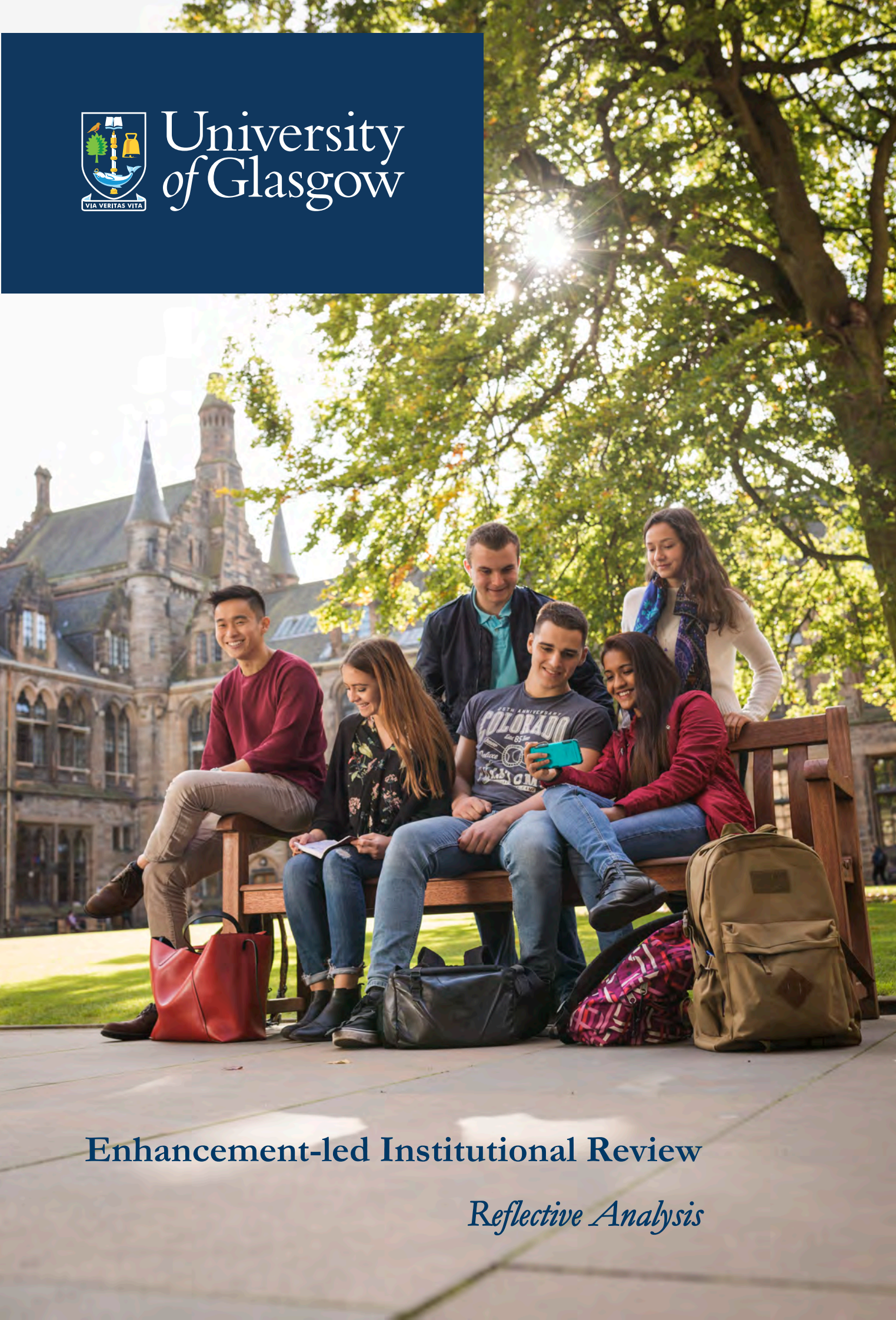




University  
of Glasgow



**Enhancement-led Institutional Review**

*Reflective Analysis*

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## Principal's Foreword

## Principal's Foreword

Dear Colleagues,

On behalf of our community, I would like to welcome you to the University of Glasgow. I look forward to meeting you in person as we continue to engage with the fourth cycle of Enhancement-led Institutional Review (ELIR).



Reflection and enhancement has always been part of the culture at Glasgow. This ELIR cycle, as with previous cycles, has provided a focused opportunity to reflect on our approach to achieving our learning and teaching mission and on the experience of our students. It has also enabled us to reflect on, and take stock of, the scale and interconnectedness of the changes that are taking place across the University and to consider how far we have come since 2014, the time of the last ELIR visit. ELIR brings an external perspective to bear on our progress and I welcome this wholeheartedly.

As you read our Reflective Analysis, I hope you will agree that there has never been a more exciting time to be part of the University. This document is a robust and transparent reflection of an institution fully committed to a number of important and dynamic initiatives. Our campus is changing. It's an environment that plays a critical role in supporting our students, particularly in the context of learning and teaching. It is no accident then that the first new building in our £1bn campus development plan is the recently named McCune Smith Learning Hub. James McCune Smith was the first African American to receive a medical degree, graduating from the University in 1837. The £93M McCune Smith Learning Hub is scheduled to open in 2019-20 and is the first of many projects in a campus development that will create a range of spaces targeted at the different needs of our diverse learning community.

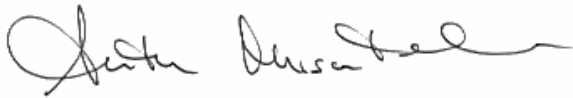
The way that we work is also changing. Indeed, the way that we bring about change is changing too. But amidst all of this, there remains a consistency and a sense of resoluteness, as we continue to place excellent teaching at the heart of our mission. The University of Glasgow has a long and distinguished history of commitment to teaching. We have also made great efforts to recognise and reward it: working to build parity of esteem for teaching in a research-intensive environment; modernising our promotions processes and recognising the many outstanding contributions of our colleagues through our annual Teaching Excellence Awards and the student-led Teaching Awards.

In Learning and Teaching, as with our other activities, we are clearer than we have ever been about what we are here to do, and why. The changes that we see on our campus, in our working practices and our investments in our people are all directed towards our common mission – *to bring inspiring people together and create a world-class environment for learning and research, empowering staff and students alike to discover and share knowledge that can change the world.* As you read the

Reflective Analysis, my hope is that our level of commitment to this mission will be self-evident and you will also see how we are putting it into practice.

I should also say that, whilst we have our sights set on the future and the opportunities it presents, we are also working hard on the challenges we face today, many of which are complex and often enduring. We are open about what these challenges are, we are talking about them, and we are working together as a community to overcome them. We have not shied away from sharing these challenges with you as part of ELIR. We hope that this openness will lead to a constructive dialogue and that we will emerge from ELIR with an even clearer picture of the path ahead.

Again, I look forward to welcoming you to the University.

A handwritten signature in black ink, appearing to read 'Anton Muscatelli', with a long, sweeping horizontal stroke at the end.

Professor Sir Anton Muscatelli, Principal and Vice Chancellor



## **Section One:**

*Contextual information about the institution, student population and the review.*

# 1 Contextual information about the institution, student population and the review

## 1.1 Summary information about the institution, including strategic framework, organisational structure

- 1.1.1 We are a research-intensive, broad-based, civic university with a vision to contribute to world change through our inspiring people: our students and our staff. We have global reach, yet are rooted in Glasgow. This is reflected in our student body in which a significant and increasing number of students from around 140 countries study with us while we continue to attract a substantial proportion of our students from the West of Scotland.
- 1.1.2 Our mission statement encapsulates our ambition to make lasting and meaningful impact globally and locally, through world-leading research and teaching and the rich environment that they create for students and staff. Specifically:
- To bring inspiring people together and create a world-class environment for learning and research, empowering staff and students alike to discover and share knowledge that can change the world.
- 1.1.3 Given our commitment to a world-class education and student experience, we welcome the opportunity afforded by the fourth cycle of Enhancement-led Institutional Review (ELIR) to reflect on the journey we have taken since ELIR 3. We recognise the value in looking at where we are now and what we have done to get here, and welcome the opportunity to consider how our plans for the future will continue to enhance the student experience at the University of Glasgow. Through the ELIR process we hope to uncover how we might refine our plans further. With this in mind, we enter into this cycle of ELIR in an open and collegiate manner inviting the opportunity for as much institutional learning as possible.
- 1.1.4 Having been founded in 1451 by Papal Bull, we have a 568-year history that has seen the University transform itself numerous times in terms of its purpose, location, inclusivity and reach. At the time of ELIR 4, we are at a moment of particular opportunity where the implementation of our strategy will see the University change physically and culturally as we grow and develop our campus and facilities. Significant investment in our infrastructure is integrated with transformational changes in learning and teaching practices, the way that we do our work, and the way we deliver services to students.

### *i. A brief history*

- 1.1.5 The University moved from the city centre to its current home, and main campus, at Gilmorehill in 1871. Since then, it has established additional bases at Garscube in the North of Glasgow (the home of the School of Veterinary Medicine), the city centre where the Dental School is based and in Dumfries where the School of Interdisciplinary Studies shares a campus with the University of West of Scotland, SRUC, and Dumfries and Galloway College. Recently, the Queen Elizabeth Teaching

and Learning Centre was created at the Queen Elizabeth University Hospital in Glasgow, and provides a clinical training environment for our undergraduate medical degree (MBChB) and postgraduate training facilities for medical staff. The University has more recently developed physical presences outside of the UK in Singapore and China in collaboration with a small number of international partners.<sup>1</sup>

- 1.1.6 In 2013 the University significantly enlarged the footprint of its estate<sup>2</sup> through the acquisition of what was the site of the Western Infirmary, adjacent to the Gilmorehill campus. The adjacent land allows not only a significant investment in estate to address an acute shortage of physical space for teaching and research, but is being used as an opportunity to reshape the entire campus, create interdisciplinary spaces, and to rethink our approach to facilitating research, teaching and industry engagement.

## ii. **Our University Strategy**

- 1.1.7 Our University Strategy, *Inspiring People*,<sup>3</sup> was launched in 2015. The launch was preceded by extensive consultation, with inputs from more than 1000 student and staff members of the University community during engagement events. Inspiring People maintains the objectives of its predecessor (*Glasgow 2020 – a global vision*), which set the context for ELIR 3. However, the current strategy places a clearer and more prominent focus on people, emphasising their centrality to why and how we undertake the work that we do.
- 1.1.8 Recognising that Glasgow is a large, broad-based, research-intensive University, *Inspiring People* sets a framework within which schools, colleges and services are empowered to implement policy and practice appropriate to their circumstances and to the benefit of their staff and students. This is part of a cultural change that provides the basis of a broader and deeper transformation programme discussed later. Within this environment, the University places an emphasis on connected but distributed leadership to ensure that, as it maintains and enhances its reputation and standing, the experience for students and staff is continually enhanced.
- 1.1.9 Our strategic vision to be a world-class, world changing university<sup>4</sup> is thus expressed through our focus on three key elements:
- People: Attracting the best staff; attracting outstanding students; connecting with the world through internationalisation;
  - Place: Developing an inspiring and transformative campus; streamlining processes, policies and systems; providing staff and students with first-class support;
  - Purpose: Inspiring learning with outstanding teaching; leading discovery through world-class research; creating impact for society and the economy through innovative engagement.

<sup>1</sup> More information about our history can be found on our website: [universitystory.gla.ac.uk](http://universitystory.gla.ac.uk)

<sup>2</sup> by c.14 acres to approximately 74 acres

<sup>3</sup> Also available as a [PDF download](#)

<sup>4</sup> p.10 of our University Strategy:

- 1.1.10 Our approach is underpinned by shared values that shape the way in which we work towards our strategic goals. We express these as being: passionate; professional; progressive.<sup>5</sup>
- 1.1.11 Key Performance Indicators (KPIs) have been identified for each component of the strategy. They have been cascaded to academic and service areas of the University to allow colleagues to reflect contributions to their achievement in local plans and individual Performance and Development Reviews. Most relevant to ELIR is how this relationship between University Strategy and devolved areas of the University operates in relation to Learning and Teaching.
- 1.1.12 The University's [Learning and Teaching Strategy](#) (L&T strategy), which was developed in consultation with staff and students concurrently and in synergy with Inspiring People, provides a more specific articulation of our vision for Learning and Teaching; *...of a learning culture that places teaching at the centre of what we do. Our learning and teaching shapes and is shaped by our research rich environment. Our motivated, vibrant, diverse community of learners and teachers work in partnership to develop independent, skilled and highly valued graduates with the confidence to make positive change in society.*
- 1.1.13 The L&T Strategy puts flesh on the bones of the commitments within the University strategy, outlining the key areas where we are focusing our efforts, in particular:
- Developing staff and recognising and rewarding their teaching;
  - Student engagement;
  - The physical, digital and administrative infrastructure for and in support of L&T;
  - The student experience including transitions, graduate attributes and employability technology supported innovation in teaching; *and*
  - Innovation in curriculum, pedagogy and technology-supported teaching innovation.
- 1.1.14 An extended review of the L&T Strategy was undertaken between November 2017 and November 2018. The review provided an opportunity to ensure continued strategic alignment and, where appropriate, to incorporate emerging thinking and priorities, such as those identified in our Digital Learning Strategy (2017).
- 1.1.15 We will explore our strategic approach to enhancing learning and teaching fully in [section 3](#). However, as we introduce our chosen contextual themes in [subsection 1.3 \(iv\)](#), we show how they align with our institutional and L&T strategies.
- 1.1.16 Our approach to internationalisation featured prominently in our RA at the time of ELIR 3. In 2014 – 15 we developed our Internationalisation Strategy. Following consultation with the University community, this articulated our strategic priorities around:
- External engagement, including partnerships, Transnational Education (TNE), stakeholders and alumni;
  - Students including international recruitment, scholarships, language provision, summer schools and outward mobility;
  - Research;

<sup>5</sup> p.8 *ibid*

- Curriculum aligned to the L&T Strategy;
- Effective support for staff.

- 1.1.17 Reflecting these priorities, there have been a number of developments over the review period that are relevant to the ELIR process. For example, the growth in the proportion of students taking up an international mobility experience as part of their studies (see para. 2.4.84), our growing TNE student numbers and the growth in the number of international students studying with us. Our approach to collaborative provision and institutional partnership has also developed and matured over the review period, becoming more focussed and strategic – this is particularly true in relation to our TNE provision.
- 1.1.18 Internationalisation pervades our core academic activities of teaching and research. It adds value through, for example, international networks and relationships and through the diversification of our community. Internationalisation is not an end in itself but rather supports us to achieve our core mission. Therefore, we will not address internationalisation as a separate activity in this RA but, rather, draw out its role within the sections of this RA where it has had an impact. Particularly relevant sections include [section 1.2](#) (international student population); para. 2.4.83 (support for mobility experiences); and [section five](#) (collaborative provision, including TNE). We have made good ground against the targets we set ourselves within our Internationalisation Strategy and will chart this progress in the relevant sections of the RA.
- 1.1.19 As we reach the end of the strategic cycle 2015-2020, we will consider whether we need to revise internationalisation objectives and will do so in line with the next University Strategy as it is developed.

### **iii. Our Current Context**

- 1.1.20 In this section, we set out the key elements of our current context, including student perceptions of their experience that influence our Learning and Teaching infrastructure, environment and practice. Our context also influences our approach to the enhancement of provision for students and for staff involved in supporting learning, teaching and the student experience more broadly.

#### **Our campus and facilities**

- 1.1.21 We have recently commenced work on a [£1Billion development of the campus](#) and our facilities which will continue over the next 10 years. It represents one of the largest educational projects currently taking place in Scotland and constitutes a significant investment in the City of Glasgow. The campus redevelopment is an integral and essential aspect of achieving our stated mission as set out in our University strategy and includes opportunities to create new learning, teaching and study spaces. However, we are mindful that our focus on the future must not obscure our efforts to enhance our existing spaces and facilities for students and staff and the need for a coherent and integrated campus experience for students. Thus, a programme of refurbishment and redesign of our existing learning and teaching spaces has seen a significant investment (£2M per annum) over

the review period (supplemented by IT investments during that time). Study space across the University has seen similar levels of investment (again, circa £2M per annum). The particular approach to shaping existing and new spaces is discussed further in our contextual theme on developing learning and teaching infrastructure and study space, most notably in [section 2.6](#).

- 1.1.22 Since our acquisition of the 14-acre Western Infirmary site, we have undertaken an extensive planning and consultation exercise (2012 - 2014) and have created a [Campus Development Framework](#) (CDF). Approved by the local authority in 2014, the CDF provides a contextualised, holistic and unified set of urban design principles. Our Campus Masterplan (CM), which received in-principle planning permission from the local authority in 2017, sets out more specific plans for the development of the campus aligned to these principles.
- 1.1.23 Work has already started on the creation of our transformed campus, including refurbishment of existing buildings and facilities, demolition of buildings at end of life, installation of new services for our planned expansion, and construction of new buildings and facilities.
- 1.1.24 The first phase of the campus redevelopment started in 2017 and will run until 2021 and the first major new building to be delivered will be the [Learning and Teaching Hub](#) on University Avenue (£93M) – due to be open for our students and staff in the 2019-20 academic year. Recently named the James McCune Smith Learning Hub, it will be an inspirational and diverse learning space that will support our students to succeed. This flagship development combines flexible study and social learning space with a range of teaching spaces - from collaborative lecture theatres to technology-enhanced active learning spaces (TEAL spaces). Students will have extended hours' access to the facilities and services offered within the Hub. Student support is being re-envisioned in order to provide more agile and adaptive student-centred service, moving away from more traditional, less integrated, forms of provision. The Hub will be physically linked to another major teaching facility, the Boyd Orr Building, which will also undergo a major (£35m) renovation and internal refurbishment concurrently with the development of the Hub.
- 1.1.25 Also in the first phase will be:
- the renovation of the [Joseph Black Building](#) (home to the School of Chemistry) including the installation of two new laboratories (£34.2M);
  - building of a [Research Hub](#), an interdisciplinary research environment bringing together staff and students to address global challenges and to collaborate on research across five cross-cutting themes (£102.9M);
  - the first phase of a [College of Arts building](#) which will ultimately co-locate the whole of the College of Arts in a new purpose-built facility (Phase 1: £36M);
  - a new building which will house the whole of the [Institute of Health and Wellbeing](#) (£36.3M);
  - a new home for the [Adam Smith Business School](#) (£44.8M);
  - the development of a multi-disciplinary laboratory teaching facility is also being scoped for inclusion in this phase.
- 1.1.26 The next phase of our campus redevelopment will run from 2022 until 2026. This phase will include the creation of the Engineering Research and Teaching Building, an Innovation Zone on the

University boundary with Church St to the West, and the completion of works to the Joseph Black Building.

- 1.1.27 In addition to the major build and refurbishment projects outlined above<sup>6</sup>, the University has made substantial investments in *new* spaces and facilities during the review period. Examples include the redevelopment of the [Kelvin Hall](#) and the creation of the [Teaching and Learning Centre at the Queen Elizabeth University Hospital](#) - both of which include collaborative investments with our partners in the city and region to bring benefits to our students and society.
- 1.1.28 The consistent and meaningful involvement of our staff and students in the planning and design of our buildings and facilities has been essential in ensuring that as we grow and develop, we evolve the quality of what we are able to deliver for our students; ensuring the best environment for their learning and development. All of this contributes to our strategic aims of developing an inspiring and transformative campus and providing staff and students with first-class facilities and support.

### **Our way of working**

- 1.1.29 Alongside the changes to our campus we have embarked on a process of transforming the way that we work and how we deliver major change projects. We have been building capacity and encouraging the adoption of behaviours that will allow us to deliver the transformative vision set out in our strategy and, whilst these ambitions will inevitably take time to be fully realised, our intentions in this area provide important context when considering the contents of the RA. We therefore set out our overarching approach here.

### **Leadership**

- 1.1.30 Since the last ELIR cycle, there has been substantial investment in developing leadership at all levels within the University. We have created a [Leadership Behavioural Framework](#) (LBF) which describes the behaviours that constitute effective leadership at the University; its shape and content was formed through collaboration between Human Resources and the University community, and in particular, with senior teams and staff participating in a range of leadership programmes. The LBF is being used for recruitment purposes, for staff learning, development and talent management. For example, the LBF underpins a new and comprehensive range of [leadership programmes](#) delivered through the University's Employee and Organisational Development Service. We will discuss these programmes further in [section 3](#).

### **The Glasgow Professional**

- 1.1.31 As part of implementing our strategy and ensuring our values are upheld and have an impact on the way we do our work, we have introduced the [Glasgow Professional](#). This behavioural framework sets out how our professional services staff will work together to help bring about the change we wish to see in the University. It illustrates the behaviours we see demonstrated by our professional services staff when their work is aligned with our University values: passionate; professional; progressive. It also supports our work in reconfiguring our University Services to provide the best

<sup>6</sup> [gla.ac.uk/myglasgow/estates/development](http://gla.ac.uk/myglasgow/estates/development)

possible experience for our students and staff. This will be discussed further in para. 1.1.52 where we explore our University structure. It is also used in Performance and Development Review (PDR), recruitment and selection and as a focal point for improvement work within individual teams and services.

### ***World Changing Glasgow (WCG) Transformation Programme***

- 1.1.32 We have established and invested in a [Transformation Programme](#) – World Changing Glasgow – led by a Chief Transformation Officer and supported by a team of experienced project and programme management staff. The programme is an overarching mechanism to deliver pan-institutional projects; recognising the complexity of implementing change across a large, diverse organisation<sup>7</sup>.
- 1.1.33 The programme methodology takes a long-term view of defining need and implementing, supporting and sustaining change across the institution. A great deal of focus is being placed on our strategic approach to transformation and the role it plays within the broadest context of the University, its strategy, its culture and in relation to its people.
- 1.1.34 Whilst not all individual projects within the programme will be directly relevant to the ELIR process, it is worth noting that the main areas of focus for the WCG programme are:
- Enabling a world changing experience - In this context, the first projects include the development and implementation of a new service delivery model for our students, to coincide with the launch of the new James McCune Smith Learning Hub and transforming assessment and feedback. These projects will be discussed further [section 2.4 \(iv\)](#) where we explore our key areas of activity in enhancing the student learning experience and at [subsection 3.1 vi](#) in relation to our next steps for implementing our L&T Strategy;
  - Transforming professional services- to be easier to use, more efficient and effective;
  - Investing in our people- to develop the behaviours, culture and ways of working needed for a world-class university;
  - Decision-making that is data led - identifying and putting in place new ways of capturing and using data to inform the critical business decisions that the University needs to make, building on the progress already made in this area.

### ***Use of Data***

- 1.1.35 We discuss our approach to data use in detail in [section 4.4](#). However, we note here that the role of data has been transformed since ELIR 3. Our University Strategy states:
- Our systems and data provide us with more ways to assess the University's progress and performance than ever. We have worked with our colleges, schools, research institutes and services to identify the core measures that will evidence our world-class quality.
- 1.1.36 To deliver this evidence base for activity, since ELIR 3, we have expanded our Business Intelligence team and created a 'data warehouse' that houses both institutional and external data, collecting it from disparate sources and storing it in a coherent and integrated way. This allows us to more easily

<sup>7</sup> [gla.ac.uk/media/media\\_573698\\_en.pdf](http://gla.ac.uk/media/media_573698_en.pdf)



combine, interrogate and interpret information. In turn, we can then present accurate data in more accessible and meaningful ways that have greater relevance to our institutional context and priorities.

- 1.1.37 The use of data is now integral also to our planning processes, with colleges, schools and research institutes all making use of data to inform their strategic plans and their achievement against KPIs and other priorities. This has been achieved in part through the introduction of Strategic Planning Reports (SPRs) to the annual strategic planning cycle. The SPRs provide a framework of data, within which discussions about resource allocation and the priorities of individual units takes place. This allows for greater levels of transparency in decision-making and encourages alignment between the University's mission, KPIs, the strategic plans of colleges and individual units. Interactive dashboards are also being used to inform effective learning and teaching interventions by enabling us to visualise better data on student attainment and progression.
- 1.1.38 We will discuss our use of data widely in this RA, in terms of how it has informed the choices for our contextual themes, the evaluative aspects of this RA, and how we use it to focus our enhancement priorities across the institution. Contexts where we cite use of data include, in [section 2](#): equality and diversity; widening participation; recruitment and induction; student mobility; and the learning environment. In [section 3](#): the strategic approach to enhancement and its ambitions and effectiveness; the Assessment and Feedback transformation project; and staff engagement.
- 1.1.39 Immediately below we set out some of the key messages that emerge from the views of our students, as represented through survey data:
- **The vast majority of our students are satisfied with their overall experience** of the University. For our undergraduate students, levels of satisfaction compare very favourably to the sector based on NSS data (11<sup>th</sup> in the UK for overall satisfaction (87.7%), NSS 2018);
  - Overall **satisfaction of our postgraduate (taught) (PGT) students is marginally below sector averages**, based on PTES data (79.3%, PTES 2017) and there is a differential between their levels of satisfaction and those of our undergraduate (UG) students. This suggests our PGT students are not always benefiting from some of the positive experiences of our UG students or that their expectations differ from our UG population. We know that levels of satisfaction are variable across the University and that shortfalls in some areas impact significantly on the overall picture presented through survey data;
  - Our **postgraduate (research) (PGR) students are very satisfied** with the overall quality of our PGR provision and we perform well above sector and Russell Group averages on this measure (84%, PRES 2017);
  - The **satisfaction with the quality of teaching at the University is high**. In the case of UG students, levels are approaching sector-leading, based on NSS data (4<sup>th</sup> in the UK, NSS 2018). Our **PGT** students also report that our **staff are good at explaining things, however some also feel that levels of challenge and support for learning could be improved**;
  - The vast majority of our UG students are satisfied with the learning resources available to them (87.9%, NSS 2018);
  - Most of our UG students agree that their programme is well organised and managed (76.4%, NSS 2018);

- The **quality of supervision** for our PGR students is a **strength for the University** and we perform above Russell Group averages (the most appropriate benchmark for PGR supervision) across all indicators in this area (PRES 2017);
- For both UG and PGT students, assessment and feedback is an ongoing concern. We **do not consistently provide high quality feedback within an appropriate timescale**, although there are very high satisfaction levels within some parts of the University (PTES 2017, NSS 2018);
- For PGR students, there are **high levels of understanding of responsibilities** – both those of the students themselves and those of supervisory staff. PGR students are also **confident of knowing who to approach if they have any concerns** about their programme of research (PRES 2017);
- Our PGR students generally have a good understanding of the requirements and deadlines for progress monitoring but, although there have been improvements since 2013, we fall slightly below Russell Group averages on this measure (PRES 2017);
- A very high level of respondents to our Welcome Survey (93%) felt that they **were made to feel welcome upon their arrival** at the University. 88% of respondents felt that they were **part of the University of Glasgow community**;
- New students who responded to our Welcome Survey reported being aware of the student support services available (88%); being satisfied with the admissions team (87%); and being aware of the library services available (86%);
- Of 1450 responses to the question (in our Welcome Survey 2017) ‘What did we do well during your first weeks at University?’, common themes included:
  - Fresher’s week events being a fun way of introducing students to the University and their peers;
  - Staff and other students helped provide a good welcome and were available to provide any assistance needed;
  - The information provided and assistance available to the new students helped them adapt in their first week;
  - Inductions and course introductions were also helpful on a school/college level.

