduction of 'hard' deposits to gain control over numbers.</p> <p>Build on pilot for introduction to employability run in September 2017 to increase participation to the majority of Science students.</p> <p>Support development of Graduate Level Apprenticeship programme in Computing Science.</p> <p>Introduce recommendations from LTDF project <i>Transitions to Taught Postgraduate Study in the College of Science and Engineering</i> to enhance experience of PGT students.</p> <p>Complete policy for employment of graduate teaching assistants.</p> <p>Enhance teaching support for staff and students across the college to ensure a uniformly high quality, efficient and effective service (from schools, college and university).</p> <p>Run training course to bring scrutiny and recording at all Boards of Studies up to a uniformly high standard.</p>	<p>June 2018</p> <p>September 2018</p> <p>June 2018</p> <p>June 2018</p> <p>June 2018</p> <p>November 2017</p>
All Schools in College	<p>Learning and Teaching Culture: Addressed by specific actions within each School, listed below.</p> <p>Assessment and Feedback: Explore more effective approaches to gain a deeper understanding of students' views of assessment and feedback, and of the questions in NSS more generally. The emphasis should be on the underlying student experience, not the questions themselves.</p> <p>For schools that hold honours examinations only in May, even for courses taught entirely in the first semester, review whether the educational advantages outweigh the widespread negative comments about the exam load.</p> <p>Ensure that marking criteria are made clear for <i>all</i> assessments to address open comments on inconsistent marking.</p> <p>Student Evaluations: Review procedures for staff–student committees to encourage positive, strategic discussions rather than reaction to short-term problems.</p>	<p>December 2017</p> <p>December 2017</p> <p>Throughout year</p> <p>October 2017</p>
Chemistry	<p>Learning and Teaching Culture: Teaching group meetings will be introduced as a formal platform to encourage the sharing of good practice and peer-support.</p> <p>Assessment and Feedback: Short-answer assessments and automatic marking with immediate feedback will be introduced to speed up our return of assessed work, including lab reports automatically marked by Learning Science.</p> <p>Student evaluations: Final Year drop in-sessions will be organised where Heads of School, Final Year and Teaching will be present and where students can raise any queries or concerns early and in an informal environment.</p>	

	<p>Other: Revise allocation of projects so that all students are allocated practical projects rather than literature reviews.</p> <p>Continue initiatives to develop resources to support student learning e.g. pre-lab videos and to provide our students with an opportunity to engage with work-related learning. Encourage students to engage with the dissemination of their work through national conferences.</p> <p>Build on BOLD project to support mathematics teaching for the Science Fundamentals cohort.</p>	
Computing Science	<p>Learning and Teaching Culture: We will run workshops to enable staff to share best practice in assessment and feedback. This will help with faster turnaround of marks while maintaining or improving the feedback quality.</p> <p>Assessment and Feedback: More GTA time will be allocated to staff with very large Honours/Masters classes who need assessment support.</p> <p>Student Evaluations: We will organise a student consultation forum to help us understand and enhance general student experience. We expect one outcome of the consultation to include insights on students attitudes and approaches to assessment and feedback.</p> <p>We will seek ways of using Level 4 and 3 Staff/Student Liaison Committee as an early indicator to NSS score. We can then consider early intervention measures.</p> <p>Other: We will increase the number of class prizes to increase students' confidence and enthusiasm on subject of study. The initial focus will be on 3rd year Professional Software Development / Team Project 3.</p>	
Engineering	<p>Learning and Teaching Culture: A new series of teaching seminars will promote good practice and to introduce staff to new pedagogies supported through technology.</p> <p>A range of events will be held to enhance staff–student relationships, including extended induction for new students, showing students how we have acted on previous years' feedback and the use of senior students as mentors</p> <p>Assessment and Feedback: New Moodles are being created for each academic year so that students will have access to all past Moodles for the duration of their studies.</p> <p>Through the newly introduced teaching seminars, staff will be encouraged to consider different types of feedback to students, for example audio and online feedback</p> <p>Effort will be made to educate both staff and students on the need for feedback to be forward looking, i.e. ensuring that staff give, and that students read, feedback with the intention of applying the feedback to future similar assessments.</p>	<p>December 2017</p> <p>May 2018</p> <p>December 2017</p>