#### ***iv. Our organisational structure***

##### **Governance**

- 1.1.40 The University of Glasgow was founded in 1451; however, its modern constitutional framework derives from Acts of the UK and Scottish Parliaments, dated 1858 to 2016. The Acts make provision for the main statutory bodies and officers of the University: the Court, the Senate, the General Council; the Chancellor, the Principal and Vice Chancellor, and the Rector. The Acts also set out the powers and duties of those statutory bodies, as well as specifying their composition.
- 1.1.41 The University Court of the University of Glasgow is the governing body of the University, responsible for its overall administration and management and is constituted as a body corporate. The University Court has a number of sub-committees which oversee specific aspects of its remit.

- 1.1.42 The University Senate, which is the senior academic body of the University, confers the University's academic awards and is responsible for ensuring academic standards. The Senate appoints 'Senate Assessors' to the University Court to represent its interests on academic matters. Senate has a number of sub-committees which have delegated responsibility for particular aspects of the governance of academic matters.
- 1.1.43 As referenced above, the modern constitution of the University of Glasgow (like that of the other Scottish 'ancient' universities) is established by the 1858 Universities (Scotland) Act and succeeding legislation. Aspects of the legislation and associated legal instruments were presenting a number of difficulties in relation to the appropriate operation of the University Senate and the ability to make decisions. While Students' Representative Council (SRC) representatives attending Senate had been treated as normal members in practice, there was no formal student representation within the composition of Senate. The composition included *ex officio* all professors, with elected members numbering only one-third of that of the professoriate. This generated further concerns: the size of the professoriate meant that total membership of Senate in 2014 exceeded 600. In addition to the challenges of managing such a significant body, the quorum was one-third of the total membership and, as such, represented a number only rarely attending Senate meetings. The constitution of Senate was thus outdated and no longer reflected the requirements of decision-making in a progressive institution. Responding to these challenges, in 2014 the University established the Council of Senate. Formally a sub-committee of Senate, with c. 120 members, it provides a more agile and representative forum for strategic academic decision-making within the University. It addresses the previous challenges, ensuring a smaller, more representative and democratically appointed composition, with the majority of members (including students) now being elected by their peers. The establishment of the Council of Senate to carry out all normal business of Senate successfully anticipated the changes brought about by the subsequent 2016 Higher Education Governance (Scotland) Act. The University is now seeking amendments to the formal University Ordinances through the Privy Council, which in essence will legally replace the current Senate with the Council of Senate. This will make academic governance fully compliant with the 2016 Act and will ensure that these progressive changes are fully embedded in the University's governance arrangements.
- 1.1.44 The Principal and Vice Chancellor is the President and ordinary Convener of Senate and also the accountable officer (Chief Executive Officer) of the University. The Principal is appointed by the University Court and is supported and advised by the University Senior Management Group (SMG). SMG also advises Court and Senate on matters of strategic policy (academic and resource), and acts on a day-to-day basis to implement the policies of Court and Senate.
- 1.1.45 The Chancellor (currently Professor Sir Kenneth Calman) is the ceremonial Head of the University, and one of its most prominent ambassadors. Amongst his statutory duties is the conferment of degrees. The Chancellor is elected by the General Council, of which they are Head, and holds office for life. The General Council is a statutory body comprising the graduates of the University and enables them to give their views on the regulation and well-being of the University. It also elects two Assessors of the General Council to serve on the University Court.

- 1.1.46 The Rector (currently Mr Aamar Anwar) is elected by the students of the University to represent their interests. They are also, *ex-officio*, the Chair of the University Court. The Rector is not involved directly in University strategy or policy-making.
- 1.1.47 More information on the governance of the University can be found in [Appendix 1](#).

### Academic Structure

- 1.1.48 The academic structure is comprised of four colleges and, within and across those colleges, 33 schools and research institutes, including a graduate school in each college. This structure was implemented in 2010.
- 1.1.49 Our colleges are major constituent parts of the University and exercise considerable autonomy in aspects of resource allocation, learning and teaching and research activity. They can, where appropriate, adopt their own internal governance practices, policies and processes, consistent with and in pursuit of the University's broader objectives. The four colleges are: Arts; Medical, Veterinary and Life Sciences (MVLS); Science and Engineering (S&E); Social Sciences (SS).
- 1.1.50 A chart of our academic structure, including the schools and institutes within each college, can be found at [Appendix 2](#).

### University Services

- 1.1.51 University Services (US) are led by the University Chief Operating Officer and University Secretary, supported by the Professional Services Group (PSG). Our University Services have recently been restructured into eight directorates, each led by an Executive Director. This change was announced in the 2017-18 academic year; some follow up restructuring exercises in specific directorates are still underway. Each Executive Director is a member of the PSG and the group's membership also includes college Directors of Professional Services.
- 1.1.52 The University Services directorates are:
- Human Resources
  - Estates & Commercial Services
  - Information Services
  - Student & Academic Services
  - External Relations
  - Research & Innovation
  - Finance
  - Strategy & Planning
- 1.1.53 This is a marked change from a previous structure which included a greater number of separate services and is intended to deliver a more coordinated and streamlined approach to providing the best support for our students and staff. The focus for all services is on supporting 'front-line' academic activities - enhancing the student experience; ensuring that the professional services are joined up; developing a close partnership with the SRC; and improving efficiency. The anticipated

impact of the relevant aspects of this restructuring (for the purposes of ELIR) will be explored later in this RA, particularly in [section two](#) (most significantly in [section 2.4 \(iv\)](#)), where we discuss our approaches to supporting our students.

1.1.54 An overview of the structure and leadership of University Services is provided at [Appendix 3](#).

## 1.2 Composition, key trends and anticipated changes in the student population, including information on retention, progression and outcomes

### i. Current composition of the University Community

1.2.1 At time of writing, the University has a total of 28,780 students in the 2018-19 academic year. The total number consists of:

<b>Composition</b>		<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Undergraduate	Full-time	17,340	17,740	18,270	18,440	18,780
	Part-time	400	400	340	340	400
	Home/EU	13,960	13,550	13,490	13,510	14,020
	International	2,030	2,210	2,370	2,460	2,390
	RUK	1,780	2,390	2,750	2,810	2,780
	<b>UG Total</b>	<b>17,770</b>	<b>18,140</b>	<b>18,600</b>	<b>18,780</b>	<b>19,180</b>
Postgraduate Taught	Full-time	3,930	4,160	4,560	5,470	6,350
	Part-time	1,070	1,040	1,030	850	800
	Home/EU	2,580	2,560	2,710	2,820	3,000
	International	2,270	2,480	2,690	3,220	3,830
	RUK	150	150	190	290	320
	<b>PGT Total</b>	<b>5,000</b>	<b>5,200</b>	<b>5,590</b>	<b>6,320</b>	<b>7,140</b>
Postgraduate Research	Full-time	1,800	1,930	1,990	2,150	2,150
	Part-time	330	360	380	360	310
	Home/EU	1,490	1,540	1,580	1,680	1,620
	International	600	680	690	710	720
	RUK	40	70	100	120	120
	<b>PGR Total</b>	<b>2,140</b>	<b>2,290</b>	<b>2,370</b>	<b>2,500</b>	<b>2,460</b>
<b>Institution Total</b>		<b>24,910</b>	<b>25,630</b>	<b>26,560</b>	<b>27,600</b>	<b>28,780</b>

Data Source:

Student Headcount QV model end of year position rounded to nearest 10.

As at November 16th for Academic Year 2018/19

- 1.2.2 The numbers above do not include our transnational education (TNE) provision, which represents an additional 2,636 students.<sup>8</sup> We discuss our TNE provision further in [section 5](#) of the RA.
- 1.2.3 The University also operates a small number of validation arrangements with established Scottish Higher Education Institutions (HEIs) and a specialist provider: The Glasgow School of Art (GSA), Scotland's Rural College (SRUC) and the Edinburgh Theological Seminary. Until 2017, the University also had a validation partnership with Christie's Education. This partnership is no longer in operation, but a small number of students remain on University of Glasgow programmes and are based solely at the University (included in our overall numbers set out at above at 1.2.1).
- 1.2.4 The total number of students studying on validated programmes is 3,297 – 243 of these students are studying on joint degree programmes run by the University and GSA and are therefore also included in the University's student numbers set out at para. 1.2.1.

### Student demographics

<b><i>Demographics - Disability (Full Time UG Only)</i></b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
A specific learning difficulty	470	500	520	570	580
Long standing illness or health condition	270	260	240	240	240
Other disability	50	80	90	100	110
Mental health condition	160	190	240	280	400
Multiple disabilities	80	100	100	110	110
Blind of serious visual impairment	40	30	30	30	30
Deaf or serious hearing impairment	20	20	20	20	30
Physical impairment/mobility issues	70	70	70	70	80
Social communication/Autistic spectrum disorder	40	50	60	70	80

Source: FDTEST BOnline - Rounded to nearest 10

<b><i>Demographics - Gender (UG Only)</i></b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Male %	43%	42%	42%	42%	41%
Female %	57%	58%	58%	58%	59%

Source: FDTEST BOnline

<sup>8</sup> 1,559 in Chengdu, China, through our TNE Partnership (Joint Educational Institute) with the University of Electronic Science and Technology of China (UESTC) (2 degree programmes); 941 in Singapore through our TNE partnership with the Singapore Institute of Technology (7 degree programmes); 136 in Tianjin, China, through our TNE partnership (Joint Educational Institute) with Nankai University (4 degree programmes).

<b><i>Progression/Continuation</i></b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Progression Year 1 to 2 (UK, full time, first degree)	88.9%	88.9%	89.2%	89.4%	88.6%
Continuation (UK Only)	92.0%	93.3%	93.6%	93.5%	92.6%

Source: FDTEST BIONline

<b><i>Outcomes (UK, full time, first degree)</i></b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Positive Destinations	93.2%	92.9%	94.9%	95.9%	95.9%
Professional Destinations	78.3%	76.8%	79.1%	80.2%	81.4%

Source: DLHE Qlikview Model

<b><i>Demographics - Ethnicity (UK UG Only)</i></b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Other (inc mixed)	210	300	370	400	430
Asian or Asian British - Pakistani	160	210	250	280	300
Asian or Asian British - Indian	80	110	120	150	170
Chinese	80	100	110	120	130
Black or Black British - African	70	100	120	110	120
Other Asian Background	60	90	90	90	100
Black or Black British - Caribbean	10	10	10	10	10
Asian or Asian British - Bangladeshi	10	10	20	20	20
Other Black background	10	0	10	0	10

Source: FDTEST BIONline - Rounded to nearest 10



**Demographics - Disability (Full Time PGT Only)**

	2012-13	2013-14	2014-15	2015-16	2016-17
A specific learning difficulty	40	60	50	50	60
Long standing illness or health condition	20	30	20	20	20
Other disability	20	20	40	20	10
Mental health condition	10	30	30	30	40
Multiple health conditions	10	10	20	10	20
Blind or serious visual impairment	0	10	0	0	10
Deaf or serious hearing impairment	10	0	10	10	0
Physical impairment/mobility issues	10	10	10	10	10
Social communication/Autistic spectrum disorder	0	10	10	0	10

Source: FDTEST BIONline - Rounded to nearest 10

**Demographics - Gender (PGT Only)**

	2012-13	2013-14	2014-15	2015-16	2016-17
Male %	35%	35%	37%	34%	36%
Female %	65%	65%	63%	65%	64%

Source: FDTEST BIONline

## ii. Key trends

### Student numbers

The student population has changed over the last five years, with an increase in headcount across all levels of study and a conscious strategic decision to increase student numbers on higher level degrees. This spans both Home/EU and International students, but with a proportionally faster growth in International student numbers.

<b>Student Headcount</b>	<b>2013-14</b>		<b>2014-15</b>		<b>2015-16</b>		<b>2016-17</b>		<b>2017-18</b>	
<b>UG</b>	17,770	71%	18,140	71%	18,600	70%	18,780	68%	19,180	67%
<b>PGT</b>	5,000	20%	5,200	20%	5,590	21%	6,320	23%	7,140	25%
<b>PGR</b>	2,140	9%	2,290	9%	2,370	9%	2,500	9%	2,460	9%
<b>Total UG/PG</b>	<b>24,910</b>		<b>25,630</b>		<b>26,560</b>		<b>27,600</b>		<b>28,780</b>	

Data Source:

Student Headcount QV model end of year position rounded to nearest 10.

As at November 16th for Academic Year 2018/19

- 1.2.6 Looking forward to the next few years, the University is forecasting a continued measured increase to the student population across all levels of study.

<b>Forecasted % increase compared to 17/18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>UG</b>	1.0%	2.0%	2.6%	3.5%
<b>PGT</b>	1.1%	4.1%	6.8%	8.3%
<b>PGR</b>	1.2%	5.3%	8.0%	10.3%
<b>Total UG/PG</b>	1.0%	2.8%	4.0%	5.1%

NB: The University only forecasts on a financial FTE, these increases have been calculated on that basis.

### Demographic trends

- 1.2.7 Numbers of student reporting a disability have grown broadly in line with the overall increase in student population. However, the number of students reporting a mental health condition has grown more significantly.
- 1.2.8 Our student outcomes data charts steady progress in improving student destinations.
- 1.2.9 There is a marginally increased imbalance between male and female students over the review period, with female students increasing in number as a proportion of overall population. The imbalance is more prominent in our PGT population. Please see details of our Equality and Diversity work in [section 2.3](#) for analysis of our response.

## 1.3 Our approach to preparing for ELIR 4

1.3.1 In this subsection we will explore our approach to preparations for ELIR 4, including our engagement of students and staff in the process. We will introduce our chosen contextualised topics - or 'contextual themes' as we refer to them – including the rationale for the choices we have made and how these have informed our approach to preparations. We will cross-refer to the sections of the RA where these themes are covered in more detail in order to assist the ELIR Review Team to situate these within our broader analysis.

### *i. Overview of our preparations for ELIR 4*

1.3.2 The drafting of this RA and planning activities for ELIR 4 were led by an ELIR Steering Committee (ELIR SC), established specifically to oversee and contribute to preparations for ELIR 4. The ELIR SC was convened by our Vice Principal (Academic & Educational Innovation) and membership drawn from our staff body, including the Clerk of Senate and Vice Principal, Assistant Vice Principal (Learning and Teaching), Deans of Learning and Teaching for each of our colleges, the Convenor of our Deans of Graduate Studies (DOGS) Committee, the Convenor of our Academic Standards Committee (ASC), a Senate Assessor on Court and professional services staff from our Learning Enhancement and Academic Development Service, Senate Office and Research Strategy and Innovation Office. Crucially, ELIR SC membership included the President and Vice President (Education) of our Student Representative Council. From the first meeting, a clear imperative for the ELIR SC was that the RA should be an 'authentic' document, which would be recognised as such by students and staff from across the University.

1.3.3 Students and staff were engaged in the process of preparing the RA, and for ELIR more generally. Early discussions about the contextualised themes were a critical part of the preparatory process.

1.3.4 We engaged two external reviewers to read and comment on the RA. In particular, we asked them to consider:

- The coherence of the narrative within the document and the ease with which the document could be used;
- The completeness of the information made available and whether this was sufficient to support an external reviewer to understand the University's context, structures, processes and systems, as applicable to the ELIR process;
- The rigour of any evaluative elements within the RA, particularly whether, where feasible, they were supported by available data.

1.3.5 We also submitted a draft of the RA through our committee structure for comment. Individual committee members were able to propose changes to the draft or contribute further to our analysis. We set up an email address for this purpose and contributions were considered by the ELIR SC. A draft RA was reviewed by the following:

- Court;

- Senior Management Group;
- Council of Senate;
- Learning and Teaching Committee;
- Academic Standards Committee.

1.3.6 Final approval of the RA was delegated by Senate to our Education Policy and Strategy Committee (EdPSC). Approval was given on 21 November 2018.

## ***ii. Engaging students***

1.3.7 Students were engaged throughout the ELIR preparations, reflecting the University's commitment to, and value from, involving students in the management of the student learning experience. A range of students were engaged as appropriate throughout the process – from attendance at focus groups through to editing the Reflective Analysis (RA).

1.3.8 Collective student views were elicited through a focus group of SRC Council Members and students through a wide-ranging discussion of themes emerging from the RA and development areas within each and areas where they felt the University was performing well or was taking positive and defined steps for enhancement. The focus group distilled the discussion into key messages that would be used as a framework for characterising student views when drafting the RA, drawing conclusions within the document or constructing evaluative statements. The group was asked to co-edit and endorse these messages as representative of their collective views. A list of key points arising from the focus group sessions is provided at [Appendix 4](#).

1.3.9 Student perspectives were also sought through existing structures – through analysis of student feedback and from the Student Experience Committee (SEC). The SEC was given the opportunity to review preparations, to comment on the contextual themes and to recommend any actions it felt should be taken to enhance involvement from students. The SEC endorsed the chosen contextual themes and our approach to engaging students in preparations for ELIR.

1.3.10 SRC Sabbatical Officers have been involved from the earliest stages of planning and preparation for ELIR 4. As this period spanned the election of Sabbatical Officers, a range of meetings were held with both outgoing and current Officers, including the President and Vice President (Education). The current President of the SRC had previously held the position of Vice President (Student Support) which helped to ensure a longer-term view of discussions between the University and SRC, and this in turn informed the meetings that took place. By looking for correlation across the topics that arose in individual meetings, we were able to determine that our themes were well aligned with the priorities of students as expressed through our representation structures.

1.3.11 We discuss the impact of our approach to engaging students at [section 1.6](#).

## ***iii. Engaging staff***

1.3.12 In the early stages of preparation we discussed our proposed contextual themes with a range of colleagues from across the University, and requested their views on whether the themes were

appropriate and accurately reflected our priorities, based on their experiences and plans. We also requested their views on the substantive content of each section and tried to ensure that the RA captured their collective views and reflections. This was an iterative process with contributions to the contents of the RA requested as drafting progressed.

- 1.3.13 Once we had determined the outline contents and structure of the RA we asked each college to coordinate the collection of information on each of their approaches to: enhancing learning, teaching and supervision; enhancing the student experience and engaging and supporting students. We were then able to incorporate responses into the RA and ensure that the key messages that were emerging in the draft reflected practices and approaches being employed across the institution.

#### ***iv. Our chosen range of contextualised topics***

- 1.3.14 In consultation with our students and colleagues we have chosen the following topics (or 'contextual themes'):

- Assessment and feedback;
- Learning and teaching infrastructure and study space development;
- Staff development and engagement;
- Student support and engagement.

- 1.3.15 These themes were selected as all four reflect the central importance we place on students and the student experience. These themes emerged from the University's activity since ELIR 3, align to key institutional priorities and have featured prominently in student and staff feedback. There is significant ongoing activity across all four themes, which will be demonstrated through the RA, and there is considerable scope for the ELIR 4 process to inform and guide our future activity in relation to these themes.

#### ***v. Introduction to our chosen contextual themes***

- 1.3.16 This RA will expand further on the scope of the individual themes we have chosen as they are addressed throughout the document and we will cross-refer to the relevant sections in this introduction.

#### **Assessment and feedback (A&F)**

- 1.3.17 Theme one, assessment and feedback (A&F), is an integral part of our ambition to provide inspiring learning opportunities through **outstanding** teaching provision (*purpose* element of our strategy). This ambition presents us with some complex and highly interconnected challenges. For this reason, this theme could be discussed in a number of sections and subsections of the RA. However, as these theme is most closely aligned with our L&T Strategy we will address it in [section three](#). In [section 3.1 \(v\)](#) we explore the current student experience of A&F and evaluate this, before describing some of the challenges we have identified and how these will be addressed (particularly

in [subsection 3.1 \(vi\)](#)). In [section four](#), we outline the procedural and regulatory provisions around A&F when we explore our institutional approaches to assuring standards and quality.

- 1.3.18 Improving the provision of high quality and timely feedback to our students is a primary KPI for our institution. We recognise that (like other comparable institutions) levels of student satisfaction with the quality and timeliness of feedback are not what we aspire to. It should be said that whilst levels of satisfaction are an important *metric* for understanding where we need to focus our attention, the primary concern for our enhancement work is on the way that assessment and feedback can support learning (ie, assessment *for* as well as assessment *of* learning). Also essential is a focus on the constructive alignment of Intended Learning Outcomes and assessment which is intrinsically linked to our academic practices around course and assessment design. In terms of measuring our progress against our KPI, we aim to secure at least a 75% overall satisfaction rate with respect to assessment and feedback, as measured through the NSS. Whilst we are using NSS as a metric, our focus in practice is on improving assessment and feedback in all years of our taught UG and PGT programmes.
- 1.3.19 Timeliness of feedback is the area where students report the lowest levels of satisfaction (NSS: 60.1% [2018]), followed by the helpfulness of feedback (NSS: 67.9% [2018]). We have secured improvement in both of these areas, with gains of 1.6% and 6.9% percentage points respectively in comparison to the 2014 NSS data (ie, over the review period). Furthermore, overall levels of satisfaction with assessment and feedback are higher than at any point in the last five years at 69.3% (NSS 2018); however, we still have a distance to travel to meet our own targets. We also recognise that we fall below sector averages for the UK and Scottish sectors, although we are currently above the Russell Group average.<sup>9</sup>
- 1.3.20 The University established an Assessment and Feedback Working Group in early 2016 and has undertaken a number of enhancement projects. Colleges and schools have action plans to improve the student experience and academic practice which, in combination with the University-level work, are leading to improvements in assessment and feedback, although there remain areas, typically with large cohorts, where more significant improvements are still required. As we move forward, it is important for us to consider satisfaction levels across the University – the lowest levels of satisfaction sit at 37.0% while the highest are at 87.0% (for assessment and feedback, NSS 2018). Whilst recognising that assessment and feedback practice will necessarily differ between subject areas, this range indicates opportunities for sharing good practice, but perhaps also highlights differences in levels of support for and efficient administration of assessment and feedback.
- 1.3.21 Assessment and feedback is a multifaceted area and some of the changes we will need to make are not directly related to the pedagogical aspects of assessment and feedback. For example, the provision of efficient and effective systems and support for the administration of assessment is necessary to release time for our academic staff (and our professional services staff who facilitate assessment and distribute feedback) to provide the type of feedback that supports our students in their learning and doing so within an appropriate timescale. As we highlight later in this RA, the Assessment and Feedback Project to be undertaken as part of our *World Changing Glasgow*

<sup>9</sup> Averages (NSS 2018): UK 72.4%; Scotland 70.3; Russell Group 68.1%

transformation programme will consider the entirety of the assessment and feedback process and seeks to improve various aspects of it, including supporting systems, in a coordinated manner. Early work on the project has highlighted the variable practices and numerous systems that operate across the institution for supporting assessment and feedback – further reinforcing the premise that while improving pedagogical practice in assessment and feedback is undoubtedly necessary, it is not sufficient alone. Our Assessment and Feedback Working Group has already been championing approaches (for example, the use of ‘feedback calendars’) to enhance the timeliness of feedback. The Assessment and Feedback transformation project will build on this work and seek to systematise where appropriate the use of practices that have been successful.

### **Learning and teaching infrastructure and study-space development**

- 1.3.22 Our second contextual theme, learning and teaching infrastructure and study-space development, is connected to our plans for our campus and facilities (summarised above in [section 1.1 \(iii\)](#) and discussed in more detail at [section 2.6](#)). Our plans to develop a world changing campus are exciting and ambitious and will create a transformed physical environment for our students and staff, but it is the extent to which we fulfil the potential created by that physical change that will determine whether our work is successful. Our plans to develop our campus are a foundation for fully realising our wider objectives surrounding the student experience, learning and teaching practice and research and engagement – our infrastructure, spaces and facilities play an essential, but nonetheless *supporting* role. Therefore, in this RA and within this theme we will focus on interaction between the material changes we are making to our campus infrastructure, how we will utilise our infrastructure and spaces, and the outcomes we are seeking to achieve for our students and staff.
- 1.3.23 We know that our staff rely on the spaces and facilities available to them to deliver the high quality teaching provision that our students need and expect, and to undertake their research – often alongside, and in collaboration with, our research students. Similarly, to get the best from their self-directed learning our students need sufficient and high quality study spaces. Our teaching and study spaces also need to be flexible enough to accommodate innovations in learning and teaching practice and the increasingly prominent role of technology. We have made considerable progress in enhancing the quality of our spaces for teaching and learning, but we recognise that there is more to be done to create the world-class environment we envision in our University Strategy.
- 1.3.24 The quality of our teaching has long been a strength for the University and the feedback we receive from students through the NSS has confirmed that our teaching staff provide interesting and challenging learning experiences for our students. Feedback through the NSS places us 1<sup>st</sup> in the Russell Group and 4<sup>th</sup> in the UK for student satisfaction with the quality of teaching – 88.2% satisfaction in 2018. Students are also very satisfied with the quality and availability of learning resources, including the spaces and technology available to support their learning. As we will explore later, NSS data suggests satisfaction in this area is nearly 10% above UK sector averages. We want to make sure good quality teaching and support for student learning continues to be provided through our infrastructure by giving access to the right type of space whenever it is needed. This means we need to support the prioritisation and allocation of teaching and learning

spaces in the most effective and appropriate ways to ensure that there is access to the appropriate space at the right time – this in turn needs to be supported by appropriate policies and systems.

- 1.3.25 We recognise that a steady growth in student numbers has placed a strain on our existing facilities for learning and teaching and, more generally, the shared spaces and facilities used by students across the University. For example, flexible spaces that can be used for self-directed study. The development of new space of these types has therefore been prioritised within the campus masterplan and tools are being developed to ensure future planning of space requirements is more effective. To respond to immediate pressures, we have also made a number of changes to, for example, Library opening hours, and we have worked with the SRC to promote less well-known study spaces to students during particularly busy periods.

### **Student support and engagement**

- 1.3.26 Our third contextual theme is student support and engagement. As with our other chosen themes, student support and engagement is a prominent feature in our Strategy. The achievement and wellbeing of our students is inextricably linked to our success and wellbeing as a University. We discuss this theme in more detail in [section two](#).
- 1.3.27 Our students rely on both academic and professional services staff to deliver the support they need to succeed during their time at the University, and as they move on to their chosen careers or further study. Through this RA we will explore a number of ways that we provide support for our students, what we feel is working well, and where we plan to make further enhancements in the short- and medium-term. An important enabler in this area is the restructuring of our University Services and the establishment of a Student and Academic Services Directorate. Other significant developments include work in support of academic skills development, mental health awareness and support, counselling, new models and systems for service delivery and our ongoing work to support transitions into, within and beyond university study for our students.
- 1.3.28 Student engagement has been a pillar of our approach to enhancement for a long time. Our partnership with our student bodies – particularly the Student Representative Council – is something of which we are extremely proud. The student voice is taken account of at all levels of University decision-making. There are high levels of trust and cooperation between SRC and University colleagues, which means that we can work together in a transparent way to improve the experience of our students. To augment the current arrangements that exist to ensure close working with the student body on academic matters, we have recently established a Student Experience Committee, co-chaired by the Chief Operating Officer and University Secretary and the President of the SRC, underlining our partnership with our students. The Committee will work to ensure that a coherent and consistent view of student needs outside of the classroom is understood and that our institutional response to those needs is appropriate. It has already set out a clear short and long-term action plan, which both the University and our student bodies have bought into. We are aware that the academic and non-academic dimensions of the student experience have to be mutually supportive; to this end, we have cross-membership of academic and senior professional support



staff on all key working groups and committees, and report the outcomes of specific interventions to both EdPSC and SEC.

### **Staff support and engagement**

- 1.3.29 Our final contextual theme is staff development and engagement. We recognise the importance of providing our staff with appropriate opportunities for professional development and believe we have made some very positive changes in this area. Development opportunities are increasingly embedded in the career paths of both our academic and professional services staff. We also acknowledge that high levels of staff engagement with professional learning and scholarship, the wider University community and our mission is essential if our interventions and programmes are to have a lasting impact on practice and culture. The provision of formalised development interventions and programmes must therefore go hand in hand with work to promote and support staff engagement.
- 1.3.30 Later in this RA at [section 3](#) we will explore a number of changes that have been made in this area since ELIR 3. We will discuss the restructuring of our Learning Enhancement and Academic Development Service (LEADS), our Recognising Excellence in Teaching (RET) programme, the redevelopment of our Learning and Teaching and Scholarship (LTS) career track (including staff on this track on our Early Career Development Programme [ECDP]) and the increased emphasis on learning and teaching in our Research and Teaching (R&T) track. The revision of our P&DR process will also be discussed. Our support for postgraduate students who teach (Graduate Teaching Assistants or GTAs) has also seen development. A compulsory programme (Introduction to Learning & Teaching in HE [GTA ILTHE]) delivered specifically to this group<sup>10</sup> by LEADS has been recently updated. This programme is now complemented by opportunities for professional recognition through our Developing as a Teacher in HE (DAT HE) programme and the RET programme. The uptake on the DAT HE programme by our GTAs has been strong – 35 GTAs completed the programme during our 2017-18 pilot – and 95.6% of evaluation survey respondents said they were likely or highly likely to recommend the programme to colleagues. Our GTAs continue to benefit from the training delivered locally by our schools and research institutes. To develop those with responsibility for leading taught programmes, as part of our broader suite of leadership development programmes, we introduced a new 'Programme Leaders Development Programme' in 2017-18, which is sponsored by the VP Academic and Educational Innovation and the Assistant VP (Learning & Teaching).
- 1.3.31 Our annual Learning and Teaching Conference, the largest of its type in the United Kingdom, continues to develop as an important part of our engagement work and as a mechanism for sharing practice and facilitating peer learning. The Student Teaching Awards (STAs), organised by the SRC, are now established as a highlight of the academic year. The STAs complement the University Teaching Excellence Awards established in 2005-6 which, from 2013-14, include both college and University level awards to staff in recognition of high standards of teaching.

<sup>10</sup> 377 GTAs undertook this training in the 2017/18 academic year.

- 1.3.32 In discussing our next steps, we will outline how we plan to build upon the progress we have made. For example, how we will continue to work to build parity of esteem between teaching and research, and to support those undertaking and managing P&DR to recognise contributions to learning and teaching.

## 1.4 ELIR 3 follow-up

### *i. Areas of focus*

#### **Support for technology-enhanced learning**

- 1.4.1 ELIR 3 highlighted the need for the University to develop and maintain close alignment between a number of streams of work to support technology-enhanced learning (TEL). The intersection between learning and teaching, estates and information technology was highlighted as an area where the University would need to ensure close communication, particularly as plans to develop the campus, including learning and teaching spaces, were put into action. A number of key points were made in the ELIR 3 Technical Report which related to: 1) IT infrastructure to support changes to pedagogy and L&T practices; 2) staff development to support TEL; and 3) the role and location of learning technologists.
- 1.4.2 We have made significant progress in this area over the review period. This includes the creation of a number of dedicated TEAL spaces- in addition to ongoing work to monitor and improve the provision of technology across all teaching spaces and to support staff in their use of technology to enhance student learning. We have also established a cross-University oversight group for refurbishing teaching spaces and the development of design principles for teaching spaces (with associated AV/IT standards) that are being mainstreamed across the campus. We will explore our work in this area as part of our contextual theme on learning and teaching infrastructure, particularly in relation to how we are integrating the use of technology into the development of our campus and L&T spaces in [section 2.6](#).

#### **The Student Voice portal**

- 1.4.3 The Student Voice portal was an online space for students to discuss academic issues relating to their areas of study. At the time of ELIR 3, it was identified that this was predominantly being used for social, rather than academic purposes by students. The Student Voice portal has undergone a restructure, redesign and rebranding as MyClassReps. It still fulfils an important function and for this reason we will continue to use and enhance it. However, we have accepted that its primary function should now be to make information about class representation available to all students through a single point, and to allow the University to record and recognise the contributions of representatives.
- 1.4.4 Once elected, Student Representatives are registered on MyClassReps. Each student can access an individualised view that shows who their class reps are and how to contact them directly. MyClassReps is also the means of recording completion of Student Representative Training,

fulfilling the role satisfactorily and verifying an entry on each Student Representative's Higher Education Achievement Record. There is also functionality within MyClassReps for online discussion and sharing announcements, student-staff consultative committee minutes, etc. This is promoted in Student Representative Training, but receives minimal use. In the online environment there are many ways for groups to communicate, and we have agreed with SRC that we will continue to offer this facility, in a passive manner, while it requires minimal resource to support.

### **Oversight of the postgraduate student experience**

- 1.4.5 The University's ELIR 3 review highlighted that 'in the context of the different monitoring and review processes which are applied to postgraduate taught and research provision, the University should reflect on how the graduate schools maintain oversight of the totality of the postgraduate student experience.' In particular, the Technical Report highlighted that 'there is an annual progression review for all postgraduate research students at the end of each year. However, this is not equivalent to the annual monitoring process of the overall programme that occurs for postgraduate taught programmes, as it does not include a broader review of student progression, or student feedback and engagement with training and research courses.'
- 1.4.6 After ELIR 3, the University reflected on these recommendations and as part of doing so undertook an operational mapping of the links that exist between the different oversight structures and processes across the University in relation to postgraduate students. In light of the recommendation, our focus was primarily on the difference between the methods used for maintaining oversight of taught degrees and research degrees, in that applying similar methods of oversight to both was neither practicable nor desirable because of the differing nature of research and taught degrees. However, we recognised the need to ensure a holistic overview of the PGR experience in spite of those differences.
- 1.4.7 ELIR 4 has provided the opportunity for further reflection on how far we have come in this space. It has led us to consider a number of matters, which we will address in [section 2.5](#) of the RA. In summary, these reflections have focused on:
- The structures (committees and boards) that exercise an oversight role of the postgraduate experience, including research and taught degrees, their remit, composition and reporting lines;
  - The relationship and flow of information between the above structures for the strategic oversight of postgraduate (taught) degrees and the quality processes that operate to monitor the quality of those taught degrees;
  - The processes that exist for oversight of the PGR experience, their scope and when, how and how frequently these operate.
  - The existing data available (qualitative and/or quantitative) to feed into oversight processes and how this is currently used, and might be further enhanced.
  - The support and services available to PGR students, how these are delivered and the clarity of responsibilities for delivery and enhancement.

- 1.4.8 These reflections have led to a number of conclusions. The restructuring of the University in 2010 empowered the newly established colleges to manage and support the PG journey in ways that best suited their academic cultures and priorities. In accordance with their differing requirements, the colleges have evolved processes and structures to allow them to deliver their responsibilities in this regard. The approach of each college differs. There are different bodies and officers and their responsibilities for PGT and PGR students are combined in different ways. The support for both student groups is, however, comprehensive in each college. No instances of systemic problems with student support have been identified. The Graduate School Review process is robust and effective. It produces an appropriate oversight of the PGR experience aggregated at an appropriate level. The reports are scrutinised by the DOGS Committee and cross-University issues are looked for and good practice identified.
- 1.4.9 Nevertheless, our approach has consequences and attributes that we are now in the process of addressing. To some extent predictably, perhaps, our approach has produced four relatively introspective graduate schools. The key body here is the DOGS Committee, which is a sub-committee of the Research Planning and Strategy Committee (RPSC), the University's senior research committee. At this institutional-level forum, developmental activity tends to focus on the enhancement of existing practice and policy, and primacy tends to be given to local considerations. This makes it difficult to avoid concentration on more operational matters at the cost of strategic considerations, which in turn means that we risk overlooking development opportunities that could bring communal benefit.
- 1.4.10 The graduate schools are strongly committed to ensuring that they fulfil their roles in supporting the PGT experience. Again, however, this is less fully embodied at University-level at the DOGS Committee. The DOGS Committee considers PTES findings, but there is relatively little further consideration of explicitly PGT concerns. Also, the main channels for quality management of PGT – external examining, Annual Monitoring, Periodic Subject Review – flow through the learning and teaching committee structure, ultimately to EdPSC, rather than RPSC. Within the associated reporting processes, there is limited differentiation of the PGT experience. Similarly, for PGR, oversight is operationally strong, but our current arrangements do not deliver optimally for the University strategically.
- 1.4.11 Steps are underway to enhance our position in this area. One option is to strengthen the executive authority of the DOGS Committee. A second option is to strengthen the Committee by increasing its connection to the Deans of Research, who have strategic responsibility for research in the colleges. A further, more radical, option is to increase the direct role of the RPSC. With the approach of Research Excellence Framework 2021, we are establishing an REF21 sub-committee of RPSC which could potentially increase the bandwidth of RPSC itself to focus on the PRG experience. This change could involve the inclusion of all DOGS on RPSC and foster increased alignment between the DOGS and Deans of Research. Additional measures intended to further strengthen cohesion across the University are the possibility of including school and research institute PG conveners on the DOGS Committee, and formal reporting of graduate school boards to the DOGS Committee. It is also recommended that RPSC receives as a substantive item an annual report from the DOGS Committee.

- 1.4.12 The issue for PGT governance concerns the coherence of oversight arrangements. It is being recommended that the Senate Office, which manages centralised processes for PGT quality management, collaborates with Research & Innovation to produce a report for the DOGS Committee that summarises the outcomes from the range of quality processes for PGT students, including PTES, and submits this as a substantive item for EdPSC.
- 1.4.13 The different administrative arrangements to support PG students in the colleges have a dependency on the specialised knowledge of key staff and there is the risk that any undocumented practices could be damaged in the event of staff turnover. We will also seek to address this vulnerability.
- 1.4.14 We discuss our support arrangements for postgraduate students further in [section 2.5](#).

### **Career progression for Staff on Learning, Teaching and Scholarship contracts (University Teachers at the time of ELIR 3)**

- 1.4.15 ELIR 3 led to a recommendation to the University that it should 'continue developing its promotions criteria and the process for supporting the career development of staff on teaching, learning and scholarship contracts.'
- 1.4.16 This recommendation aligns with our staff development and engagement contextual theme. We have made good progress in this area, and will outline this work fully in [section 3](#) (particularly at sub-[section 3.4](#)). In short, we have undertaken a wholesale revision of this career track. We have ensured that there are clear promotion criteria and appropriate support through existing career development mechanisms such as our Early Career Development Programme (ECDP). We have also developed Continuing Professional Development (CPD) offers and leadership programmes which are fully cognisant of the particular needs of this career pathway. In addition, support and training materials to promote the appropriate application of our Performance and Development Review process (P&DR) have helped to ensure that we are already recording a greater level of progression for staff on learning, teaching and scholarship (LTS) contracts.
- 1.4.17 There is still work to be done however and we will set out our plans to build on the progress we have made over the review period.

### ***ii. Overall progress and impact***

- 1.4.18 The University has carefully considered all of the recommendations from ELIR 3 and good progress has been made in a number of areas. In particular, the changes we set out above in relation to support for technology-enhanced learning and career progression for staff on LTS contracts. More detail on the impact of these changes will be set out in the relevant sections of the RA.
- 1.4.19 We have carefully considered our approach to the Student Voice Portal and responded appropriately to the recommendation. However, we have come to the decision that this development has been superseded by alternative and more familiar platforms.

1.4.20 Our work to ensure oversight of the postgraduate student experience has been considered carefully and ELIR 4 has renewed discussion on this matter. This is now being considered at senior levels of management and a plan will be put in place to consider the relevant issues and propose concrete actions in response.

## **1.5 Impact of the institution's approach to engaging students in ELIR preparations**

1.5.1 We believe that our longstanding commitment to student engagement has meant that there have been very few new messages arising solely from student engagements in ELIR. However, preparations for ELIR have strengthened and reaffirmed our institutional focus on a number of key areas that we have identified as priorities for enhancement activity and these are reflected in our contextual themes.

1.5.2 In considering student views as part of our approach to ELIR 4, we looked at two primary sources of information:

- a) Views expressed by students specifically as part of the preparations for ELIR 4, through their membership of the ELIR SC and through focus groups or individual conversations (as outlined above at [section 1.3 \(ii\)](#));
- b) The data made available through national and institutional surveys and (where appropriate) through regular and periodic quality processes. That is, data that we use already within the University to understand our performance, and student views on the level of that performance.

1.5.3 We collated the information that emerged from these two sources and looked for recurring views. We used this information to: 1) judge the validity of our choice of contextual themes when compared against student priorities; and 2) to characterise the views of our students on the specific issues that emerge within each theme. Where possible, we also used the information to inform our analysis more broadly, across the areas covered by the RA.

1.5.4 The impact of this approach to student engagement is that our RA, including the contextual themes outlined within, is a document that is well-aligned with the priorities of our students and reflects their views in an authentic way. In particular, this RA is candid about a number of areas that students identify as key issues for improvement in relation to the learning experience and wider student experience. The University has been determined to address these areas and has previously committed to enhancement activity outside of the context of preparations for ELIR.

## **Section Two:**

*Enhancing the Student Experience.*

## 2 Enhancing the Student Experience

### 2.1 Introduction

2.1.1 In this section we will chart the shifts in our overall approach to enhancement, describing some of our strengths and where we have identified opportunities for enhancement (immediately below). We will outline our approaches to student representation and engagement ([subsection 2.2](#)), equality and diversity and widening participation ([subsection 2.3](#)). We will then describe the support currently available to students through our professional services, our advising system and through colleges, schools, research institutes and graduate schools at key points in the student journey ([subsection 2.4](#)). In [subsection 2.5](#) we will describe and evaluate the experience of our postgraduate (taught and research) students. Our approach to enhancing the learning environment will be addressed in [subsection 2.6](#). Finally, in [subsection 2.7](#) we will provide an overall evaluation of our approach.

#### **Our changing approach at a strategic level – our journey over the review period**

- 2.1.2 The University has long placed an emphasis on providing an excellent student learning experience. Our students tell us that this is one of the benefits of studying at the University of Glasgow and feedback through student surveys supports this. The vast majority of our students (as outlined above at para. 1.1.39) are very satisfied with their overall experience of the University. However, we recognise that maintaining the quality of the student experience is an ongoing necessity and that we cannot be complacent. We need to continually monitor and enhance what we offer to students in all aspects of our provision if we are to continue to provide what they need and expect. This is particularly important in light of the changing size and composition of our student population, covered at [subsection 1.2](#).
- 2.1.3 Enhancement is at the front and centre of our strategy (as outlined in our strategic objectives), policy and institutional practices. As an institution, we are increasingly sensitive and responsive to the interconnectedness and interplay between different aspects of our work, and this is being reflected in our approach to enhancement. For example, in developing our campus, we are considering the relationship between learning and teaching practices, learning and teaching spaces, their availability and staff development. In considering the best way to improve the efficacy of our A&F practices, we are taking a holistic view, emphasising the connectedness of pedagogy and the processes, systems and people that support it.
- 2.1.4 Our strategy and narrative concerning change place a greater emphasis on the purpose of what we are doing, rather than on discrete pieces of work, and our structures and leadership capacities are also changing to reflect this. There is increasing integration and synthesis within and between our services, and collaboration in identifying and implementing solutions to challenges. Although it will take time to see the full benefit, we are embracing a more structured and comprehensive approach to managing change and enhancement than we have in the past. Overall, the changes constitute a broadening of the scope of our enhancement activities to include all of the contingent elements of our structures, policies, systems and processes. In turn, this is leading to a keener and shared



awareness of the complexity of some of the challenges we would like to overcome. At the same time, as we are developing a clear picture of the scope of what is required to implement effective enhancements, we are drilling deeper into the most stubborn issues and investing significant time and resources in resolving them. The establishment of the WCG Transformation Programme is a natural evolution of this changing approach, and builds upon the progress we have already secured.

- 2.1.5 This shift in approach is not without challenge. Part of our work must be to ensure that we take what we are already doing well and build upon it. We must not lose the diversity of practice and sense of ownership that exists at a local level, where it is having a positive impact on our community. Maintaining the support and goodwill of our colleagues in the process of implementing change is also critical if we are to succeed. We hope that, as we set out our approaches in this section, that the shifts we describe above become evident to the ELIR team, particularly as we describe our plans for addressing some of the key challenges we have identified in [subsection 2.4 \(iv\)](#) and in [section 3.1 vi](#).

### **Strengths in our existing approach**

- 2.1.6 A key strength for the University in relation to enhancing the student experience is our deep and evolving partnership with our students. Our approach to student engagement was identified as an area of positive practice during ELIR 3 and, as indicated in para. 1.1.13, it remains a priority within our L&T strategy. Our partnership has shaped our approach to enhancing the student experience. We have worked directly with the SRC to implement enhancements that students have indicated would benefit them – responding to their views. This is an example of our ongoing and positive engagement with students, which we will discuss below in [section 2.2 \(iii\)](#).
- 2.1.7 Our approach to widening participation (WP), which we will discuss in [subsection 2.3](#), remains an area of strength for the University and is a prime example of robust, evidence-based practice that benefits not just students who come to study with us, but also the wider WP agenda in Scotland. We have performed well in this area over a number of years and this was recognised during ELIR 3, where our approach to WP was identified as an area of positive practice.
- 2.1.8 Our approach to supporting our students has also developed since ELIR 3, with a number of focused pieces of work being taken forward to identify and implement enhancements to the student journey. For example, in 2015 we established a Positive Student Journey Project, which included membership from across a number of student-facing services and the President of the SRC, to identify improvements that could be taken forward specifically within University Services and which would positively enhance the student experience. For example, improvements to our communications with new students, student surveys (Welcome and Student Life surveys), ‘Ask Me’ campaign – which encourages staff to act as visible ambassadors and help new students – are all outputs of the work of this group and we continue to build on this progress. We will describe these outputs as we explore the support available to our students in [section 2.4](#). Whilst we still have work to do here (as we will discuss), we believe our approaches have been effective, inclusive and responsive to the views of students.

- 2.1.9 Cross-University working groups continue to serve as a key means of delivering enhancements. They allow a coordinated approach to enhancement where multiple services or colleges, schools, research institutes or graduate schools have a role to play in University-wide enhancements. By virtue of reporting into key decision-making committees, they can also directly influence policy-making and resource allocation. A good recent example of this is our Refurbishment Working Group, which acts to bring together colleagues with a role in teaching, those who work in estates development, learning and teaching enhancement, information technology and space management. This group has a remit to develop a strategic plan for the refurbishment of centrally managed, generic teaching spaces and will oversee the implementation and review of refurbishments. This refurbishment plan will ensure that a set of common design principles underpins the development of teaching spaces and evolves in light of insights from local and international evaluations of good practice in teaching and teaching space design. We discuss this further in [section 2.6](#).
- 2.1.10 The delivery of strategic approaches to learning and teaching was also recognised as an area of positive practice during ELIR 3, particularly the role that college Deans of Learning and Teaching play in this area. As discussed in section 3, we still see this as a strength for the University, but the Deans of L&T also play a critical role in bridging the boundaries between centrally initiated enhancement activities and practices within our colleges associated with the wider student experience. The Deans of L&T play a key role in nearly all of the working groups discussed above as well as in others, providing the essential link that ensures there is a seamless interface between the academic and broader university environment.

### **Key challenges and opportunities**

- 2.1.11 Despite many of the positive developments and practices outlined above, there remain areas where further enhancements would benefit the student learning experience.
- 2.1.12 Our feedback from students and our own observations and conclusions point to mixed levels of awareness of the availability of support, and some barriers to being able to access services and support. Communication is a key theme here. Students find it difficult to know how best to identify and access appropriate services. When contacting staff, students acknowledge that staff are eager to ensure that they can refer the student to the right information, support or service, but that staff also have variable levels of awareness of available student support and how it might be accessed. This can result in uncertainty and confusion. We will address our plans for dealing with these issues in our concluding [subsection 2.4 \(iv\)](#) below, particularly in the context of revising the structure of our University Services and in developing our service delivery model and support systems.
- 2.1.13 Assessment and feedback is also an area that requires improvement as we have mentioned already in this RA. As one of our chosen contextual themes, it has a locus in this section on providing support for student learning and our plans for further work in this area. However, due to the way we are responding to the challenges in this area we have decided to address it through discussion of our strategy and practices for enhancing learning and teaching in [section three](#). It is also relevant to aspects of [section four](#) of the RA, particularly in relation to how our quality processes feed back into discussions about enhancement. As we outlined in [section 1.3 \(v\)](#), the main areas where we must

improve our performance relate to the quality and consistency of feedback provided to students and the timeliness of that feedback aligned with ensuring feedback is truly formative.

- 2.1.14 The availability of space for learning and teaching and our students' self-directed study is an ongoing challenge for the institution, and of course for students and staff. It is a recurrent theme in annual monitoring reports and we acknowledge the pressures in this area. We have worked constructively with our student body to ensure that due priority is given to the experiences of current students whilst we increase physical space on campus for future students. We are certain that our plans for developing the campus will help to alleviate this pressure in the medium term, but we have also continued to improve utilisation of the existing estate in the short term. We will explore this further in [section 2.6](#).