	provide actions toward the aspects of the course that the students have highlighted as in need of improvement.	
Mathematics & Statistics	Learning and Teaching Culture: We will continue to develop our Learning & Teaching Colloquium series, and we will introduce a Peer Observation of Teaching scheme in the School.	June 2018
	Assessment and Feedback: We have reviewed our Level 1 Maths offerings and are now in the implementation stage, building on our continued success in transforming feedback and assessment practices in our School. We aim to introduce the new courses in 2018-19. We are also reviewing our continuous assessment practices in Honours Maths courses, introduced for Level 3 courses in 2017.	September 2018
	We have been reviewing and updating our continuous assessment practices in Honours Statistics courses every year, based on student feedback and performance. We are currently reviewing assessment components of Statistics Level 1 courses in 2017-18.	September 2018
	Many of our courses have provided Assessment and Feedback Calendars for years now in various forms; we will use these as a basis for providing a consistent approach to Assessment and Feedback Calendars across the School.	June 2018
	Student Evaluations: We will monitor how students are using spaces in our new building, with the aim of providing a “home” on campus, particularly for our honours students.	June 2018
	We will develop our “pizza meetings” with students as a means for showcasing ways in which student evaluations and feedback have been acted upon.	March 2018
Physics & Astronomy	Learning and Teaching Culture: Make representations to College to improve staff-student ratio in School and address negative open NSS comments on overcrowding.	May 2018
	Assessment and Feedback: Make feedback calendar, with clear feedback points and dates, more prominent on Moodle sites for each of the years	October 2017
	Establish a working party on Feedback & Assessment as part of a sub-group of the Teaching Committee	November 2017
	Liaise with other Schools (e.g. Psychology, Maths & Statistics) and Physics & Astronomy Schools at other universities to understand best practice for feedback	December 2017
	Develop pilot project in which 3 rd , 4 th and 5 th year Physics courses have Moodle-based formative assessment.	May 2018
	Review supervision provision in 3 rd and 4 th year Physics	May 2018
	Student Evaluations: Perform analysis of correlation between EvaSys and NSS scores.	October 2017
	Other: Improve timetabling alignment with other Schools	October 2017

	(Computing Science, Chemistry, Maths & Statistics)	
	Explore increased entry tariff to control student numbers and increase quality of entrants.	December 2017
Psychology	Learning and Teaching Culture: Launch <i>Teaching with Open Science</i> webpages to showcase teaching developments within the School through a series of blogs and articles and will also provide open science teaching materials within our discipline.	May 2018
	We will host our Teaching Development series which allows for sharing of good practice both within the school and from invited speakers and for team discussions of strategic developments in teaching.	May 2018
	We will support a series of 'writing days' for staff on the teaching track within the school across the academic year.	May 2018
	As part of our community building activities we will pilot a staff and student collaboration on a week of activities relating to Student Mental Health awareness.	October 2017
	Assessment and Feedback: Our ongoing cross programme curriculum review will be focused on a revision of L3 of the undergraduate programme this year with a particular focus on assessment and feedback as this has been raised as a particularly problematic year in our NSS open comments. This will include students and GTAs.	May 2018
	Evaluate the changes to assessment and feedback as part of the curriculum changes across provision at each semester level across the academic year to monitor the impact of the progressive changes moving forward.	May 2018
	We will pilot a new feedback system for individual exam feedback across the undergraduate programme.	May 2018
	We will change the assessment in Semester one of level 1 to focus on students evaluating how psychological literature can inform assessment and feedback	Jan 2018
	Invite colleagues from across the college to come to our Teaching Development group to share their successful practices in assessment and feedback and consider how they could be applied in our context.	May 2018
	Student Evaluations: We had successfully embedded the evasys process across the UG provision last year but this process happened less consistently across our PG provision this will be addressed this year.	May 2018
At the end of each semester block a collated action list from across the evasys SaRDS will be discussed and actioned at the Teaching Management Group.	Jan 2018 May 2018	
We will incorporate summaries of actions taken in response at every programme and year induction.	September 2017	