## **2.2 Student representation and engagement**

### ***i. The Student Representative Council (SRC)***

- 2.2.1 The mission of the SRC is to provide effective representation, support, opportunities and services for and on behalf of the students of the University of Glasgow. The SRC aims to be the student voice across University decision making structures and beyond, influencing the design and delivery of learning & teaching, student services, and estates development to collaboratively ensure a positive student experience. Representation is therefore at the heart of what the SRC does. The Council is the governing body of the SRC and is constituted of:
- four student Sabbatical Officers (The President of the SRC, Vice President [Education], Vice President [Student Support] and Vice President [Student Activities]). They represent student views at an institutional level and together form the SRC Executive;
  - four Undergraduate College Convenors (who represent the undergraduate students of the particular college in which they are registered and are members of Council of Senate);
  - four Postgraduate College Convenors (who represent postgraduate taught and research students in the particular college in which they are registered and are members of Council of Senate);
  - one Postgraduate (research) Convenor; (who represents the University-wide issues of postgraduate research students);
  - nine Welfare and Equal Opportunities Officers (who act for the SRC on a range of equality and welfare issues);
  - four General Student Representatives (who represent the general student body, provide support for other members of the council and can sit on relevant University committees);
  - two First Year Representatives (who represent the specific needs of first year students); *and*
  - nineteen School Representatives (who represent the students of their particular school or research institute).
- 2.2.2 The University provides a financial grant to the SRC each year to support its activities. The work of the SRC is supported by a team of permanent staff, led by the SRC Permanent Secretary. This

team provides continuity in the running of the SRC as an independent organisation and provide operational and policy support to the SRC Executive and Council to carry out their work.

- 2.2.3 The working relationship between the University and the SRC is positive and deep-going. The University values the constructive challenge provided by the SRC, its Sabbatical Officers and Student Representatives. The student voice and indeed direct input through and from the SRC have been central in shaping the way that the University supports and works with students. An example of this is the SRC training it provides directly to students on sexual violence, which explores the impacts of sexual violence, ways of building supportive communities, consent, intervention and where to find support. The SRC also makes indispensable contributions to University-led initiatives to support students.
- 2.2.4 The SRC campaigns on behalf of students on issues it determines are in their interest, both within the University and as part of national campaigns. The University has responded to a number of issues that have been the subjects of campaigning by the SRC and some examples will be referenced below in [subsection iii](#).
- 2.2.5 The SRC provides direct professional, independent advice and representation to students through a number of its services. The SRC can provide personal representation for students in respect of academic appeals, formal complaints and student conduct matters. They also support students in relation to fitness to practise and fitness to study cases. The SRC Advice Centre is an integral part of the student support landscape at the University. Through the Advice Centre students can access free and confidential advice on benefits and tax credits, council tax, employment rights, financial support, income tax and national insurance, health, housing and money. The Advice Centre is also part of the [Respect Advisers Network](#), is a third party reporting centre for hate crime and are first responders for Gender Based Violence.
- 2.2.6 The SRC runs a number of events across the academic year, both for students and also to develop positively the interface between students and staff. For example, working with the other student bodies on campus, the SRC plays a major role in organising and supporting Freshers' Week, which welcomes new students. It also organises the Annual Volunteering, Clubs and Societies Awards that recognise the immense contributions of students to wider society through volunteering and to the broader student experience through the network of clubs and societies. The strong bond between staff and students is exemplified by the SRC Annual Student Teaching Awards, which were established in 2012-13 and which have continued to grow each year, with hundreds of individual members of staff nominated for awards by students.
- 2.2.7 You can find out more about the SRC by visiting their [website](#).

## **ii. Student representation**

- 2.2.8 At an institutional level, the University Court (the governing body) and Senate include student representation. All University-level academic committees include representation from students, having the relevant member of the SRC Executive or Council included in their membership. Working groups and project boards also include appropriate student representatives to ensure that the

student voice is taken into account in significant changes or developments. There is a student representative structure in place across all other parts of the University to ensure that student views are reflected at all levels of decision-making. Specifically, the SRC Council members in para. 2.2.1 above, are supported by a wide network of 'Class Representatives' who represent individual classes, courses, subjects or programmes.

- 2.2.9 The SRC provides training to all student representatives, and their work and training is detailed on their Higher Education Achievement Record (HEAR), so that their valuable contributions are recognised appropriately. The University and the SRC jointly developed the [Code of Practice for Student Representation](#) that sets out the responsibilities of both student representatives and the University. The SRC also supports training for student representatives on our transnational education programmes (covered in [section five](#)).
- 2.2.10 Student representation and the student voice are an integral part of the University's structures and processes for enhancing quality. Student-staff liaison committees (SSLCs) are a formal structure through which students can provide feedback on the academic programmes and the student experience. A minimum requirement is that each school, institute or graduate school has an SSLC, with meetings held at least once per semester. Subject-, programme- or course- level SSLCs can be created where there are high numbers of students, or where structures or responsibilities with the relevant school/institute/graduate school necessitate it.
- 2.2.11 All students have the right to representation on the relevant SSLC, and Class and PGR Representatives are elected by their peers on an annual basis. Schools, research institutes and graduate schools are responsible for coordinating the election process and confirming the results of elections on the MyClassReps system described in para. 1.4.3.
- 2.2.12 The SSLC may discuss any business relating to the student learning or research experience, including matters raised by students and matters on which the subject, school or graduate school wishes to seek student views. Examples of SSLC business might typically include: the development of new or review of existing courses or programmes; the outcomes of student evaluations; school responses to any issues raised; the adequacy of learning resources (eg, learning accommodation, timetables, reading lists, library resources, etc.); quality of teaching; student support and guidance; the student experience; employability and transferable skills development; annual monitoring reports and the associated responses from the school, college or University. Normally, the majority of members of an SSLC should be students. We will discuss the role and efficacy of SSLCs further in [section four](#) of the RA.

### ***iii. Responding to student views***

- 2.2.13 As indicated in para. 1.3.28, the University has recently established a Student Experience Committee (SEC) to further strengthen the student voice. The remit of the SEC is to:
- agree and oversee implementation of a common strategy, plans and policies for non-academic aspects of student life, jointly led by the University and the SRC;

- ensure that every student has the opportunity to enjoy and derive value from their university experience;
- ensure that the University's provision for the student experience reflects the diversity of needs within the student population (e.g. overseas, part-time, mature, visiting and disabled students, BME (Black and Minority Ethnic) students, care leavers and students with children or caring responsibilities);
- review and monitor the effectiveness of services and determine their priorities, in consultation with relevant senior managers;
- consider the activities and plans of the SRC, Glasgow University Union (GUU), Queen Margaret Union (QMU) and Glasgow University Sports Association (GUSA);
- determine and monitor key measures of the student experience and oversee the development and implementation of plans to enhance student satisfaction;
- consider key trends in the external environment, and consider their implications for the student experience; and
- report to SMG, Senate and Court and make recommendations to other relevant bodies and committees on matters relating to these terms of reference.

2.2.14 As indicated in [subsection ii](#) above, we already include, and will continue to include, student representatives in existing University-level committee structures to ensure that student views are heard and responded to in that context. Conveners of University committees routinely refer to student representative members on issues that concern students or the student experience, and their views are heavily weighted in related discussions. Feedback received from the student representatives involved as part of preparations for ELIR 4 – primarily SRC Sabbatical Officers – is that they feel included in discussions as a matter of course and that their views and contributions are welcomed and taken seriously.

2.2.15 College committee structures also include student representation to ensure that student views are properly taken into account. SRC College Conveners are members of college learning and teaching committees and SRC Postgraduate Conveners are members of graduate school boards and L&T committees.

2.2.16 At a school- and research institute-level, where issues are often raised through SSLCs, the relevant response and actions are minuted - progress on implementing actions is followed-up at the next meeting of the relevant SSLC. If issues are not resolved, SRC school representatives are encouraged to escalate the issues to SRC College Conveners, who in turn are able to raise any concerns with the relevant college L&T committee or graduate school board, as appropriate. Any student issues that remain unresolved at school-, institute- or graduate school-level or that require broader college or University action should also be included in annual monitoring reports by the relevant Quality Officers – this is another route by which student matters are recorded and addressed. Annual Monitoring Reports are sent from schools and institutes to the relevant college Quality Officer, considered within college committee structures before college annual monitoring summaries are forwarded to the Academic Standards Committee (ASC).

2.2.17 We have significantly developed the monitoring of quality through student evaluation at a course-level. We have introduced an electronic course evaluation system - 'EvaSys' - to facilitate this

process and have standardised a set of core questions which all students on each course are asked to respond to. The core questions can be supplemented, but not omitted, at a local level where there is a desire or need to do so - for example, where a course team might want to gather student feedback specifically on a new aspect of the course, or assess whether enhancements have had the desired impact. This allows local course teams to use data to inform where their efforts and attention should be directed in terms of enhancement. Information gathered through course evaluation informs the annual monitoring process and is intended to provide a reference for enhancement work and a means to close feedback loops at course-level. Course evaluation enables (and encourages) course teams to provide timely feedback to students on what has subsequently been done to enhance the course in response to their evaluation through a summary and response document ('you said – we did'). Because we use standardised questions, it also allows comparability with other courses on the core evaluative measures – we will be building on this capability to provide meaningful insights to those delivering and managing provision to students at a local level.

- 2.2.18 Response rates to semester one EvaSys evaluation questionnaires has averaged 47.8% over the 2016-17 and 2017-18 academic years. We have provided guidance to all college and school Quality Officers on approaches to optimising the response rate.
- 2.2.19 Annual monitoring and course evaluation are discussed in more detail in [section four](#) of this RA and examples of college annual monitoring summaries are provided in the Advance Information Set.
- 2.2.20 The University has responded to student views in a range of ways over the review period and has often co-developed and co-delivered responses alongside students themselves, or acted to support student-led initiatives. For example, in the context of supporting student health and well-being, it has worked with the SRC and through Counselling and Psychological Services (CAPS) to facilitate the [Peer Support Programme](#).
- 2.2.21 [Mind Your Mate](#) is a peer-led mental health awareness and suicide prevention workshop initiated by the SRC in response to the increase in demand from students for early-intervention mental health support. The workshop equips attendees with the confidence and skills to spot warning signs and assist someone whose mental health may be at risk. The SRC decided to develop Mind Your Mate as a partnership with frontline staff, training both staff and students as trainers, recognising that frontline staff are often the first port of call for distressed students. 14 trainers have been trained by professionals from a suicide prevention charity to deliver Mind Your Mate in a 'train the trainer' model, and have delivered the workshop to over 350 University staff and students so far. The SRC have successfully bid for awards from the Big Lottery Fund, totalling over £31,000 for the project and will be training a further 8 staff and students to deliver the workshops in early 2019.
- 2.2.22 In response to a grassroots campaign, led by SRC affiliated student societies, which called for a more immediate and visible response to rising sexual harassment on campuses across the UK, the SRC took forward the '[Let's Talk](#)' training initiative. The SRC worked in partnership with Rape Crisis Scotland and Glasgow Caledonian University to develop and co-deliver comprehensive Sexual Violence Prevention training tailored to University students; the first of its kind in Scotland. The model is a cascading 'train the trainer' model where students are trained to deliver the workshop to their peers. The workshop addresses myths surrounding gender-based violence, consent, bystander intervention and is survivor-centred, addressing the impact of gender-based

violence. The SRC Let's Talk trainers have delivered the workshop to over 1200 students since its inception, and future developments include investigating the possibility of delivering the workshop to all future incoming students.

- 2.2.23 To inform thinking around the design of the JMSL Hub, a pilot laptop loan scheme, involving 24 laptops set up with Virtual Desktop Infrastructure, was launched in the Library in April 2018. These were held in a loan locker, connected to the Library Management System (LMS) and could be borrowed for a four-hour period for use in the Library only. The service was very popular amongst students, with 1600 loans between 12th April and 31st May 2018, and SRC and general student feedback was very favourable. On the basis of this pilot other pilots are being initiated across the University. Possibly more significantly, in consultation with the SRC, it has been agreed that the laptop loan model will be the primary device provisioning model in the new Learning Hub.
- 2.2.24 In April 2017 the SRC commissioned independent research into the needs of student parents which achieved a response rate of 36%. This research highlighted the value parents would place on child friendly study spaces and resulted in the development of the Family Study Lounge. The Family Study Lounge in the main Library was subsequently set up in partnership with the SRC and Equality and Diversity Unit. There has been confusion over allowing children in the Library for some time due to ambiguity in our policy framework. The creation of the Family Study Lounge has enabled us to make explicit to all Library staff that children are welcome in the Library when accompanied by their parent/carer. The Lounge was opened in September 2017 providing a study space as well as books, a soft play area, comfortable seating and a breastfeeding area. The space has been well-used since it opened and has attracted favourable comments on social media. For example: ['Good to see that other student situations apart from the typical are being considered/provided for'](#); ['This is excellent. GUL staff have always been very tolerant of me dragging my kids round the library, but this will make a real difference'](#). The research commissioned by the SRC also instigated the formation of the Student Parents Working Group which has developed a policy for the support of student parents, including guidance for staff on the types of adjustments which may assist student parents to combine studying with parental responsibilities. This policy was approved by Student Experience Committee in April 2018 and will be considered by Senate shortly.
- 2.2.25 We have worked with students to co-create interventions that will enhance their learning experiences. Examples of this include the assessment and feedback internships discussed in [section three](#) and many of the outputs from University-funded projects in which students are almost always involved such as: the development of a PGT transitions questionnaire in Physics that then informed a University survey in 2017 of all PGT students and their learning experiences; 'Shortcuts into German grammar' which resulted in student-created online learning materials; the creation of learning artefacts to support employability in Life Sciences; and student-created learning materials (videos) to demonstrate lab experiments in Chemistry. The latter featured as a conference presentation at our Annual Learning & Teaching Conference, delivered by the students and winning a Best Presentation prize. Similarly, within the Medical School, students and staff partnered to develop a Moodle course on 'Embedding Digital Skills into the MVLS Curriculum' and students in Life Sciences developed materials to support the transition of international students into study at the University, which was again presented by students at the University's Learning and Teaching



Conference. (More information about University-funded projects is provided in 3.4.31 under Learning Teaching Development Fund).

- 2.2.26 We [reinvested circa £775k](#) which was unpaid to staff as a result of an industrial action in 2018 directly into the student experience, student support and the repayment of the General Council fee (since abolished) to students. This helped to support our Hardship Fund for students (£100k), student scholarships (£100k), student clubs and societies (£200k) and mental health initiatives (£100k). Through the repayment of the General Council fee, students received back £275k.
- 2.2.27 We have also responded to student views and campaigns in the context of policy changes. For example, during 2017-18, we developed a [policy for assessed groupwork](#). This was in direct response to concerns expressed by the SRC, that there was considerable variability in students' experiences of guidance for assessed work, expectations of the group process, explanations of the marking criteria and the attribution of grades for group members doing shared work. The Assessment and Feedback Working Group (AFWG), which includes membership from the SRC, developed a policy that reflected good practice elsewhere and local examples of effective practice. Following consultation within the SRC, and through the University's normal process, the policy was approved for implementation from Sept 2018-19. Similarly, in response to the SRC's desire for greater engagement with lecture recording, expressed through their [#lecrec](#) campaign, lecture recording equipment has been made more widely available and will be introduced in new and refurbished teaching spaces. Additionally, the SRC VP Ed and the Director of LEADS are co-chairing a review of the lecture recording policy, with a view to moving to an opt-out policy. This is due to report to the University L&T Committee in March 2019.
- 2.2.28 The Accessible and Inclusive Learning Policy (AILP) was similarly introduced in response to SRC prioritisation, alongside a recognition amongst L&T leadership that there was a need to do more to promote inclusion. The development of the AILP was undertaken through a working group that reported into the University L&T Committee and became effective for session 2017-18, accompanied by an infographic to assist with implementation. As part of the oversight of its implementation, the SRC VP (Education) developed a student version of the policy (a 1-page guide) and similarly, took that through consultation and approval.

## **2.3 Recognising and responding to equality and diversity in the student population, including widening access and mode and location of study**

- 2.3.1 In this section, we will set out our approach to supporting equality and diversity, including widening access to and participation in Higher Education (HE). The University strives to provide an environment for talented students to flourish regardless of their background or personal circumstances. Leadership of our approach to supporting equality and diversity comes from the Principal and Vice Chancellor and the Senior Management Group and delivery is through a strong partnership model between staff and students. Consultation, representation and statistical data all inform our thinking and this has allowed us to make good progress during the review period as described in this section. We are still, however, on a journey as we seek to progressively embed a

positive culture of equality and diversity across the University. The experience of our community is not yet uniformly positive and the diversity of our staff and student populations can bring challenges in cultural understanding and attitudes towards equality. For this reason, we seek to continually evolve and improve our approach, building on the strength of our staff-student partnership.

2.3.2 We view our research and evidenced-based, multi-strand approach to Widening Participation as a strength of the University. It has evolved over a number of years in partnership with local authorities, charities and other HEIs and, in line with our other academic provision, has been extended to support a range of modes of study, aligned to the needs of our students. Our success in this area sets us apart from most other research-intensive universities and this has been recognised by government and wider society. We have achieved particular success in developing effective pathways from secondary into tertiary education but we have been less successful in achieving good student outcomes through articulation from Further Education into HE. The consolidation of the Further Education sector in Scotland presents opportunities to work with larger college entities to develop more coherent pathways, and we have begun to do this through initiatives like the Glasgow Access Programme (GAP) in Medicine and a wider enhanced HNC partnership with the Glasgow colleges described below. Despite this, achievement of the government aspirations for widening access will be challenging in the years ahead and will require a strengthening of the talent pipeline at all levels. We continue to engage positively with the Government and other stakeholders to help to achieve this.

### ***i. Equality and Diversity***

2.3.3 The University has eight Equality Champions, each covering one or more of the protected characteristics. The [Equality Champions](#), who include the Principal and Vice Chancellor, are all drawn from the University's Senior Management Group. Since ELIR 3, the University has added a Champion specifically in relation to Mental Health, reflecting the fact that this is a focus for our institution.

2.3.4 The [Equality and Diversity Unit](#) (EDU), part of our Human Resources Directorate, supports the Champions and facilitates the relevant infrastructure and associated activity ensuring appropriate student and staff representation from protected characteristic groups. It is responsible for promoting and embedding all aspects of equality and diversity for staff and students in support of learning and teaching, student experience, staff engagement and campus infrastructure. Specifically, the EDU supports the institution in fulfilling and often going beyond its legal compliance obligations as determined by the Equality Act 2010 and the Public Sector Equality Duty (PSED). EDU has a dual reporting line to the Clerk of Senate, to help ensure that student and academic concerns are addressed.

2.3.5 The EDU is central to the University's strategic developments, policy initiatives, legislative compliance duties and acts in an advisory capacity for a range of organisational activities. These include policy related to strategic aims, investigations, case management and project development. The unit supports Athena SWAN submission processes for all of our schools and research institutes aligned to the University's gender equality KPI of increasing the percentage of women in senior

roles. It also leads on activity to address and respond to Gender Based Violence (GBV) and coordinates actions and responses relating to the Scottish Funding Council (SFC) Gender Action Plan.

2.3.6 Since 2013, the University has been legally required to respond to the PSED, evidencing and outlining the equality outcomes we aim to achieve in a four-year period. In 2017, the University conducted a full review of the six Equality Outcomes set in 2013, and conducted a consultation exercise to identify whether these were fit for purpose based on the evidence from staff and student data, relevant surveys and focus groups. A revised set of Equality Outcomes were set for the period 2017-2021, along with a [Mainstreaming Report, Equality Impact Assessments, Staff Equality Monitoring Reports, and Equal Pay Statements](#). The six Equality Outcomes are:

1. Gender equality - grow the percentage of women in senior positions, with overt consideration on addressing occupational segregation;
2. To support progress to embed equality throughout the curriculum;
3. Foster a supportive culture, which promotes dignity and respect and where all staff feel valued and inappropriate behaviours are challenged;
4. To provide seamless service provision to disabled staff and students;
5. Investigate the experience of BME staff and students – with a view to benchmarking the University, using the Race Equality Charter as a guide;
6. Develop a campus-wide framework on mental health and wellbeing.

2.3.7 Many of the Equality Outcomes will be integral to activities to support and enhance the student learning experience. This includes Outcome 2, which has, for example, resulted in a successful Learning and Teaching Development Fund (LTDF) bid relating to embedding LGBT equality in a curriculum and classroom setting.

2.3.8 The University is committed to supporting and enhancing policy provisions for all students and staff to ensure they have an excellent experience - in turn maximising the quality of our research, research-informed teaching and scholarship. The EDU continuously reviews and evaluates the impact and effectiveness of University policy developments to ensure they continue to be fit for purpose. Since the last ELIR round, the EDU has supported the development and/or revision of policies relating to Student Parents, Personal Relationship Policy, Dignity at Work and Study Policy, Maternity, Paternity and Shared Parental Leave Policies and the Accessible and Inclusive Learning Policy.

2.3.9 The University will strive to achieve a gender equality KPI of growing the percentage of women in senior positions to 33% by 2020. Supporting us to achieve this target is activity relating to Athena SWAN, the SFC Gender Action plan, and the Gender Pay Strategy and Action Plan. The University holds an Athena SWAN Bronze award, and our schools and research institutes now hold one Gold, three Silver and 14 Bronze awards. The University has an SFC Gender Action Plan to increase the recruitment of male students overall, and specific genders into certain disciplines where there is a gender differential greater than 75:25. The Gender Pay Action Plan looks specifically at the University's gender pay gap and occupational segregation.

- 2.3.10 In 2015, the University designed and developed an award winning campaign to highlight inappropriate harassing and bullying behaviours called Full Stop. This campaign was in the form of highly visual 'micro fictions', which highlighted examples of behaviours from students and staff which would (if emulated) be unacceptable. It was promoted on social media and through posters across the campus. It had a significant impact on the University's staff survey in 2016 where awareness of the Dignity at Work and Study policy rose by 27%.
- 2.3.11 In relation to training, the University has made it compulsory for all staff to complete an Equality and Diversity Essentials course. It is also compulsory to complete our Unconscious Bias course prior to sitting on a Recruitment panel. Other equality training is available on request, including: LGBT Allies; Transgender Awareness; and Dignity at Work and Study. The University has trained over 100 people in Mental Health First Aid, or as First Responders or Front Line Responders for Gender Based Violence.
- 2.3.12 The University has developed specific strategies and actions plans relating to Mental Health and Wellbeing, and Gender Based Violence in response to an identified need. Additionally the University has gained Disability Confident Level 2 status, and has produced a British Sign Language Plan as required by the Scottish Government.

## **ii. Widening participation (WP)**

- 2.3.13 We believe the University of Glasgow sets an example of good sectoral practice in WP and are extremely proud of our work in this area. For this reason, we include a higher level of detail in this section.
- 2.3.14 We are committed to raising aspirations in promoting access to, and supporting success within, HE for those from non-traditional and under-represented backgrounds. This is outlined in our University Strategy when we define our institutional values: '*Studying at our University should be possible for anyone with the necessary talent, commitment and potential, regardless of background or belief*'. Our approach is distinctive because:
- Based on our research, the breadth and scope of the work we conduct in WP is unique to the University. We run a suite of WP programmes which target school pupils and adult returners to education - 25,000+ school pupils in over 120 secondary schools and 1,200 adult returners to education in 2017-18. We employ 100+ WP Postgraduate Tutors, who work in teams in schools to facilitate our programmes. Delivery is conducted by varied models: in-class, on-Campus, online, blended delivery - this allows us to work with so many schools across the geographic spread of the West of Scotland region.
  - We operate a sophisticated contextualised admissions process which links directly to all our WP programmes, allowing us to make adjusted offers of entry to WP applicants. These can be adjustments of up to 8 grade points at Higher Grade: truly significant adjustments, based on a sound understanding of success indicators. We recruit 2-3 times as many WP students as the comparable 'ancient' universities in Scotland, and recruit competitively across the whole Scottish sector. Moreover, we prepare and recruit WP students for the whole HE sector

– our WP programmes have Admissions progression agreements with all HEIs across Scotland. Approximately 80% of pupils with whom we work progress to other universities - a highly significant contribution to societal development.

- Our WP work is evidence-based, both for outreach and contextualised admissions. We have [15 years longitudinal tracking and research](#) on our projects using quasi-experimental methods; referencing comparator groups of entrants to the University of Glasgow. This research shows that participation in our WP pre-entry programmes leads to a higher rate of success and completion across all subject areas. Again, as far as we are aware, no other HEI has blended WP practice and research to this extent to produce an evidence-based approach.

2.3.15 In the 2017-18 academic year, c.37% of entrants to the University were from a verifiable widening participation (WP) background.

2.3.16 We define widening participation (WP) or 'non-traditional' students broadly and their status can relate to a number of different aspects of their background. This is in line with the conclusions contained in the Final Report of the Scottish Commission on Widening Access, which recognised *'that additional measures [...] can help with decisions about individuals and the support they require.'*<sup>11</sup> For us, a WP applicant is one who is unable to enter HE through the 'traditional' route directly from school due to disadvantage in their personal circumstances. For example, they could:

- reside in an MD20<sup>12</sup> or MD40 postcode area;
- be care experienced;
- have caring responsibilities;
- attend a school with low progression to HE;
- be in receipt of Educational Maintenance Allowance (EMA);
- receive free school meals;
- be estranged from their family;
- have refugee or asylum seeker status;
- be the first in their family to enter HE;
- be an adult returner to education via an access course; *or*
- be an entrant from the Further Education (FE) sector.

2.3.17 The scope of our efforts extend to the whole West of Scotland region (and, in the case of our Summer School, the whole of Scotland) and deliver benefit to all participants, even those that ultimately choose not to enter HE. We believe any widening participation programme should fulfil three main functions for under-represented groups:

<sup>11</sup> Scottish Government (2016). *A Blueprint for Fairness: Final Report of the Commission on Widening Access*. Edinburgh: Scottish Government. p.65 Available at: <https://beta.gov.scot/publications/blueprint-fairness-final-report-commission-widening-access/>

<sup>12</sup> 'MD' is a reference to Multiple Deprivation as defined in the [Scottish Index of Multiple deprivation](#). MD20 and MD40 refer to the 20% and 40% most deprived localities, according to the metrics defined in the SIMD.

- Promote aspiration for and awareness of routes to HE study;
- By academic engagement, enhance pre-entry attainment and prepare applicants for the transition to HE, retention and degree completion, and a successful student experience;
- Provide an access route for applicants to gain entry via Admissions progression agreements.

2.3.18 In the following subsections, we will set out our progress in widening participation and will describe our programmes and wider activity in this area. We will then briefly explore some of the findings of our own research and evaluation that underpin our approach, before explaining the further work we intend to do for applicants and students from a WP background.

### Entrants residing in MD20 and MD40 postcodes

2.3.19 Since 2010, entrants to the University living in MD20 postcodes (the 20% most disadvantaged postcodes) has risen by 35.7%, from 328 to 445 in 2018-19. Over the same period our entrants from MD20-40 (SIMD Quintile 2) postcodes increased by 41.1% from 326 to 460 in 2018-19. Overall MD40 entrants have increased by 38.4% from 2010-11 to 2018-19. Our MD20 and MD20-40 entrants made up 13.7 and 14.1% respectively of our overall eligible (Scottish domiciled) intake in 2018-19, meaning that MD40 students overall made up a total of 27.8% of our eligible student intake.

2.3.20 Our target numbers of MD20 entrants for the 2018-19, 2019-20 and 2020-21 academic years were/are 432, 459 and 469 respectively. For MD40 entrants, overall our target is 880 in 2018-19 rising to 935 by 2020-21. As indicated above, these targets have been achieved in the 2018-19 academic year (NB: data is extracted very early in the 2018/19 academic year and may be subject to change), but we do not underestimate that challenge of achieving our future targets.

### Our widening participation programmes and activity

2.3.21 We deliver a portfolio of outreach pre-entry programmes, individually and in collaboration with other stakeholders as shown in the table below. We work with: 14 Local Authorities (LAs); 120+ secondary schools; [FOCUS West](#) (SHEP); [SWAP West](#); other HEIs and FE colleges. We also work with partners such as the [Robertson Trust](#), ICAS, [Carers Trust](#), [Who Cares? Scotland](#) and [MCR Pathways](#). Each year, we work with over 25,000 pupils in secondary schools across the west of Scotland.

Programme	Target Group	Annual Participants	Impact on HE Entry	Subjects Accessed
<a href="#">Top-Up Programme</a> (SFC national and LA-funded)	S5/S6 pupils in 58 low progression schools	2,100	1,200 applicants to HE across Scotland; 250 entrants to UofG	Arts, Social Sciences, Sciences, Engineering, Accounting & Finance, Psychology, Nursing, Business, Education

<u>Summer School</u> (UofG core and LA-funded)	S5/S6 pupils; mature learners	350	350 entrants to HE; 300 to UofG;	Arts, Social Sciences, Sciences, Engineering, Accounting & Finance, Psychology, Nursing, Business, Education
<u>Reach</u> (SFC national and UofG core-funded)	S4-S6 pupils in 99 low progression schools	1,700	200 entrants to professional degrees: 100 in UofG (UofG has been above target in Medicine and Veterinary Medicine since 2016).	Dentistry, Law, Medicine, Veterinary Medicine
<u>Access to a Career</u> (UofG core-funded)	S4-S6 pupils in 95 low progression schools	1,500	2017 will be first year of impact	Accounting & Finance, Education, Engineering
<u>Early Secondary Programme</u> (UofG core-funded)	S1-S3 pupils in 40 low progression schools	20,000	N/A	All subject areas covered
<u>UofG Open Studies Programme</u> (including Access) (UofG core-funded)	Adult returner learners	5,000 (including 250 Access)	Lifelong learning; 80-100 UofG Access entrants; 50 Access entrants elsewhere	Science, Engineering & Nursing; Law, Business & Accountancy; Arts & Social Sciences
Scottish Wider Access Programme (SFC national and UofG core-funded)	Adult returner learners	900	150 UofG entrants	Medicine, Dentistry, Veterinary Medicine, Law, Accounting & Finance, Psychology, Nursing, Business, Education, Arts, Social Sciences, Sciences, Engineering

2.3.22 Significant and recent developments are the Medical School Glasgow Access Programme (GAP) and our partnership with the Glasgow Further Education colleges to develop an enhanced HNC entry route. GAP is the result of a successful bid to the Scottish Government to run a pre-Medicine foundation year course for WP students. Of the 21 students registered in 2017/18, 19 have progressed to first year Medicine and one to another Life Science programme of study. One student returned to the programme in 2018/19, resulting in 23 students from WP backgrounds on the programme for 2018/19. Targeting criteria for GAP are: SIMD20 postcode; care experience; remote and rural island domiciled. Students study Year 1 Biology, Chemistry, Anatomy and aspects of Medical professionalism; gain work experience in clinical environments; receive 1:1 mentoring from clinical staff; buddying from current students; and a financial scholarship, if required. The Enhanced HNC programme, which is in an SFC-funded pilot stage, seeks to provide entry via Enhanced HNC courses to Year 2 of University degree courses. This programme will initially focus on Applied Sciences, Community Development and Technological Education and, if successful, will be

extended to Social Sciences and Engineering. The first intake from this programme is scheduled for 2019-20, with college delivery beginning in the current academic year.

### Contextualised admissions

2.3.23 The programmes outlined above are supported by our progressive admissions policy. We have used contextualised admissions linked to our outreach programmes and for care-experienced applicants for many years. In fact, our WP admissions policy, linked to our Top-Up programme, was highlighted as a 'benchmark' for the sector by the Commission on Widening Access in their Final Report.<sup>13</sup> Our policy was informed by research into the impact of our widening participation pre-entry programmes and the contextual data model developed as part of the SFC-funded Reach Programme. Our work in this area has also contributed to understanding across the sector, through our involvement in the SPA (Supporting Professionalism in Admissions) Scottish National Expert Think Tank in 2013-14.<sup>14</sup> We make adjusted access offers of entry to every subject area (or in some very limited cases a guaranteed interview), for both school leavers and adult learners. Offers to care leavers also come with an invite to undertake (for free) our Summer School programme. Currently our [contextualised admissions requirements](#) extend adjusted entry to applicants who:

- are living, or have lived, in care;
- are estranged from family;
- at the time of application, are living in a priority postcode which is regarded by the Scottish Government as being within the 40% most deprived regions of the country, as categorised by the Scottish Index of Multiple Deprivation (SIMD) ('MD40');
- attend a WP target school; and/or
- are participating in a recognised pre-entry programme, such as Top-Up or Summer School.

### Retention of WP students

2.3.24 Widening access has no purpose if entrants do not achieve successful outcomes or do not progress efficiently throughout their studies. We have in place and are continuing to evolve 'on course' support for WP students. This is spearheaded by a Transitions Working Group, chaired by our Assistant Vice Principal (Learning and Teaching), and a Retention and Success Working Group - which builds on a strong body of work conducted over the past twelve years into retention within the University. These are both discussed at [section 2.4 ii](#). Our student records system combines admissions and student support data to enable tracking and monitoring of flagged WP students from pre-entry to graduation. It allows at risk students to be monitored and interventions targeted at relevant points in the academic year.

2.3.25 This is an evolving area, but the kinds of established and new practice that have already impacted positively on our WP cohort include: targeted financial aid via Talent Scholarships (over 600

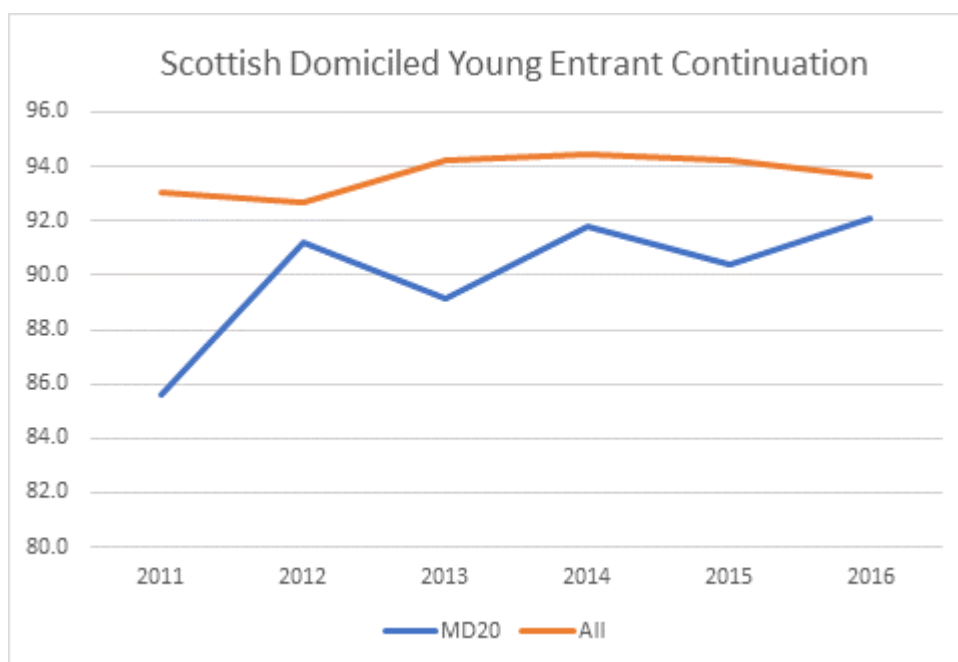
<sup>13</sup> Scottish Government (2016). *A Blueprint for Fairness: Final Report of the Commission on Widening Access*. Edinburgh: Scottish Government. p.37

<sup>14</sup> Outputs available at: <https://www.spa.ac.uk/resources/spas-work-contextualised-admissions#SNETT>



awarded to date) and preferential access to discretionary funding; our Local Student Orientation event (attracting 550 local WP entrants each year in early September); offers of employment as pre-entry programme mentors. In addition, e-mails are sent at pressure points during Years 1 and 2 offering advice and reminders of where to seek support.

2.3.26 The University has worked hard to improve continuation rates for all students and has had particular success with WP students. Despite relative growth in the WP population, as shown in the figure below, the gap to the non-WP comparator group of students has closed. Between 2011-12 and 2016-17, continuation rates for year 1 to year 2 for SIMD20 students improved from 85.6% to 92.1%. As we detailed in [section one](#), for all students, the continuation rate performs around the 93% to 94% level across the same years.



### Widening participation data – what it tells us

2.3.27 The University's [Impact for Access Report](#), funded by the SFC and produced in 2016, draws a number of conclusions about how we (and others) might positively impact on the number of MD20/40 school pupils progressing to HE. We mention some of the detail of these findings here because we believe our work in this area represents good sectoral practice and is valuable to the WP agenda more broadly. It also underpins future priorities for our WP activity and demonstrates the use of data and evidence to support our planning in this area.

2.3.28 The report concludes that SIMD is a powerful (and currently the best available) measure of socio-economic deprivation when considering widening access. The report evidences the strong correlation between deprivation and low progression to HE. The current targeting of access funding and programmes at 'low progression schools' that serve communities in MD 20/40 areas is therefore a valid approach, because the majority of the pupils attending those schools reside in MD 20/40

areas. The statistical link between where a pupil *resides* and entry to HE is strong – when a pupil resides in an MD 20/40 area they are less likely to enter HE. In addition, pupils attending lower progression schools are also disadvantaged, regardless of where they live; statistically they are less likely to achieve the tariff necessary to enter HE. Therefore, there is also a correlation between ‘low progression’ schools and access to HE that is independent of where a pupil resides.

- 2.3.29 Conversely, attending a high progression school has no significant positive impact on whether a student who resides in an MD 20/40 area progresses to HE. In fact, the opposite is true. MD 20/40 pupils in higher progression schools are *more* disadvantaged than MD 20/40 pupils in lower progression schools, relative to each groups’ non-MD40 counterparts, in terms of both attainment in school and progression to HE. The difference in the average rates of attainment in school and progression to HE between MD40 and non-MD40 pupils is greater within higher progression schools than lower progression schools. This dispels the premise that by attending a school which has historically sent a high proportion of students to HE, a pupil from a MD 20/40 area will be supported to progress.
- 2.3.30 As things stand, there are significant numbers of pupils living in disadvantaged circumstances, with whom widening participation (WP) programmes are not routinely engaging because they attend higher progression schools. Our research indicates that these pupils are arguably the most disadvantaged in terms of entering HE because the pathway programmes available to others are not available to them.
- 2.3.31 This research has had a direct impact on the thinking of both SFC and the Scottish Government, forming part of the evidence for their approach of working with individual pupils on the basis of individual circumstance regardless of school.

### **Our next steps for WP**

- 2.3.32 In future, we will develop approaches to reach disadvantaged students in higher progression schools and work with a more nuanced dataset which considers the individual circumstances of pupils within all 163 secondary schools in the West of Scotland region. We will target interventions based on the new metrics available which will include the MD20 status of pupils and free school meal (FSM) eligibility. This mirrors approaches recently adopted by the Scottish Government aimed at bridging the poverty related attainment gap in school age pupils through ‘Pupil Equity Funding’ – part of the wider [Scottish Attainment Challenge](#). We believe this approach is the most effective and efficient way to target interventions and to raise levels of participation in HE at the University of Glasgow, and more widely. We are currently piloting methods which will allow us to extend the scope of our WP activity to accommodate this new approach. We will also seek to develop effective pathways from Further Education into the University along the lines of the GAP and Enhanced HNC pathways programme.

## 2.4 Supporting students in their learning at each stage of the learner journey from pre-admission to post-graduation

### *i. Introduction*

- 2.4.1 Providing our students with first-class support is a key element of our University strategy and central to our approach to enhancing the student experience. This is why we have chosen student support and engagement as a contextual theme for ELIR 4. In this section we will describe our overall approach and outline the role that student support is playing in our work around transitions, retention and success. We will then go on to describe our existing support structures and how they relate to the student journey, including the enhancements we have made over the review period and the challenges we face. Finally, we will go on to describe a significant enhancement project we are taking forward in this area as part of the World Changing Glasgow Transformation Programme.
- 2.4.2 We continually monitor demand for services and support and consider student views and feedback. As part of preparations for ELIR 4, students have affirmed the high quality of our services and support. In particular, students feel that once they are in contact with a member of staff that the advice and support they receive is helpful and that staff are focussed on their wellbeing and success. Our culture of student support is very positive, and the commitment of our staff to supporting our students is often evident through positive student feedback. NSS feedback would suggest that students feel they are able to contact a member of staff if they need to (88.3% NSS, 2018).<sup>15</sup> Furthermore, our students express the view that the University as a whole cares a great deal about their experiences as a student, and that there is no complacency in relation to the student learning experience on the part of the University. We have made, and remain committed to, investment in the area of student support.
- 2.4.3 We have a range of different services and mechanisms in place, from the point at which potential students show an interest in studying with us, through to graduation and beyond. Whilst students' main point of contact with the University for academic matters is through their school, research institute or graduate school, they can gain access to other types of support both locally and centrally.
- 2.4.4 Our students come into contact with a number of our professional services teams as part of their journey through the University. As a matter of course this includes our External Relations Directorate, particularly our Admissions Team and, for our widening participation applicants, the Widening Participation Team. Our Student and Academic Services Directorate, which includes Student Services, the Registry and our Learning Enhancement and Academic Development Service (LEADS) also offers a key set of services to support students. There are many other services that students can access based on their particular needs. Details of the support services available to students, both prospective and current, are included on the [Student Life](#) section of our website.
- 2.4.5 Our colleges, graduate schools, schools and research institutes also provide critical frontline support to their students. They provide local academic induction, academic and pastoral advising,

<sup>15</sup> Question 12: "I have been able to contact a member of staff when I needed to". Sector average 85.6%.

supervisory support, research training, opportunities for networking, employability and graduate skills training, advice, social events and award opportunities associated with individual programmes and student communities such as graduate awards in the Adam Smith Business School and those recently introduced in MVLS. Graduate school support will be considered in [subsection 2.5](#).

- 2.4.6 The Advisor of Studies network in place across the University is an important element of our approach to supporting our students. The role of advisors is broad and includes providing pastoral support, guidance for curricular choices, oversight of progression and changes in personal circumstances. Importantly, advisors are also a key conduit between students and the specialist support services offered by the University. For example, an advisor might be well placed to direct students who have particular needs to our Disability Service, or to our Counselling and Psychological Services.
- 2.4.7 Our overall approach, then, is that support for our students is provided by a range of individuals, teams and services located in different parts of the University. This reflects the timings and locations at which students access support and the type of support being offered. Support functions are overseen by a hierarchy of governing structures (at school, research institute, graduate school, college and University levels). Support for students is underpinned by both centralised and local systems and processes.
- 2.4.8 Whilst our approach is effective in the vast majority of cases, we recognise that it does on occasion present challenges for students and staff. Sometimes it is difficult to quickly identify the right service or person to contact to access support, for example. We recognise that providing the right support at the right time is essential for the academic success and overall well-being of our students. This is important for all students, and particularly those who we know are already vulnerable or likely to face greater challenges when participating in HE. Consideration of the ways that we can enhance our support for students has therefore been a key aspect of our institutional discussions around transitions, retention and success. We discuss this in the following subsection and in relation to a broader project as part of the WCG programme in [subsection iv](#).

## ***ii. Supporting transitions, retention and success***

- 2.4.9 The Transitions Working Group (TWG) was established to consider the various transition points in the student journey where students could be better supported, relating to both their learning and academic progress and also the wider student experience at the University. In addition to the work on student communications outlined in section 2.4.18 below, TWG has produced an induction checklist to ensure consistency of the student induction experience across the University. TWG has also scoped out, and secured approval from the Student Experience Committee for, a suite of pre-arrival induction materials for all students entering the University. Work will begin on developing these during this academic year.
- 2.4.10 The TWG has also incorporated, as a sub-group, the Retention and Success Working Group (RSWG). RSWG has been in operation since 2006 and has undertaken a great deal of work to positively impact on student retention and success. The focus of the working group continues to be on developing and understanding continuation and progression data at a granular level. RSWG are

engaging (with the support of Planning & Business Intelligence) with the new functionality of our business intelligence software, BOnline and Qlikview, to make data evaluation and reporting more efficient and intuitive. The aim is to be able to monitor progress and identify areas where intervention may be required, using data to inform what support could be beneficial for student continuation and progression and to improve student retention and success. In the last year, this work has led to a report identifying a specific demographic of students that would benefit from extra support and proposals for action. These proposals will be considered formally by the University in this academic year.

2.4.11 RSWG aims to support changes to practice where required through the sharing of experience, research findings and good practice resources. The University of Glasgow participated in the 'What Works? Student retention & success change programme'; a Paul Hamlyn Foundation initiative working with the Higher Education Academy, Action on Access and 13 UK universities over three years from 2012-2015.<sup>16</sup> The programme built on the findings of Phase 1 of the 'What Works?' programme, that student engagement and a sense of belonging promotes student retention and success. The project team participated in the national programme and activities and had an institution-level focus on improving data as indicators of student retention and success. Initiatives to promote student engagement and belonging were designed and evaluated in three schools under the three programme themes of Active Learning, Induction and Co-Curricular Activity:

- The School of Engineering evaluated a major change to the first year curriculum incorporating a more pronounced active learning element;
- The School of Life Sciences extended induction with innovative use of Moodle to engage with a large first year class;
- The School of Interdisciplinary Studies (Dumfries campus) created 'CLANs', a peer-mentoring scheme.

2.4.12 Building on the work outlined above, we have implemented additional questions in our online withdrawal form and responses to these are being reviewed to understand factors contributing to decisions to leave. In turn, this will help us to understand what can be done to support students before they make this decision and to allow them to continue their studies, if this what they wish to do and is in their best interests.

### ***iii. Support throughout the student journey***

#### **a) Initial contact and admissions**

2.4.13 Our University strategy is clear that one of our goals is to attract the best students – based on ability and potential - to the University of Glasgow. In part, success in doing so is underpinned by providing potential applicants with sufficient support and information to understand what we offer at the University, what is right for them and how they can join us. To this end, in addition to online and print materials, we offer a number of open days to prospective students where they can visit us and

<sup>16</sup> [Summary report from the HEA Academy](#)

speak directly to our teaching staff. All of our subject areas contribute to and have a presence at our open days as do our professional services teams who are also present to answer questions and provide support. In common with many other universities, our recruitment teams (for Home/EU/UK students and international students) also play a key role in informing potential applicants what we can offer them. Our student bodies, clubs and societies provide a glimpse into the wider student experience at the University.

- 2.4.14 We have also tried to ensure that the voice of current students is present in our information to potential applicants. For example, our [ask a student](#) facility allows potential students, applicants and parents/guardians to contact our students directly. At busy periods, our students answer hundreds of questions a month. Our student video bloggers or 'vloggers' produce [videos](#) about their experiences of university and student life in Glasgow. These authentic voices help our potential students understand what studying at the University is like, from the perspective of their peers.
- 2.4.15 All of our admissions, with the exception of undergraduate medicine, dentistry, veterinary science, veterinary bioscience and postgraduate research degrees are processed and supported by a central admissions team, based in our External Relations Directorate. Working closely with Chief Advisers of Study and college recruitment teams, the central admissions team is able to provide a responsive and expert source of advice to students in respect of their applications. Specialised admissions staff operate in schools that operate their own admissions process.
- 2.4.16 The University has a comprehensive [undergraduate Admissions Policy](#) which incorporates our WP admissions policy and outlines our contextualised admissions adjustments. Our website also [sets out our entry requirements](#) clearly and provides information on further support, including our widening participation programmes. Our [PGR Code of Practice](#) sets out our requirements for entry to postgraduate research study and this is used to inform guidance offered by individual graduate schools.

#### **b) Pre-arrival**

- 2.4.17 Following work that was initiated and conducted by the Transitions Working Group, in 2017-18, a number of changes were made to the communications we send students once they have accepted an offer from us and before their arrival at the University. Our institutional communications have been standardised; the tone has been changed to be as welcoming as possible and to highlight the next stages of their journey to University. These changes were effective from the 2018-19 academic year. In addition, we have made recommendations to each of our colleges, schools and research institutes on the standard content that should be included in any student communications to ensure consistency of message and levels of information. This helps our new students to be as well prepared as possible for the transition to University and helps them become familiar with all of the steps they need to take before they get here. In our communications, we direct new students to a [number of online resources](#) that clearly set out the information they need ahead of their arrival and signpost ways to ask for further support.
- 2.4.18 Also recently instigated was the creation of a New Student Welcome app. The app enables offer-holders to create a personal to-do list, add deadlines to a personalised schedule and to connect with other offer holders, all in one place. We believe this will be a valuable enhancement to the support

available to our new students and data extracted from our Welcome Survey indicates that nearly half of our new students use the app. The app will be available throughout the year and key dates and events can be added as required. The app can send 'push notifications' to remind students of any important matters, and prompt them to take action when needed. Schools and research institutes provide a schedule of local events to our External Relations Directorate and these are added to the calendar in the app and included for those students on the relevant 'track'. This means students see a schedule that is relevant to them. Our Welcome Survey data tells us that 44% of new UG students used this in its first year of roll-out and that 87% of those who did use it found it helpful.

2.4.19 We have recently introduced a unitary Student Contract. Continuing students "sign up" to this legally binding contract online each year as part of their academic registration and, for new students, the contract is formed when students accept an offer of a place on a programme or course, whether taught or research-based. Previously, the rights and obligations which made up a student's contract were contained in a number of documents – in particular, their offer letter, various University policies and the University Calendar, which contains the University's academic regulations. However, to improve accessibility and transparency for our students, the various rights and obligations of the University and the student have been gathered into one single student document. As with all student-related developments of this type, the SRC were part of the working group that developed the contract.

### **c) Arrival, Induction and orientation**

2.4.20 Pre-arrival communications and 'onboarding' are overseen initially by External Relations, but for PGT and PGR, there is a large degree of involvement from programme conveners and potential supervisors (for PGR) in the process of recruitment and conversion and the Recruitment Conversion and Marketing Officers in the colleges play a key role in supporting the oversight of this process. At the point of arrival though, the programme teams take considerable responsibility for orientation and induction and local (subject/school/RI) events complement those that are organised centrally. The SRC runs freshers' (and refreshers) events, and University Services coordinates the *Ask Me* campaign whereby students and staff volunteer to be approached by new students to answer questions. Behind this sits extensive arrival support from the Student Services Enquiry Team (SSET) and the college/school/RI teams, each of whom play a part in guiding and supporting arrival, registration and enrolment. In addition, the University in the last two years has co-funded with the SRC additional copies of the SRC New Student Guide so that all new students receive a copy. This contains helpful, student authored guidance on a range of academic and support matters. Copies are also provided for undergraduate advisers of study.

2.4.21 Induction is complex and the University's induction network (hosted on Moodle) has 140+ members which is illustrative of the large number of staff members involved in induction across our degree programmes. The induction checklist, developed by the Transitions Working Group, has been updated to include good practice from UK Retention activities (*What Works*). At the time of writing, members of TWG have been seeking to improve coordination of induction and develop a shared awareness of what induction matters are covered where (whether at college or school-level for example). This has to be sensitive to what makes sense for the different degree structures.

- 2.4.22 For undergraduate students, college-led activities are essential in relation to induction for the general degrees. An effective college-led approach reduces the duplication that would otherwise arise on multiple school/subject inductions for the general degrees. In the College of Arts, for example, all new UG students are invited to a two-hour session that includes short talks from the Dean (L&T), Chief Adviser, LEADS, graduate attributes lead, the SRC and others. Students also have VPAL (Virtual Peer-Assisted Learning) groups that are led by a PG intern and delivered through Facebook. For the professional UG degrees, the inductions are typically hosted by the school (eg, Medicine or Accounting & Finance). As these degrees are contained more/mostly within one school, this is the sensible level at which to host initial welcome and induction events, although there remain University-level activities that students can choose to engage with
- 2.4.23 For PGT and PGR students, arrival and induction is concentrated more at the school research institute-level because the programmes are typically administered at that level rather than at college-level, although this does vary. For example, the College of Science and Engineering runs a college-wide induction event for PGT students that covers common issues such as our academic and advising procedures with an introduction to the library, careers and various support services. Existing students give also first-hand accounts of their experience and questions are collected from entrants in advance. This leaves schools free to concentrate on matters specific to each subject.
- 2.4.24 The induction checklist (referred to above) has been shared with each of the local administrative teams to ensure key information is covered (ranging from 'Dignity at Study' guidance, through to advice on support). Central teams such as Careers will input to these local inductions with the guidance they provide being customised where possible to the particular degree cohort.

### ***Enhancing Induction to study***

- 2.4.25 Various investigations in recent years have pointed to the fact that there is both variability in our approach to induction and to the need for our approach to induction to move towards a more extended process rather than the typically short, concentrated period at the beginning of semester. Some areas of the University have already extended induction, but there is a need for a more coordinated and consistent approach to this. Whilst it is likely to remain sensible to locate activities as close to the programme home as possible (to enhance a sense of belonging), there is scope to provide more guidance and consistently delivered induction messages. This has been raised through the Positive Student Journey project (PSJ) firstly and, more recently, the TWG with the SEC and is the subject of review at the time of writing.

### **d) Support during studies and at key points of transition**

#### **Academic skills development and support for student learning**

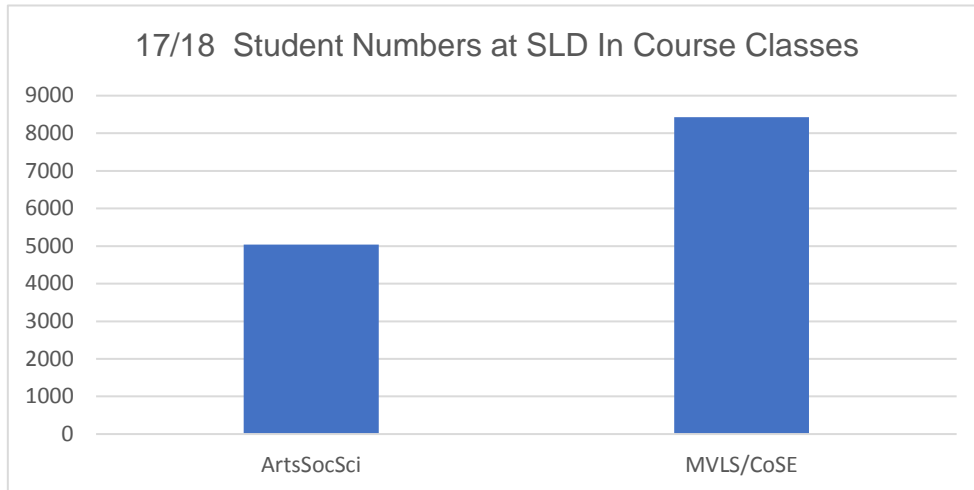
- 2.4.26 The primary source of academic support and advice for our students is the body of academic staff who teach on our degree programmes. In addition to scheduled teaching, academic staff provide support for students on their courses through a wide range of mechanisms including one to one and group tutoring sessions. Advice is likely to relate to decision-making in relation to academic study on



a course, sources of additional support and guidance, motivation and aptitude in a discipline, and general career pathways in the discipline as well as comprehension of the subject matter and progressing with further study.

- 2.4.27 This support is supplemented at college-level by a range of additional resources that vary according to the context of the college. These can cover skills development, support for employability, guidance and support for study abroad and exchange, opportunities for extra-curricular learning, technology-enhanced learning and, in the case of Social Sciences (which has the largest international student population), additional [support for international students](#). Colleges also provide guidance in relation to degree progression, appeals and complaints and handle much of the student-facing administration associated with those processes. Beyond the college level, support is provided through a range of central services.
- 2.4.28 Our centrally provisioned [Learning Enhancement and Academic Development Service \(LEADS\)](#) has a key role in supporting and developing both staff and students at the University and was formed in 2017 from the previous Learning and Teaching Centre (LTC). Significant consultation was carried out with colleagues across academic areas, and other parts of University Services, in order to identify the best way for a central unit to support the development of learning and teaching. An integrated approach was deemed best for the University and so the previously existing 'Learning Technology', 'Academic Development' and 'Media Production' Units from the LTC were merged to form one 'Academic and Digital Development' (ADD) team. The ADD team manages and delivers the majority of LEADS' staff-facing work.
- 2.4.29 The student-facing work of LEADS is managed and delivered by the [Student Learning Development \(SLD\) team](#). LEADS provides access to writing and study-skills support, through an Effective Learning Advisor (and Graduate Teaching Assistants) linked to each college. The same support is available for postgraduate research students through the PGR Effective Learning Advisor. There is support for students from any discipline to develop their mathematical and statistical knowledge and skills, through LEADS' dedicated support for these subjects.
- 2.4.30 Since ELIR 3, the range and type of support offered to students through LEADS has developed significantly. Key features of this provision include: writing and study skills support (lectures, classes, workshops and in-course provision); the opportunity for one-to-one appointments with LEADS staff; online learning resources covering the same topics as the support sessions delivered in-person; the continued delivery (and from 2018-19 the significant expansion) of our Academic Writing Skills Programme (AWSP).
- 2.4.31 LEADS provides an extensive range of lectures, classes and workshops across the colleges, tailored to their needs. In Arts and Social Sciences, classes are focused on academic writing; advanced academic writing; dissertation writing; and academic development, whereas, in the other two colleges, the focus is more on enhanced dissertation writing classes, 'communicating as a scientist' classes, and 'writing in the sciences' classes.
- 2.4.32 LEADS also provides a range of in-course provision which has grown substantially over the review period. Staff from across the University have been keen to work with LEADS in developing new and innovative in-course support (new additions in the 2017-18 academic year included specific

provision in Computing Science, Urban Studies, Management, History and English Language & Linguistics). The highest level of current in-course provision lies within the Colleges of MVLS and Science and Engineering. In-course provision is also offered in the other two colleges, but is less extensive as illustrated in the Figure below.



2.4.33 There is a range of mathematics and statistics support which has seen considerable uptake. Support for mathematics is concentrated on physical science and engineering but statistics is supported widely across all sciences and social sciences, and numeracy is supported across the University. Drop-in sessions are run in collaboration with first-year mathematics courses in science and engineering. These have proved so successful that they are being extended to second year. Students whose performance in regular tests shows that they would benefit from support are invited to meet the mathematics advisers. The tables below illustrate the extent and growth of this provision overall across the University.

<b>Mathematics and Statistics Support</b>				
<b>2018-19</b>	<b>1 to 1</b>	<b>Drop-in</b>	<b>Classes</b>	<b>Total</b>
Semester 1 <sup>17</sup>	135	522	486	1143

<b>2017-18</b>	<b>1 to 1</b>	<b>Drop-in</b>	<b>Classes</b>	<b>Total</b>
Semester 1	199	607	835	1641

<sup>17</sup> At time of writing (Nov 18)

Semester 2	169	457	402	1028
Summer	36	174	0	210
Total	404	1238	1237	2879

In-course = 550

2016-17	1 to 1	Drop-in	Classes	Total
Semester 1	200	381	245	826
Semester 2	208	505	64	777
Summer	13	90	0	103
Total	421	976	309	1706

In-course = 500

2015-16	1 to 1	Drop-in	Classes	Total
Semester 1	190	353	161	704
Semester 2	178	391	65	634
Summer	4	198	0	202
Total	372	942	226	1540

In-course = 600

2.4.34 One-to-one appointments are an important part of LEADS' services to the University community. While other provision can target a greater number of students, the depth and value of work undertaken in a one-to-one format can be far greater. The number of these sessions has remained relatively stable over the review period, but the appointment system has greatly reduced the number of no-shows, thereby utilising staff availability more effectively. In the 2017-18 academic year, a total of 867 students benefited from these appointments (not including the specific mathematics and statistics support referenced above).

2.4.35 The range of online provision offered through LEADS grew in breadth and depth particularly over the 2017-18 academic year and is continuing to grow. This has been facilitated by the development of established norms in design, format and technology used, allowing the process of content creation to be accelerated. LEADS has also created a systematic organisation and branding scheme for all of its online provision ensuring students are always able to find online materials to help with their academic and writing development needs.

### ***The Academic Writing Skills Programme***

2.4.36 In 2018-19, the University extended the LEADS Academic Writing Skills Programme (AWSP) to all new undergraduate and postgraduate taught students across the University. The programme is now

compulsory and is being delivered to approximately 8000 students in the first year of its pan-University rollout. It is delivered in each student's first year of study at the University (which may not be the first year of their degree programme). This represents an investment of circa £180k to support learning and is a further example of our commitment to our students.

- 2.4.37 The development and history of AWSP were previously outlined in an ELIR 3 case study. AWSP currently consists of a range of writing and grammar advice materials covering topics ranging from elements of style and punctuation to wider details on structure and argumentation, a range of multiple-choice questions on grammar and a short essay, chosen by the student from a bank of questions. Students submit answers to the multiple-choice questions and their essay via Moodle. The essay is then assessed by a team of 36 graduate Teaching Assistants in LEADS. Feedback is specific to their writing needs, and signposts how they can develop through further advice or support.
- 2.4.38 After the initial diagnostic element of the programme, students are offered a variety of progression options. Some students will be advised to attend the open classes run by LEADS on an optional basis; certain students will be advised to complete an online writing course, hosted via Moodle, which provides further information on grammar and effective writing; others will be invited to attend in-person classes to work on improving their grammar and the coherence of their writing.
- 2.4.39 In addition to supporting the transition between writing at (most often) school and the University, AWSP provides students with feedback on their academic writing before their first assessed work submission. In so doing, AWSP provides students with the ability to test, refine and improve their capabilities prior to submitting assessments that could affect progression.
- 2.4.40 In both the diagnostic exercise and in the classes, instruction and clarification on academic integrity and plagiarism are highlighted as key components of student academic standards. For most students, this acts as the earliest sustained focus on plagiarism and academic integrity. Through extension of AWSP to all undergraduate and postgraduate taught students, the University ensures early, centralised intervention on plagiarism, based on the premise that prevention through education is preferable to penalties under the Code of Student Conduct.
- 2.4.41 We believe that the roll out of AWSP across the University will have a beneficial impact on retention and success. Anecdotal feedback from the academic community and statistical analysis of AWSP outcomes, together with the general uplift in retention and success since the introduction of the AWSP, supports this assertion. We also believe it supports the development of graduate attributes though encouraging effective, clear communication and promotion of student ability to 'defend their ideas in dialogue with peers and challenge disciplinary assumptions' ([UofG Graduate Attributes Matrix](#)).
- 2.4.42 The tables below illustrate the expansion in AWSP provision and the impact of our investment in terms of supporting a greater number of students.

**AWSP 2017-18**

Arts/Social Sciences	
Participants (count)	1960
Referrals (count)	164
Arts/Social Sciences UG referral percentage	8.4

MVLS/Science & Engineering	
Participants (count)	809
Referrals (count)	75
Science & Engineering/MVLS UG Referral percentage	9.3

**AWSP 18-19 (Semester 1 only)**

Arts/Social Sciences UG	
Expected compulsory submissions	2443
Total Submissions	2635
Actual Compulsory Submissions	2309
Online referral	363
Class referral	191

Arts/Social Sciences PGT	
Expected Submissions	4558
Total Submissions	4331
Online referral	924
Class referral	510

MVLS/Science & engineering PGT	
Expected submissions	1518
Total Submissions	1374

Online referral	201
Class referral	129

2.4.43 As with all of our programmes, the AWSP will continue to be reviewed on an ongoing basis. We will also monitor the impact of the programme, using the data we collect on student success and retention.

### ***Let's talk about [X]***

2.4.44 Let's Talk About [X] is an annual multidisciplinary undergraduate research conference organised by LEADS to showcase the (often hidden) research that is going on at undergraduate level. 22 speakers are selected from across all four colleges and are supported through mentoring and a suite of classes designed to prepare them for public academic speaking. The speakers then present to an audience of around 400 fellow students and staff over the two-day conference. The audience, the speakers and the GTA mentors we employ consistently give us overwhelmingly positive feedback about the experience, and we are always looking to improve and expand the event. In 2018-19 we are opening the conference up to a public audience.

2.4.45 Alongside the Let's Talk About [X] conference is [X]position, a multidisciplinary journal that accompanies the conference. This gives undergraduate students the opportunity to have their research published in our open access online journal. In a similar fashion to the conference, authors are selected from a pool of applicants and given extensive mentoring throughout the writing process. This means that writers receive a good range of feedback on their writing before the journal goes to print. Again, writers both enjoy and benefit from the [X]position experience, and we find that authors are grateful for the support they receive. In addition to offering opportunities to students, [X]position also offers PhD students from Glasgow the chance to be involved in our copy editing team. We train and manage a team of 130 editors who are able to build up editing experience and add [X]position to their CV.

2.4.46 The overall aim of the [X] initiative is to empower our students to talk about their research work to a varied audience. It gives students a taste of academic life to help them decide on career options, and to help them develop the confidence and communication skills that they will require for both their degree and their chosen career.

2.4.47 The website for the conference can be found [here](#) and the journal is [here](#). There is also a short video with some feedback from students who have presented at the conference [here](#).

### **Advisers of Study**

2.4.48 A key element of providing responsive student support is the University's [Advisers of Study system](#). The current system was introduced progressively from 2011. Advising arrangements have evolved differently across the colleges. However, each system focuses on both academic and pastoral support. Differences between colleges relate mainly to the organisation of advising, rather than to

the role of the adviser. The College of Arts, for example, has a central team of three dedicated advising administrators who are the usual initial point of contact for all students. Working with these advising administrators is a team of academic advisers, made up of a Chief Advisor, two Deputy Chief Advisors, and six Senior Advisors, to whom students are directed for more specialised support. In contrast, in other colleges, all UG students are allocated a specific academic staff member as an adviser. The [Arts Advising Team](#) also has a more formalised role in curriculum matters and has less focus on pastoral support for Honours students than advising staff in other areas of the University (in Arts, a significant component of the pastoral support for Honours students is provided by subjects). This makes sense in the context of the particularly flexible degree structure in the College of Arts, which makes advising at a programme level less relevant – students can choose from courses in different schools and subject areas to build their programme according to their interests, particularly at levels One and Two.

- 2.4.49 As we will discuss below, there are number of principles underpinning the advising system across the University; however, it is again worth noting that these are applied differently in the College of Arts as some of the principles would be inappropriate to implement in the context of the College's structure.
- 2.4.50 Outside the College of Arts, all degree programmes have a Chief Adviser of Studies, but the structure below will vary depending on the student cohort size and the number of advisers on the programme.
- 2.4.51 Again, beyond the College of Arts, it is now an expectation that all academic staff with teaching remits will undertake advising responsibilities. All undergraduate students are allocated an adviser as part of their studies. The system was initially informed by an SRC-led survey and the Enhancement Theme on Advising, and was consolidated in an internal report with five key elements:
1. A target ratio of 25 students per Adviser;
  2. a compulsory programme of training and induction for Advisers;
  3. normalisation of the expectation that academic staff will undertake advising responsibilities during their career;
  4. an increased focus on pastoral support with a reduced role in approving curriculum or administrative tasks;
  5. the establishment of a formal network of Chief Advisers of Studies to inform the development of the revised model.
- 2.4.52 All colleges (apart from the College of Arts) have committed to the 1:25 Adviser to student ratio and, whilst there are challenges in maintaining this during spells of staff absence or when posts are vacant, it has been successfully implemented. The administrative workload of Advisers of Study has declined substantially since the changes to the advising arrangements.
- 2.4.53 Remits for the various advising roles were reviewed in 2018 and revised to reflect current developments and initiatives across the University. These reviews included reference to the Fitness to Study procedures – reflecting a plan for dealing with mental health issues under that procedure, including a new policy on temporary withdrawal.

- 2.4.54 Training for Advisers is routinely delivered at programme-level and overseen by the Chief Adviser as a [core duty of their role](#) and is therefore appropriate to the context of the programme and environment. Advisers are often initial points of contact for students who are experiencing academic or personal challenges and increasingly this includes mental health and wellbeing matters. Some Advisers have spoken of the challenges that this can create, especially where cases are complex or particularly urgent, although CAPS provides relevant training in this area. One of the aims of our restructuring of University Services and the associated service delivery model (discussed below in [subsection iv](#)) is to make referral of these types of cases easier and faster for both students and Advisers. In response to these pressures, other forms of support such as peer mentoring have also been developed and implemented.
- 2.4.55 The Chief Advisers continue to meet on a regular basis at the Chief Advisors Sub-Committee (CASC) and report that this has developed into an invaluable source of advice and a key mechanism for sharing practice between colleges and advising staff. CASC reports three times a year to the Student Experience Committee.
- 2.4.56 The advising arrangements described thus far relate mainly to undergraduate students. Indeed, advising for PGT students has been reviewed intermittently in light of the growing PGT population. Traditionally, the degree convenor or administrator is the default adviser of studies for PGT students. However, it is increasingly clear that this is not a sustainable, or necessarily desirable, arrangement for large programmes. There are, however, Advisers for PGT students in the College of Arts – two academic members of staff. The College of Science and Engineering delivers taught Master’s programmes through two routes: integrated Master’s such as MSci and MEng, and ‘standalone’ MSc programmes. This gives closer alignment between UG and PGT programmes and the advising system for PGT students is similar to that for UG students, overseen by the Chief Adviser in the same way.
- 2.4.57 It is recognised that a more systematic consideration of PGT advising is due, and meanwhile, where there are particular pressures due to PGT student numbers, new models are emerging. At the time of writing this RA, for example, the Adam Smith Business School is appointing three members of staff to provide pastoral support for PGT students.

### **Mental health and well-being**

- 2.4.58 Our [Mental Health Action Plan](#), was [launched](#) (article and video introducing scope and intended impact) in 2017. The plan sets out a clear framework for action and sets a number of short-, medium- and longer-term ambitions and objectives within which we will deal with the needs of those at risk of or experiencing mental ill health. Our commitment to this plan can be illustrated, by way of example, though our additional investment of £200k in [Counselling and Psychological Services](#) in 2017 which has been used to fund additional staffing to support our student community through the specialist services provided by CAPS.
- 2.4.59 Demand for support for mental ill health and mental health and wellbeing has been significant and has increased over the review period. At points in the academic year there are sometimes significant waits to access the services of CAPS. We are addressing this firstly though the additional



investment in resource outlined above, but also through a greater use of 'self-help' resources and information materials in the first instance. As an example, we have supplemented face-to-face counselling with an online community ([the Big White Wall](#)), which also gives access to professional support and works well in other universities. In addition, we are placing a focus on early assessment of need, ensuring that those experiencing mental ill health and who need in-person support can access it as quickly as possible. The service continues to offer 'consultations' which are released daily and can be booked online from 9am the same day, as well as longer term blocks of counselling sessions. As a result, the CAPS service started the 2018-19 academic year without a waiting list for assessment.

- 2.4.60 In addition to the central support offered through CAPS there are number of pan-University initiatives which support and enable staff and students to act to promote good mental health and equip them with basic skills to support those experiencing mental ill health. Examples include the SRC's [Mind Your Mate](#) suicide prevention programme, the [Peer Support Networks](#) facilitated through CAPS and the [Mental Health First Aid](#) initiative, through which over 200 people have been trained in mental health first aid.
- 2.4.61 Our schools and colleges also provide support to students. For example, the School of Psychology has organised a fortnightly workshop to help students develop skills to promote strong mental health. They have also developed a system of care whereby students experiencing difficulties which affect their quality of life can email staff through a monitored email address, or contact key staff during their office hours. Staff members can offer pastoral support and provide written evidence of difficulty for Good Cause. Two staff members are instructors for the Scottish Mental Health First Aid (SMHFA) course (as per paragraph above) and deliver training to the wider community at the School of Psychology and Institute of Neuroscience and Psychology. The College of Social Sciences, meanwhile, in partnership with CAPS, is piloting an embedded counselling psychologist role, offering support for UG students on a 'preventive' basis to try to [build resilience and improve wellbeing](#).
- 2.4.62 The University has been proactive in supporting and safeguarding the [health, safety and well-being](#) of students more generally through awareness raising (for example around road safety on campus), training and improvements to our policy frameworks. A recent development has been the implementation of a [personal relationships policy](#) to protect our students and staff from inappropriate behaviour.

### **Internships, careers and employability**

- 2.4.63 At the time of the last ELIR, the positive destinations indicator for the University within the Destination of Leavers from Higher Education (DLHE) survey sat at 93.6%, evidencing the strong commitment to and success of the University in supporting the employability of its graduates. Since then, we have taken steps to enhance our provision further and, during the review period, the indicator of positive outcomes has risen steadily to 95.9%, placing us seventh in the Russell group on this measure and ranking us 10<sup>th</sup> in the UK in terms of career prospects in the 2019 Guardian University Guide. A key component of our approach is the University's [Careers Service](#), which

provides a range of support services for our students. These include careers advice and guidance, CV writing, job-seeking skills, internships, enterprise, self-employment and networking opportunities to support students' personal and professional development. The service's [Careers Guide](#) is published annually and sets out the support available to students clearly. In line with other elements of provision, there have been significant enhancements to this service during the review period.

- 2.4.64 In order to ensure students gain access to all the facilities and services offered to them as part of their student experience, in 2016, the Careers Service implemented its own customer relationship management system (CRM). This enables the service to effectively target groups of students for events, appointments, internships, jobs, etc, ensuring that no student should miss out on the broad range of opportunities on offer.
- 2.4.65 The Careers Service now hosts five major recruitment and information fairs for all students as well as focused events featuring inspirational speakers and alumni in series entitled 'The Big Brave', 'The First Tuesday Club' and 'The Human Book Project'. This has increased the Service's 'reach' to students who seek alternative career routes. Circa 1000 students attended in 2017-18.
- 2.4.66 The growing demand for responsive or 'just in time' careers advice has challenged the Service to invest more resource into digital delivery. Use of Instagram, Facebook and Facebook live has provided a considerable extension of the service's 'audience'. Careers managers use Twitter, Blog and the service has also delivered a MOOC (Massive Open Online Course) on careers planning for those with research degrees (in conjunction with the Universities of Edinburgh and Sheffield).
- 2.4.67 Club 21, the University's flagship internship programme at the time of ELIR 3 was re-launched and re-named in 2015 to better align its brand with student aspirations – it became The [Internship Hub](#). Additional staffing - another manager and programme administrator - meant that from 2015 it also had the capacity to develop a number of new strands such as University, part-time and international internships. All internships (circa 350 annually) are exclusive to Glasgow students and the majority (74.1%) are paid. The Internship Hub has increased the number of students it supports and now provides support before, during and after student internships. In 2017-18 the Service dealt with 2319 applications from 1398 students.
- 2.4.68 In recognition of the need for more 'specialist' support for students with different subject backgrounds and outlooks, the Careers Service re-organised its careers managers to support specific colleges and to work in collaboration with the academic and administrative staff in each to design appropriate programmes. Some examples of these bespoke offerings are provided below.
- 2.4.69 In the Adam Smith Business School for example, the [Career Accelerator Certificate](#) (CAC) was introduced in September 2016 as a face-to-face programme, and in 2017-18 as a Blended Online Learning programme for 2017-18. 287 students enrolled on the certificate online in 2017-18.
- 2.4.70 The Personal Development, Careers and Employability Award is a co-curricular course timetabled as part of the MBA programme. It includes a series of workshops, employer and external events and it supports students to reflect critically on and evaluate their own personal and professional development and to equip them with the skills required to plan their future career. All students receive an Award on their HEAR upon completion.

- 2.4.71 In recognition of the large numbers of international students studying business-related subjects, the Adam Smith Business School also employed two extra careers managers (managed centrally by the Careers Service) to develop tailored programmes for its students.
- 2.4.72 In the School of Life Sciences, the careers manager works strategically with the employability group in the School to arrange for all 700 Level One students to receive nine individual careers sessions. All Level Two students receive six sessions, and all Level 3 and 4 students in immunology, microbiology and biochemistry receive up to eight hours of careers support.
- 2.4.73 In the College of Science and Engineering, the Earth Science Employability Accelerator was designed in consultation with academic staff in Earth Science for Level Three and Four students. Opportunities include sessions on skills identification, career planning and successful applications, psychometric tests and interview technique. It also offers CV Clinics (small group advice sessions) and mock interviews with employers from the geotech sector.
- 2.4.74 The careers manager for the School of Education runs two Education Careers Days per year for PGDE students and for undergraduate teacher training students. This activity is planned and delivered in collaboration with School of Education academics (programme leads) and the college employability officer. Student numbers attending each day can reach well over 200. The purpose of these days is to offer students multiple sessions which prepare them for making the most of their Probationer Teacher years and to transition well into the open graduate teacher jobs market.

### ***Student Enterprise***

- 2.4.75 Student Enterprise has been running a Summer Company Programme, with financial support from Santander, since 2014 in order to provide early stage businesses with the opportunity to develop and grow. New workshops have been added annually in response to feedback from our students and recent graduates and now cover all aspects of business planning, design thinking, market research, pitching, financial management and funding, legal set up and intellectual property, data protection and how to approach investors. Workshops are delivered by the Student Enterprise Manager, academics from the Adam Smith Business School and external specialists. Although the workshops were devised initially for the students on the Summer Company Programme it was decided that they should be opened up to any of our students and recent graduates who were developing an idea for a business or were in the early stages of start-up. This has proved to be extremely beneficial as the workshops provide networking opportunities for the start-ups and has already resulted in a number of collaborations and potential partnerships. It also helps support students wishing to apply for Tier 1 Graduate Entrepreneur (GE) Endorsement as they are required to attend at least four of the workshops to be eligible to apply to attend the Tier 1 GE Endorsement Panel. This helps them to develop a coherent business plan, complete the necessary market research to ensure that their business idea is viable and learn the skills required to pitch their idea to our external Endorsement Panel.
- 2.4.76 There is generally at least one “high flyer” business coming out of the Summer Company Programme each year. Those that are most notable to date are: MindMate (TechStars 2016, Converge Challenge winner 2016, Young Alumni of the Year 2017); Staels Design (RSE Enterprise

Fellowship, Design and Creativity Award – Converge Challenge 2017, Scottish Edge Round 10 winner [£100K]; Synaptic Hub (Santander Universities Entrepreneurship Awards finalist 2018); Badvo (Gin Distillery based in Pitlochry, potentially being stocked in University Gift Shop; Young Edge Winner 2017); Kingdom Ltd. (Robotic Gardener – RSE Unlocking Ambition Enterprise Fellowship; Converge Challenge Top 30 2018; Young Edge Finalist 2018 [awards pending]).

- 2.4.77 Of the 16 businesses that have come through the Summer Company Programme since 2014, nine are still going strong.
- 2.4.78 Student Enterprise supports all students, from undergraduates to PhDs and recent graduates who have an idea that they would potentially like to develop into a business. Support starts from discussing the potential of an idea right through to developing business plans, financial forecasting, dealing with legal issues, and funding and investment options. Once engaged, students work with the Student Enterprise Manager to develop their businesses and can access support as and when required during their studies and for two years post-graduation. The Student Enterprise Manager sees over 200 students each year and engages with approximately 40 established businesses on an ongoing basis.
- 2.4.79 Student Enterprise actively encourages students to engage in start-up and business idea / business plan competitions and provides advice and guidance through the application process and beyond. Competitions provide early stage feedback on business ideas and supplementary training, and also early stage seed funding, which can be crucial. We work closely with Converge Challenge, Scottish Edge, the Royal Society of Edinburgh (RSE) and the Scottish Institute for Enterprise (SIE) to ensure that our students are fully engaged in these competitions.
- 2.4.80 Student Enterprise also has a Student Business Hatchery and supports the seven businesses based there on an ongoing basis, providing advice and guidance.
- 2.4.81 Support is also provided to all international students wishing to apply for a Tier 1 Graduate Entrepreneur Visa, of which there were 56 applications for 20 endorsements in 2018. These students have been working with the Student Enterprise Manager on an on-going basis since early 2018.

### ***The Network***

- 2.4.82 As far as we are aware, the University of Glasgow was the first in the UK to combine the expertise and efforts of its Careers Service and its alumni development office to support student employment and employability prospects. Through 'The Network', our alumni networking platform, alumni are able to volunteer to offer advice to, or mentor, students. This has brought together hundreds of alumni with students, and alumni with other alumni, and has been a catalyst for a whole series of talks and events for students online, on social media and in person.

## **Mobility and international experiences for students**

- 2.4.83 Mobility provides our students with an important set of experiences, skills and supports their development of an international outlook. These in turn, can help support their longer-term aspirations in terms of employment and, even before that, their engagement with their discipline through an international lens. However, there has been a long-standing imbalance between students coming from abroad to Glasgow to study and the number of home students who choose to go overseas. For this reason, the University set itself an ambitious mobility target at the launch of its Internationalisation Strategy, ie, that 20% of each graduating cohort should have an international experience of five days or longer by 2020.
- 2.4.84 Our data confirms that this target has now been met and exceeded: 14 % was achieved in 2015–16; 16.5% in 2016–17; 22.7% in 2017-18. Recording these numbers has been a challenge, as in many cases, particularly for short term mobility experiences, they are managed locally through colleges, schools and research institutes. Although some of the growth in numbers is likely due to improving our approach to the collection of data, it is nonetheless clear that we have made good progress in this area.
- 2.4.85 Importantly, the number of students having an international mobility experience through formal exchange programmes (such as Erasmus) and bi-lateral international student exchange has also seen growth: from 308 students in 2014-15 to 788 in 2017-18.
- 2.4.86 Incoming student numbers have also increased, with total numbers across Erasmus, international exchange and study abroad opportunities expanding from 1171 in 2014-15 to 1380 in 2017-18.

## ***iv. Enhancing student support***

- 2.4.87 As we have described throughout this section of the RA, our students benefit from a wide range of support at every stage of their journey. This support is relevant, responsive and of high quality. Our institutional focus on the student experience continues to drive reflection and enhancement across the University. However, we recognise that our structures are complex and we think that the way that students access support could be simplified and made more effective. For example, rather than students (or staff) having to identify the relevant source of support to suit their needs (and therefore having to understand the structure and responsibilities of individual services), they could be more effectively supported through common points of access to our services. This would leave our professional services colleagues to navigate any complexity for the student and to present the student with the information, advice, or support they need, or alternatively refer them directly to the specialist service that can provide it. Enhancements in this area would also support our academic staff, and particularly our Advisors of Study, to refer students to the correct information or point of access.
- 2.4.88 As we briefly outlined in section one, we have restructured our University services into eight directorates. With respect to students, the overarching aim of this restructure is to reduce complexity and drive collaboration within and across services, with a view to improving support and the student experience. We also aim to increase efficiency, in order to free up capacity that can be re-directed to

the most important activities (i.e. those that have the greatest positive impact on service provision and therefore our students). We believe that these structural changes in their own right help to improve services and support. However, the changes also create a platform for a further evolution of the way we deliver support to our students and particularly the ways in which they access it.

2.4.89 As we move forward with the WCG Transformation Programme, we will be strategic in our selection of change projects, prioritising those that will have high-impact quickly. This will include a significant project to improve the student experience of service delivery and support. The focus of the project will be the design and implementation of a new service delivery model, initially as part of the launch of the new James McCune Smith Learning Hub (JMSL Hub). We will direct significant resources at this project to support its success and to benefit our students.

### **New service delivery model**

2.4.90 The main aim here is to reduce complexity for our students and to ensure they can access what they need as quickly and as efficiently as possible. There are a number of interconnected changes that we plan to make in this area as part of the WCG project.

2.4.91 The first of these is to establish a recognised identity for the delivery of student support and student services. Essentially, this means having a 'branded service' that our students recognise and associate with access to the help, advice or information they need. This identity is important because over time it will come to represent the level of service that our students expect, regardless of *where* they access that service. We want to provide a consistent experience. We have been [running a competition](#) in late 2018 for interdisciplinary teams of students to pitch proposals for a frontline service identity, including shared ethos, values and behaviours. The winning team will be supported to turn their proposals into reality and the winning submission will be adopted across frontline services. Our competition is illustrative of how students are not just part of decision-making bodies, but how they are a creative and pragmatic challenge to tradition as co-creators of their learning environment.

2.4.92 This leads on to the second change, which is that we want to locate our primary (physical) access points to advice and support in three prominent (and almost exclusively 'student-facing') locations – our new JMSL Hub, our Main University Library and the Fraser Building (which is already home to many of our student services). Students will be aware of these high-profile access points which will share the common branding and identity already mentioned.

2.4.93 The third and arguably the most important change we will make is to the model through which we deliver our services to students. It will be based on the journey that would most benefit the users of our services – it will be 'user-centric', rather than reflective of our services structures. In accordance with the outcomes of consultations with students in 2016 we will establish clear 'tiers' of support:

#### **Tier 1**

2.4.94 In recognition that students wish to have a resolution to their questions or concerns as quickly as possible we will invest in front-line and self-service resolution. This includes improved use of technology and self-service resources (for example through an online 'helpdesk' approach) to

answer common questions or provide frequently needed information. 'Staff rovers' and 'pop-ups' are also a key element of this tier of our emerging model - people who will work in areas where students are located, providing direct and highly visible environmental management, enquiry resolution, referrals and escalation where needed.

### **Tier 2**

2.4.95 Tier 1 support may refer people to this level where it is relevant to the needs of students. This tier of service delivery is based around the 'service centres' located in the JMSL Hub, the Fraser Building and Library. We will require collaboration across all student support services to deliver services in these locations, when Tier 1 support is not able to provide resolution. These will include drop-in sessions, a degree of specialist assistance on location and light-touch workshops and technology demonstrations.

### **Tier 3**

2.4.96 Tier 1 support may refer people to this level where it is relevant to the needs of students. This tier includes specialist services, delivered and managed by specialist staff either in person on a face-to-face basis, virtually, or through telephone consultation. Many of these services already exist but we hope to support students to find quicker ways to meet their needs by using the Tier 1 and 2 services available to them. However, where specialist support is required, we hope to identify this at first point of contact and refer students through to this tier of service in the most efficient and effective way possible.

2.4.97 The development of this new service delivery model was first considered as part of planning for the new JMSL Hub, but it has always been intended as a model that would span all of our services for students. We recognise that the University as a whole (rather than a single building[s]) operates in support of students. To help us uncover and distil student views about the model that should be used, how it should work (and feel) from the student perspective, and the opportunities that it could introduce, we employed an external research consultancy to run a series of managed focus groups. Subsequently, they produced a series of recommendations for the University. These recommendations, in turn, were an integral part of the full business case for the JMSL Hub which was submitted to the University Court in December 2016. The key considerations outlined in the business case continue to inform our enhancement activity in the areas of student support and service delivery:

- Emphasis on the quality of the service being delivered;
- Need for clarity of purpose;
- Creating trust between deliverer and user through informative experience, with identifiable staff who are people-focussed 'expert generalists' – that is, experts in how to find resolutions to a broad range of enquiries and requests for support, based on a comprehensive knowledge of the University;
- Empowering users to source information, and empowering those delivering the service to be innovative and flexible in how the service is delivered;
- Creating a service which is seamless;

- Assimilating students and staff through building layout and service ethos which engenders a clear sense of community for new users;
- Flexible service which can adapt depending on the demands of service users (throughout the academic year or over a longer period of time) – pop-ups are important for this;
- Shared acceptance that greater understanding/knowledge will lead to a deeper engagement with the University of Glasgow ‘experience’, community and brand which enriches lives and inspires students and staff to become lifelong members of the ‘family’;
- Diverse delivery to represent the diverse customer base;
- Recognising the opportunities for employing and offering development opportunities to students, who can deliver a service which is relatable to users and ensure service model is kept current.

2.4.98 We believe that our integrated approach to enhancing and developing our campus, services and the student experience is the best way to create the greatest impact on the overall experience of our students. The interconnected nature of our strategic objectives continues to drive this type of integrated planning as work on our campus progresses and we enhance our support to students. In engaging with our contractors, who have worked on multiple large building projects in UK Higher Education, they noted the rarity of this approach. They were used to attending meetings with estates and infrastructure professionals, so they were surprised to be attending meetings with academics, student representatives, IT services and others with a stake in the operation of buildings - not only in how they would be constructed to specification but would be built to successfully fulfil a clear purpose.

2.4.99 To deliver on our vision for this new model of service delivery it is clear that we will need to understand:

- The ways that students want to access our services in more detail;
- the most appropriate ways to adapt our methods of delivery to meet demand (i.e. the tiers of support); *and*
- the most effective ways of structuring our services to ensure we can deliver.

Building on our consultations with students, work is ongoing in understanding each of these areas – we continue to engage students at each stage of our work and include student representation on all project boards.

### **Enterprise service management platform**

2.4.100 To support this model of service delivery we have invested in a new enterprise service management platform based on software called ‘Ivanti’. The advantages of employing Ivanti are that we will have a systematic way of monitoring the resolution of student support requests and maintaining performance across the institution. In turn, this will allow us to allocate resources more efficiently to the right areas in order to ensure our students’ needs are met.

2.4.101 To implement the new system there will be a clear project structure in place in line with the methodologies adopted by the WCG Transformation Programme. This system and the project to implement it is recognised as a significant undertaking and an essential element of our plans for



enhancing the experience of our students. The way that the system can better serve our students will be the first priority for the project, with the provision of services to staff following on from this. In recognition of the scale and importance of this work, an operational budget of circa £500k has been agreed.

- 2.4.102 How our services will respond to the new delivery model can be seen from the outline of our intentions in this area, as set out above, that the integration of services within larger Directorate structures will help to facilitate the changes we want. A good example of this would be the proposed structure within the recently created Student and Academic Services Directorate (SAAS). SAAS incorporates a range of existing services and, at the announcement of the University Services restructuring exercise in 2017, these numbered 16 separate units. Through the creation of SAAS these were reduced to three principal divisions.
- 2.4.103 In the new structure, there is no substantive change in LEADS (which recently undertook a restructuring exercise) although it is likely that the Careers Service will move into the same division as LEADS. Student Services will be reorganised to bring cognate services together in order to share experience and streamline business processes. Our Chaplaincy, Counselling and Psychological Services, Disability Services and Residential Support Services will come together meaning that it will be easier for these teams to support the health and wellbeing of an individual and ensure students are referred to the right type of support as quickly as possible. The Student Lifecycle Support and Development Service (SLSD) (which manages and develops our student information systems) and Registry will come together with the existing functions of our Senate Office (quality, standards and academic collaborations) in a division that engages with the systems, policy and process aspects of the student journey. Again, increased levels of integration and understanding across these services will ensure coordination of development, that duplication is reduced, and efficiency increased – ultimately leading to a better experience for our students (and staff).
- 2.4.104 All of the changes set out above will mean that we are better prepared to respond to the demands of our new service delivery model, particularly for services that are provided centrally (by University Services). However, as part of our ongoing enhancement agenda we will also be working to improve the way that our central services work with professional services colleagues in our colleges, schools, research institutes and graduate schools. We recognise that they act as a critical interface with services and support provided centrally. Mindful of the scale of change, we will consider these arrangements once the initial model is established.

## **2.5 Postgraduate taught and research student experience**

- 2.5.1 The University's four graduate schools, in addition to having accountability for postgraduate education in their colleges, lead on the provision of support for postgraduate students. The relationship between schools / research institutes and the graduate school varies according to college in terms of their roles in developing and providing this support to students. Each college seeks to build an effective and supportive research community that works with the size of the college and the disciplinary cultures within them.

## Postgraduate (Taught)

- 2.5.2 Postgraduate Taught (PGT) students tend to identify with their school or research institute which directly delivers their programmes and provides much of their academic, pastoral and social support. Schools and research institutes maintain postgraduate committees (sometimes supporting PGR and PGT, PG conveners and PG administrative staff). Graduate schools provide a level of support beyond this, and have broad strategic and operational responsibility for PGT in the college. All colleges except Arts maintain dedicated PGT committees (Arts maintains School PGT committees). Colleges oversee the arrangements for student-staff consultative committees and there are good communications and often common membership between groups with a role in PGT support and bodies with research and learning and teaching responsibilities. Graduate schools report to the college management group, helpfully aligning their activity with resource planning and college strategy. The college Heads of Academic and Student Administration/equivalent have an oversight responsibility for all categories of students. Academic appeals and progress committees are at college-level and colleges establish policies for matters such as student advising. (As noted at section 2.4.56, Arts have dedicated PGT student advisers.) The colleges also play key roles in fostering graduate student communities and in supporting induction. The extent to which support for delivery of PGT provision and students is centralised in the colleges varies, but colleges tend to provide generic skills training for students and support for academic and administrative staff in the schools and research institutes on matters such as good practice. The continuing significant growth in PGT numbers is reflected in the increasing resource devoted to support and may also be seen in the creation of specialist support roles in areas such as employability and marketing. For example, in the review period, three additional administrative staff have been appointed to support PGT in the College of Arts; additional posts have been established in the Schools of Computer Science Geographical & Earth Sciences; and reference has been made to new careers managers in the Adam Smith Business School. In the College of MVLS, a review of administrative support led to the creation of a dedicated centrally managed team to provide consistent, flexible and progressive service. The team comprises named staff supporting each 'cluster' of PGT programmes with in-depth knowledge of their area and of established linkages to other clusters so that service can be maintained in the event of staff absence. The result is that students and staff are provided with accurate information and time spent on correction of errors has been substantially reduced. Allied to this, the College has recently relocated its graduate school, co-locating PGT and PGR administration. This has already proved highly beneficial to users. A similarly centralised approach to PGR administrative support as for PGT is also underway. Similar reviews are underway in the Colleges of Arts and of Science & Engineering.
- 2.5.3 PGT quality processes are mainly managed alongside undergraduate processes within the learning and teaching frameworks of the University, as set out in section 3 (in terms of learning and teaching) and in section 4 (programme approval, monitoring and review). Matters such as engaging, supporting and the inclusion of PGT students have been identified in the Periodic Subject Review process and associated actions are pursued, but our quality processes have identified no systemic concerns with academic quality or standards for our PGT provision. A helpful 2018 SRC Advising

Survey found that a concerning high proportion of PGT students (92% of respondents) were unaware of their adviser/advising team (albeit the PGT response rate was under 10%). Action is being taken through the Chief Advisers Sub-committee to alert the Deans of Graduate Studies to this issue and steps are being taken to promote awareness. Independently, the College of MVLS has also issued detailed Guidelines for PGT Advisers, although these may have yet to take effect.

- 2.5.4 The University last participated in the Postgraduate Taught Experience Survey (PTES) in 2017. We performed relatively well against the sector in the areas of engagement, the dissertation, organisation, resources and skills provision and on overall satisfaction, but performed below sector norms in terms of intellectual stimulation and on providing timely and useful feedback. The feedback issues are similar to the challenges we face at undergraduate-level, and we aim to address these through the holistic approach we outline in [section 3.1 \(vi\)](#). More generally, as report in [section 3.1 \(v\)](#), our college NSS Action Plans are increasingly the main expression of colleges' plans for enhancement for all aspects of taught provision, rather than confined to addressing NSS-related matters solely, and they now embrace all teaching-related enhancement activity, including PGT. There is a strong correspondence between areas of concern for us in both surveys and which suggests that a consistent approach is appropriate. Having said this, our PTES results generally track below those of NSS and below our benchmark for the PTES of the upper quartile of sector performance. We believe that separate action to enhance the coherence of oversight of the PGT experience noted in [section 1.4](#) will assist us in this area.

### **Postgraduate (research)**

- 2.5.5 Postgraduate Research (PGR) students are also embedded within schools and institutes and work within subject groupings, lab groups, or research clusters as appropriate, and are supported directly via a team of supervisors. The graduate school provides greater input into developing the research community for PGR students and leading on the development of training programmes for personal and professional development.
- 2.5.6 Research and Innovation Services (R&I) works closely with the graduate schools to provide training across the institution that fits into the graduate school's local programmes as well as training which is relevant to all PGRs. Graduate schools lead on college-level cross-discipline events, such as the College of Arts' annual [Postgraduate Conference](#); MVLS's competitions such as ['Impact in 60 seconds'](#); Science & Engineering's annual 'Science Slam' event; and the College of Social Sciences' range of employability events.
- 2.5.7 Graduate schools also take the lead in supporting the recruitment of students and the allocation of external funding in the form of studentships. PGR students attract significant funding and these funding streams are often managed via cohort-based doctoral training structures, such as doctoral training partnerships or centres for doctoral training. The processes involved in attracting this funding to the University as well as the ongoing management of the funding and the cohorts it support are significant.
- 2.5.8 The primary mechanism for evaluating the PGR experience at the institutional level is the Postgraduate Research Experience Survey (PRES). R&I, in close partnership with the graduate

schools, leads on the delivery of this survey as well as the analysis and dissemination of the results. Graduate schools work with schools and institutes to develop action plans in response to PRES in order to drive improvements related to challenges identified by the survey. Graduate school-level action plans are reported to the Deans of Graduate Studies (DOGS) Committee and these are reviewed in order to highlight good practice and address shared issues.

- 2.5.9 As noted elsewhere in this document, PGR students note the consistently high quality of the supervision they receive and their satisfaction with their overall experience. Where issues are highlighted, concerted action can be taken to improve particular areas. Induction processes are an example where targeted effort has made a significant difference. Since 2011, when satisfaction with induction processes was at 37%, a number of actions have been taken to understand the sources of student dissatisfaction and make changes to improve this. Satisfaction with induction in the 2017 PRES survey was 75% showing that the results of these efforts have led to positive change. The 2011 survey took place very soon after the University's restructure in 2010, which goes some way to explaining low levels of satisfaction during a period of change, but through the efforts of the graduate schools, working individually and together, this has improved dramatically. Students are now provided with more methods of accessing information about their experience and what they can expect, a variety of social activities and networking opportunities are embedded and induction is considered more of a period of time rather just than a one-off event. Graduate schools also now offer a second induction period in the spring for students who have started later in the year.
- 2.5.10 Innovations in our PGR support over the past two years has included the delivery of webinars to students who are not able to be present on campus, whether because they are distance learners, have accessibility issues, caring responsibilities, fieldwork or other reasons. These complement the existing face to face workshops, an online forum for distance PGRs and skype interviews and one-to-one appointments that are available with the PGR Careers Adviser or PGR writing adviser.
- 2.5.11 R&I, in addition to its role in personal and professional development training and PGR policy development, has worked to ensure that there is an institutional PGR experience and sense of community and organises events to bring colleagues and students together to discuss PGR matters. One way that this is done is through an ongoing series of town hall type meetings where academic staff, professional staff and PGRs and external guests are invited to discuss topics of specific relevance to PGRs. The first of these meetings was held in 2017 and there have now been four events. The topics have covered PGR wellbeing, PGR communities and equality, diversity and inclusion. A further event is currently in the planning stages which will focus on diverse career paths for doctoral graduates. The interactive nature of these events has been very productive for bringing colleagues together over shared experiences, bringing forward issues and highlighting actions that could be taken to make improvements. R&I maintains a website for staff and students where policies, guidance, reports of events and other [information](#) is housed for easy access and has developed the University [PGR Blog](#) which is written and edited by students about all aspects of the PGR experience at Glasgow.
- 2.5.12 Something that emerged quite early on from the town hall events is the nature of the training that PGR supervisors tend to prefer. It was clear that trends toward less policy and process-oriented training and more topical and flexible training was preferred. Supervisor training is delivered directly

by graduate schools to their community of supervisors. In-depth supervisory training is provided to all new (R&T) academic staff as part of the ECDP. MVLS has also developed online training materials for their supervisors to ensure that key policy and regulatory matters are covered. This online training is complemented by interactive face to face sessions that allow supervisors to discuss different supervision scenarios. The College of Science & Engineering has developed a series of shorter, lunchtime sessions on topics of relevance to supervisors and the College of Social Sciences has now taken a similar approach. R&I have worked with external specialists in supervisory training and are piloting new themes this year, such as 'supporting stressed students' or 'supporting your students to develop their writing'.

## **2.6 The learning environment, including the use of technology**

### ***i. Introduction***

- 2.6.1 The University continues to invest in the fabric of the campus and the facilities available to students during their time at the institution. Our students tell us that our learning and teaching spaces are of high quality and there are high levels of satisfaction with the University's learning resources. NSS satisfaction data for learning resources is significantly above sector averages across all questions:
- Overall satisfaction with learning resources is 87.9% (UK sector average 78.4%);
  - Q18. "The IT resources and facilities provided have supported my learning well." 85.2% (UK sector average 75.6%);
  - Q19. "The library resources (e.g. books, online services and learning spaces) have supported my learning well." 88.7% (UK sector average 78.9%);
  - Q20. "I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to." 89.9% (UK sector average 80.7%).
- 2.6.2 Students have access to a range of shared facilities which include our libraries, recently enhanced sports facilities (located at both Gilmorehill and Garscube), catering outlets and social spaces, including the two student unions.
- 2.6.3 The main University Library at Gilmorehill and the sports facilities within the Stevenson Building are truly world-leading facilities. The Library, founded in the 15<sup>th</sup> Century and occupying its current home for 50 years, is one of the great academic libraries of Europe. As well as hosting internationally important collections and the University Archive, it houses over 800 PCs (plus laptops for loan for student use and over 2000 study-spaces. It is open from 7.15am until 2am, 361 days per year.
- 2.6.4 The Stevenson Building was extended and significantly refurbished (circa £11m investment) between 2013 and 2015 and is now home to one of the best sporting facilities in the City and one of the best student sports facilities in the UK.
- 2.6.5 As indicated previously, our learning, teaching and student study spaces have seen, and will continue to see, significant annual investment to improve their quality and their suitability for evolving teaching methodologies, including those supported by technology.

- 2.6.6 However, we also recognise that there are pressures on the learning environment. These pressures relate primarily to the capacity of our spaces to accommodate teaching and self-directed study. They stem from a steady growth in student numbers, although (as we will explain) there are other factors that impact on the availability of space. Our development of the University campus, particularly the opening of the JMSL Hub in the 2019-20 academic year, will do a great deal to alleviate these pressures. Nevertheless, the pressures that exist are real and they are present, so we are taking a number of concerted steps to alleviate them as much as we are able to in the short term such as investing around £2m in repurposing and refurbishing space for study and creating pop-up study spaces at key points in the year – an initiative taken forward with and supported by the SRC. We also face the challenge of ensuring our spaces are fit for purpose and can accommodate a full range of teaching and learning approaches. These two challenges – appropriateness and availability - are interconnected. Availability of the right *type* of space is inseparable from the availability of space in general.
- 2.6.7 In this section we will describe and evaluate our current learning environment, including where relevant the wider facilities that contribute to the student experience. We will chart some of the major developments over the review period and the impact that these have had, before describing our existing plans to build upon this progress including our ambitions for how our spaces will impact positively on teaching and learning. We will outline our plans to address the challenges we have identified, both in the short term and over a longer period.

## ***ii. Learning and teaching infrastructure and study-space development***

- 2.6.8 The extent of capital investment in space, and in learning and teaching space in particular, has been outlined already in this RA. Here, we focus on the teaching and study space enhancement activities that have taken place during the period of the review and that point towards the future evolution of the campus.
- 2.6.9 The physical space on campus has been under pressure in recent years due both to an increase in student numbers and to the popularity of certain teaching slots during the teaching day. Additional pressures arise from the overlay of block teaching that features typically on part-time and professional Master's programmes. Taken together, they create 'hotspots' at particular points in the day and most notably between 10am -2pm on weekdays. The desire to keep Wednesday afternoons free from teaching to allow students to participate in sporting activities, effectively reduces the teaching week yet further. We have, therefore, been working with schools to make better use of the times in the week where spaces are available, and to amend the timetable where possible. The success of this exercise is evidenced by our ability to accommodate an increased volume of teaching on the estate while actually disposing of more than 800 teaching seats through demolition works ahead of the construction element of the estates expansion. Next year, a project will be initiated to look at more sophisticated approaches to timetabling that should allow further gains to be made.
- 2.6.10 Another challenge is that whilst for many years we, and many other Universities, built teaching spaces to maximise the number of students in the room, we have increasingly altered this position.

In order to support more active forms of student engagement within classes, we are creating more collaborative learning spaces with flexible layouts. This typically reduces the capacity in the room but can increase intensity of use. Progress with these developments has been made in light of the need to balance evolution in approach, with the pragmatics of needing to find spaces in which to teach. Study space has also been increasingly under pressure, albeit the University is around the sector norm in terms of students per study seat (approx. 8:1). We are aware of the difficulties students can have in securing somewhere to study quietly and/or in groups. This has led to the introduction of pop-up study space at key points in the year (eg, during exam season) and the refurbishment of the Adam Smith Library into postgraduate study space. It is also a key factor in the design of the JMSL Hub which will include substantial provision for individual and group study space.

- 2.6.11 Over the period of the review, we have refurbished a significant number of general teaching spaces, and many more locally owned spaces have been upgraded. Concurrently, we are investing in pervasive, high density WiFi and upgrades of AV/IT in all major teaching spaces. We have also begun a roll-out in these spaces of collaboration software that supports a bring your own device (BYOD) approach and allows students to share and display their work with the class; something that works particularly well in the new Technology Enhanced Active Learning (TEAL) spaces. To support our TNE provision and other forms of international teaching collaboration, there has also been deployment of robust video-conferencing facilities. The combination of these factors creates a significant opportunity for the University and it is our intention to capitalise on that opportunity on an ongoing basis through redevelopments of existing spaces and in the new capital projects. Investment in general, centrally managed, teaching space has amounted to around £2M per annum, and will continue at this level for the foreseeable future. With the newer active learning spaces, we have intentionally experimented with different layouts, furniture arrangements and features in the rooms to be in a position to assess the effectiveness of alternatives and the support needs of staff and students within new kinds of teaching spaces. Equally important is the need to develop consistent AV/IT setups and facilities generally to ensure a consistent quality of support and experience for students and staff in our teaching spaces.
- 2.6.12 To that end, during 2018, we created a new Refurbishment Working Group with multidisciplinary membership that includes academic representatives, students, and staff in professional services. An early priority for this group (chaired by the Assistant Vice Principal [Learning & Teaching]) was to develop design standards that would underpin the design of all teaching spaces and to augment these with AV/IT specifications for the different types of rooms and that would, over time, result in the consistency of experience outlined above. A priority that we are working on at the moment is developing these principles to express what inclusive learning environments need to feature. This is an under-developed area of research generally, but we are seeking to establish excellent practice and to both learn from and contribute to the research in this area.
- 2.6.13 The development of teaching and study spaces has been informed by consultation with all stakeholders in the University. The most substantial impetus for this began with early consultations around the JMSL Hub, with facilitated sessions from external experts, through to events at the annual Learning and Teaching Conference, workshops with students and staff, seminars featuring

internal and external speakers and student-led activities such as the SRC's class rep conference. Much of the consultation has made use of the Virtual Reality walkthrough facility that we commissioned for the JMSL Hub and this has greatly facilitated student and staff engagement.

- 2.6.14 Looking forward, the JMSL Hub will provide additional teaching capacity of 1854 seats, the centrepiece of which will be a 500-seater auditorium capable of sub-division (250:250). All teaching spaces will support a range of teaching modes from classic lecture to technology-enhanced active learning. This will facilitate innovation in teaching, provide a degree of future-proofing and deliver an improved student experience. In terms of capacity, the JMSL Hub will allow for a number of existing teaching spaces to be demolished to allow for the campus redevelopment and for some, such as the Bute Hall, to be taken out of teaching use and focused on other activity. Even allowing for no further gains in timetabling efficiency, the JMSL Hub would also provide for five years of planned student number growth beyond its opening if no other capacity were added to the estate.
- 2.6.15 The JMSL Hub will also provide an additional 1110 study spaces for students in a range of individual and group configurations that will also provide out-of-hours capacity for student clubs and societies. Even allowing for seven years of planned student number growth beyond its opening, this would take the student to study seat ratio to around 6:1 which would be close to sector leading.
- 2.6.16 The JMSL Hub development is not just about accommodating future capacity needs. It is also designed to support a shift in the way that we teach. When this building opens, the University will potentially have the largest concentration of active learning space capacity in the UK and will be uniquely placed to support a significant shift in the teaching model towards active learning. Concurrently, we are investing in pervasive, high density WiFi and upgrades of AV/IT in all major teaching spaces. The combination of these factors creates a significant opportunity for the University and it is our intention to capitalise on that opportunity.

The JSML Hub development is not just about accommodating future capacity needs. It is also designed to support an evolution in the way that we teach. When this building opens, the University will potentially have the largest concentration of active learning spaces in the UK and will be uniquely placed to support a significant change in the teaching model towards active learning. The recently refurbished teaching spaces across campus have been redesigned on the basis of active learning principles both to pilot approaches to space design for active learning in advance of the JMSL Hub and other new teaching spaces within the campus development.

## **2.7 Effectiveness of approaches to enhancing the student learning experience**

- 2.7.1 The University's approach to enhancing the student learning experience is effective. This is evidenced through the positive feedback we have received through the NSS and during preparations for ELIR 4. Our further enhancement activity is therefore building upon a strong base, underpinned by a positive culture of support of support and concern for our students.



- 2.7.2 Our increasingly strategic approach to supporting the student learning experience is evidenced through increased effectiveness and more integration of delivery of what we do – restructuring of services, the creation of new oversight structures and investments in ambitious projects to improve the student experience.
- 2.7.3 Our continuing and enhanced partnership with our student body, both through the SRC and through our wider engagements and consultations as we work on specific enhancement projects, will help us to shape our strategy and approaches in an agile way. This adds value for both the institution and our students. The University’s commitment to this partnership is evidenced through the responsive and comprehensive range of enhancement projects we have taken forward with the SRC in response to student views and campaigning. These were detailed in [section 2.2 iii](#). The creation of the SEC and the clear remit it has been given is further evidence that we are committed to maintaining and enhancing our oversight of the totality of the non-academic student experience - ensuring it complements and supports the high-quality learning and teaching we deliver. This will allow a systematic institutional response to the collective views and needs of students. All of the above is supported by effective approaches to gathering student views, through our established representative structure, the analysis of student feedback (national surveys and internal processes for course evaluation and annual monitoring) and continued use of data around service delivery.
- 2.7.4 A further strength is our response to equality and diversity issues across the University. Proactive campaigning and systematic staff training around equality and diversity have raised awareness and understanding across the institution. The University’s engagement and recognition through established schemes is evidence of the appropriateness of our approaches. Our equality outcomes provide a clear framework for action and the inclusion of clear and ambitious performance indicators at a strategy-level means that equality and diversity is viewed as a core matter for all staff. This is further emphasised through senior leadership commitment in the form of our Equality Champions.
- 2.7.5 Our work in WP is having a clear and positive impact on the ability of students to enter and succeed in higher education. We are consistently achieving our targets agreed with the SFC and our research informed approach is also having a broader impact across the sector.
- 2.7.6 Our continued investments and enhancements to the support offered by individual services throughout the student journey are evidence of our enhancement led approach. Our focus on enhancing the coherence and consistency of information, communications, orientation and induction evidence our awareness and commitment to ensuring that our support mechanisms work for all students – regardless of their circumstance or where they are based within the University.
- 2.7.7 The challenges we still face in this area relate to the overall complexity of the University structure and the specialised nature of some of our support mechanisms. This means we need to work hard to present the support available in a proactive and coherent way, working through integrated processes and supporting systems. This is particularly the case where support is devolved and where it must be delivered alongside centrally provisioned services – there must be a greater level of integration both ‘horizontally’ and ‘vertically’ across the delivery of student support and services. We have set out a clear plan of action that will address these issues in the short to medium term and have committed investments to this work.

2.7.8 The availability and nature of the space across the University remains an area of challenge, but again we have a clear plan in place to address this and are already taking action to mitigate impact on students. Our investments to date have already had a positive impact on the quality of spaces and our future needs for space will be taken into account through a revised planning structure, ensuring that any growth in numbers will be accompanied by an appropriate provision of space. A clear and consistent set of design specifications, combined with a rolling programme of investment in L&T and study space, will ensure that students and staff alike are supported through the nature and quality of new spaces. The planning and projects associated with these plans are well integrated with our wider enhancement work, particularly in relation to L&T.

2.7.9 The activities and plans we have set out in this section are evidence of a positive, integrated and well-resourced programme of enhancements that will ensure that our students have the best possible learning experience and receive the support that they need. These enhancements will be underpinned by our new approaches to change management, giving the best chance of positive and measurable outcomes as we move forward.

## **Section Three:**

*Strategy and practice for enhancing learning and teaching.*

## 3 Strategy and practice for enhancing learning and teaching

### 3.1 Strategic approach to enhancement

#### *i. Introduction*

- 3.1.1 In this section we will outline our strategy and practice relating to the enhancement of learning and teaching (L&T). This will include a synopsis of our L&T Strategy and some of the connections this has to other areas of our work, for example in relation to the student learning experience and our L&T infrastructure. Our leadership roles for L&T play an essential role in ensuring the strategic alignment of L&T enhancement with our broader University Strategy. Role holders work within our oversight structures and with local areas to bring about enhancements that are both strategically aligned and relevant to local contexts. Therefore, we will also explore our structures and processes for the oversight and enhancement of L&T and how these allow for the coordination of activity across the University. Arrangements to support enhancement activity across different parts of the University are distinctive and are shaped by local needs and priorities. We will attempt to characterise the distinctive nature of these arrangements, whilst also illustrating how they contribute to overarching University objectives for the enhancement of L&T.
- 3.1.2 In subsections [v](#) and [vi](#) we will evaluate our progress in implementing our L&T strategy and identify our next steps in this area.
- 3.1.3 The remaining sections in this part of the RA (sections 3.2 – 3.5) will provide a more detailed and evaluative narrative about the ways that we support L&T *practice*, through sharing practice and developing and supporting staff.

#### *ii. Strategy*

- 3.1.4 The University's [L&T Strategy](#) sets our direction for enhancing learning and teaching. The current strategy was developed following an extensive consultation exercise with staff and students in 2014-15. As we outlined in section one, we reviewed the strategy mid-way through its implementation (between November 2017 and November 2018) to appraise progress, calibrate views across the learning and teaching community, and thus refresh our thinking and prioritisation for the remaining period of the strategy.
- 3.1.5 Our L&T strategy articulates our focus on enhancement underpinned by reflection upon and development of our teaching practices, processes and L&T infrastructure and facilities, working in partnership with our students and learning and teaching community, to identify and understand their needs.
- 3.1.6 Our University [graduate attributes](#) provide the framework against which we support the development of our students. We want our students, through their learning experiences, to develop as critical thinkers and investigative learners. We therefore put the fundamental relationship between teaching and research at the heart of the learning experience. We embed research methodologies in our

curricula to support our students to be investigative, reflective learners with the confidence to contribute independent and critical thought leadership. Our students are resourceful and responsible subject specialists with the ability to adapt to, and communicate effectively within, a collaborative multidisciplinary/interdisciplinary environment. For an example of how this ambition is linked to our support for students, consider our undergraduate research conference Let's Talk About [X] referred to in [section 2.4](#). More generally, our course and programme approval and periodic review processes outlined in [section 4](#) encourage staff to reflect on the extent to which aspects of graduate attribute development are relevant within courses and across programmes.

- 3.1.7 While we recognise that the particular mix of attribute strengths is unique to an individual student, we strive to provide equality of opportunity within our learning environment. We are therefore inclusive; we promote access and opportunity within our diverse community which is drawn from a broad geographical and socio-economic background, but who enter the University on the basis of aptitude and potential. We also promote ethical and social awareness to engender positive behaviours free from discrimination, harassment and unfair treatment. Similarly, we nurture the talent of our students, supporting them to thrive and achieve success in, and beyond, our learning environment. This ambition is, in part, reflected in the University's efforts around equality and diversity and widening participation addressed at [subsection 2.3](#).
- 3.1.8 If our staff and students are to maximise their effectiveness within the learning environment, they must be properly supported to do so. The provision of a supportive environment, in which the virtual and physical infrastructure is of the highest quality, is a key priority for us. We develop, support and encourage our staff who, in partnership with our students, create a learning experience and student support and engagement culture that is sector leading, and that we recognise through fit-for-purpose promotions and reward processes and teaching excellence awards. Our commitment to the student learning experience is evidenced through our partnership with the SRC, and the ongoing involvement of students in designing our spaces and infrastructure ([subsection 2.6](#)) and extensive involvement of students in all our learning and teaching matters.
- 3.1.9 Our ambitions can be expressed in terms of operational objectives that are aligned with themes related to our institutional strategy: empowering people; agility; and focus. Under these themes we work on specific areas of enhancement and (where they have not been addressed elsewhere) these will be discussed throughout this section of the RA. These include:
- *Empowering people*: Recognition and reward of teaching; development and professional recognition of staff; improved administrative support of teaching and the student experience; deeper student engagement;
  - *Agility*: Improved teaching and information support systems; effective IT and the virtual learning environment (VLE); innovative and appropriate pedagogy; developing physical infrastructure;
  - *Focus*: Curricular innovation; embedding graduate attributes and employability; supporting transitions; internationalisation of the curriculum.
- 3.1.10 Later in this section we describe and evaluate some of the progress in meeting our commitments within the L&T Strategy. However, it is important to highlight that the enhancement of learning and teaching cannot be described only in reference to what our staff deliver in terms of teaching, how

they are supported to enhance this, examples of good practice we share across the institution, or the engagement we have with and the feedback we receive from our students. Learning and teaching enhancement pervades many aspects of our work because, as part of our overall purpose, everything else we do as an institution should be with the intent of enabling and enhancing student learning.

### **iii. Leadership of L&T**

#### **University leadership**

- 3.1.11 The development of the L&T strategy was led by the Vice Principal (Academic and Educational Innovation) who is a member of the University Senior Management Group (SMG) and has responsibility for leading the development of educational policy and strategy and taking oversight of all teaching quality processes. Through SMG, the Vice Principal ensures that the senior leadership of the University are engaged with and are actively supporting enhancement across the institution and are aware of issues, both internal and external, that may influence our approach to ensuring quality. The Vice Principal is supported by two Assistant Vice Principals; an Assistant Vice Principal (Learning and Teaching) who takes overall leadership of the delivery of the L&T strategy and an Assistant Vice Principal (Digital Education) who leads on the development of online distance learning provision.
- 3.1.12 At the time of the last ELIR, the Vice Principal's title was Vice Principal (Learning and Teaching). Since then, the change in title is associated with expansion of the role to include oversight of the University IT strategy and its governance. Initially, the Assistant Vice Principal (Learning and Teaching) was appointed on a 0.3FTE basis to support this change but, since then, this commitment has been extended to 0.8FTE and the Assistant Vice Principal (Digital Education) has also been appointed on a 0.3FTE basis. This additional increase in leadership capacity is entirely reflective of the institutional commitment to achieving its ambitions in learning and teaching as the majority of the Vice Principal's role is also still focused in this area. As will be discussed below, all three of these individuals chair or sit on the main L&T oversight committees and often lead specific University-wide initiatives associated with the enhancement of learning and teaching. They also work closely with the SRC sabbatical officers and with relevant college deans.

#### **College leadership**

- 3.1.13 The Dean of Learning and Teaching in each college plays a key role in ensuring our approach is joined up, engaging at both University and local-level. They work closely with their respective Vice Principal and Head of College to lead the local implementation of the institutional L&T Strategy while seeking to integrate, harmonise and enhance learning and teaching practices across the schools and institutes *within* their college. Deans of L&T work closely together and with the University-level leadership team in this regard sharing approaches to common priorities and challenges.
- 3.1.14 As full members of the college management group (CMG), Deans of L&T have a responsibility to raise the profile of learning and teaching within the college, and a leadership responsibility to

represent the college in considerations of learning and teaching both in the CMG and in a range of University settings. They often convene appeals and progress committees, oversee boards of studies and new programme developments. They collaborate with University Services in relation to student support and development and also work closely with Chief Advisers and other key role-holders (such as Quality Officers) to integrate aspects of learning, teaching and enhancement or to oversee staff training for advising (eg, there can be as many as 90 advisers on one undergraduate degree programme). Again, training is likely to be delivered through a combination of college expertise and central University expertise (such as CAPS).

- 3.1.15 Deans of L&T are typically the academic voice of their college on a range of systems and policy developments that relate to learning and teaching. It may be, for example, that a Dean will lead a review of the course portfolio across the schools, or conduct a review of the advising structures or of assessment and feedback practices. They will liaise with University Services as required during those kinds of activities but will often lead these initiatives directly and will look to develop local capabilities as well as draw on central expertise.
- 3.1.16 School L&T conveners/leads (discussed further below) will also look to the Deans for leadership and advice on staff development in relation to teaching practices and will bring local proposals for initiatives such as supporting innovation in teaching, encouraging new forms of assessment or enhancing student engagement. Typically, they are seeking feedback and endorsement and college L&T committees, convened by the respective Dean, thus provide an important function as a means of developing a community of practice between school L&T leads and others with key learning and teaching roles in colleges. This is important in terms of supporting cultural change and those leading it within the schools. Often these discussions provide insights that allow the Dean to then effectively raise staff support and development issues at their CMG and to prioritise those in agreement with their Vice Principal and Head of College and Heads of Schools.
- 3.1.17 It is fair to say that the Dean L&T role (in line with college L&T committee remits) has typically had a focus on undergraduate (UG) L&T, except in the College of Science and Engineering, where the presence of both integrated and standalone Master's programmes makes it appropriate for the Dean of L&T to oversee the taught aspects of the PG provision. However, University L&T Committee seeks to ensure through its constitution that PGT issues are considered in equal measure and the Deans L&T support this, working closely with their respective Deans of Graduate Studies.
- 3.1.18 Deans L&T also work closely with the professional services staff within their college who support the constituent schools. The particular roles of professional services staff in relation to L&T may vary across the colleges, reflecting differences in their strategic priorities and development over time, or the particular resourcing structures. One college has created posts to support international student transition (due to large numbers of international students), whereas another developed posts dedicated to distance learning provision, reflecting their significant commitment to developing taught programmes online. Professional service staff within the colleges will contribute to learning and teaching through, for example, administering key processes (eg, academic appeals and complaints); delivering student-facing services (eg, advising); oversight and support for advising, enhancing learning and teaching through learning technology support or enhancing timetabling capabilities; ensuring consistency of policy implementation and supporting learning and teaching committees.

## School and Research Institute leadership

- 3.1.19 As discussed in the previous subsection, the schools and research institutes also have structures in place for the oversight of learning and teaching – the School Convenor/Director of (or Lead for) L&T who convenes the relevant L&T committee, plays a key role within these structures. While the title and some specifics of this role may vary slightly depending on the local context, the fundamental responsibilities, around leadership and enhancement of learning and teaching, are consistent.
- 3.1.20 The role and titular differences do not tend to present a particular challenge to intra-college or inter-college communications: the working relationships between those involved with the degree programmes and student support within the colleges/schools create effective linkages. More challenging, however, are the communications with University Services (US) teams who can find the variation in title or role between colleges or schools, and the differing degree portfolios and structures problematic. Communications across such a large and devolved organisation are a continual source of challenge and we have tried to improve this, with mixed success. Much of the consultation around the developing WCG Transformation projects deals with this diversity and seeks to simplify and standardise where it is sensible to do so. This is reflected within the WCG Transformation Programme Strategy, discussed in [section 1.1 \(iii\)](#). A priority for the Transformation projects is, therefore, to enhance not only process and practice, but to also enhance role clarity and communication.

## iv. Oversight and committee structures

### University-level

- 3.1.21 Our University Learning and Teaching Committee (LTC) maintains oversight of our L&T Strategy and provides a focal point for institutional discussions about learning and teaching policy, practice and support. It advises the Education Policy & Strategy Committee (EdPSC) on educational strategy and resource issues related to the development and enhancement of the University's L&T activities, as detailed in the L&T Strategy. It does this by identifying and recommending the implementation of good practice in L&T, contributing to the ongoing development and review of the L&T Strategy itself and by monitoring sector developments. The University LTC is convened by the Assistant Vice Principal (Learning and Teaching).
- 3.1.22 The University LTC includes membership from across the colleges, the SRC and key services. This includes: college Deans of L&T; SRC Vice President (Education); three college staff representatives (covering undergraduate and postgraduate L&T); the Director of the Learning Enhancement & Academic Development Service; Director of Short Courses; the Convener of the VLE Board; a University Library Representative; and four SRC Subject Conveners (one from each college).
- 3.1.23 L&T Committee has established a number of working groups in order to implement changes in key aspects of L&T. These groups focus on clearly identified priorities and enable us to draw on additional staff and student inputs from across the University. This allows us to engage staff who are not on the formal committees while ensuring representation from academic areas, services and the student body. The Assessment and Feedback Working Group (A&FWG) and Transitions (TWG)



Working Group (discussed previously), are good examples of this approach. Each working group seeks to draw on, promulgate and embed good practices across the University and to address areas of weakness in our provision as identified by a range of sources of student and staff input. These range from the student representative structures, through to data sets derived from the NSS, progression and continuation data, internal surveys and focus group discussions with students and staff.

- 3.1.24 LTC also advises on the implementation of college L&T Plans (discussed below) and maintains oversight of the development opportunities and support provided to colleagues with L&T responsibilities, for example through the CPD provision provided by LEADS.
- 3.1.25 Although a great deal of work is led by these University-level groups, the linkages with college and school learning and teaching committees are vital for disseminating information and shaping priorities and agendas. College committees are well placed to understand the particular context in which learning and teaching takes place within their constituent schools and research institutes, and therefore to steer enhancement work and decision-making in the most appropriate ways.
- 3.1.26 The development of Online Distance Learning (ODL) programmes and the supporting pedagogies, services and infrastructure has, as discussed in section 3.1.39 below, been a particular priority for the University during the review period. For this reason, an ODL Board, convened by the Assistant Vice Principal (Digital Education) was set up to provide oversight in this area. The Assistant Vice Principal (Digital Education) also sits on L&T Committee to ensure that this area is aligned to the L&T strategy and evolving institutional practice. This also ensures that we capitalise on the opportunities in areas of overlap between distance and on-campus delivery, such as in the development of digital tools and in approaches to blended learning.

### **College-level**

- 3.1.27 The college L&T committees bring together a range of L&T leadership and key staff from across each college. They are convened by the college Dean of L&T and their role is to discuss, advise and make recommendations on all matters relating to teaching across each college. This includes educational policy, strategy and resource issues in relation to the development and enhancement of L&T activities. In this respect, they also consider and make recommendations to the college in relation to proposals for new taught degree programmes within the college.
- 3.1.28 College L&T committees are responsible for approval and implementation of a college Learning and Teaching Plan and subsequent reporting on progress to the college CMG. This plan is produced each academic year and (in line with the University L&T Strategy and the context of the college) sets out the current priorities for enhancement and the actions that will be taken to achieve associated objectives. In recent years, these plans have been developed alongside NSS action plans, as colleges have sought to develop holistic and sustainable approaches to enhancing the student learning experience. All schools and research institutes within each college contribute to this plan. They also have responsibility for reviewing, contributing to and progressing the implementation of strategies and action plans related to the overall college L&T Plan and University L&T Strategy eg, employability, retention, internationalisation. Significantly, and perhaps not reflected in their formal

remit, the college L&T committee is a key mechanism for identifying particular needs within schools (some of this is reflected in NSS Action Plans for example) and working with them to put in place developments in relation to learning and teaching. In doing so they draw on expertise from across the relevant college and, where appropriate, inputs from LEADS.

- 3.1.29 Accordingly, over time, and in light of strategic priorities, colleges have developed their L&T support structures differently. For example, MVLS invested heavily in online learning capabilities, the College of Social Sciences has invested in employability and international student support and more recently mental health. With the exception of Science and Engineering, who feel that schools already have sufficient local expertise, the colleges additionally have developed some form of learning technology support although the form and extent of provision varies (sometimes at school-level and sometimes college). These investments have led to enhancements in learning and teaching such as audio and video feedback on assessment (Social Sciences), employability conferences and staff workshops on L&T topics (Arts), a Counselling Psychologist to promote wellbeing and resilience amongst undergraduates (Social Sciences), and a Graduate Skills Programme (Social Sciences). There are many such examples, and although they represent different forms of provision, they have typically grown from an identified need. Employability may, for example, need particular investment in Arts and Social Sciences because of the general degree provision, whereas the professional degrees within MVLS and Science and Engineering have skills more clearly built into the professionally oriented curriculum (such as medicine, dentistry or nursing). Deans L&T meet regularly with the Vice Principal (Academic and Educational Innovation) and Assistant Vice Principal (Learning & Teaching) and share their experiences of these roles, and will at times make a case to their college management group for investments that reflect progress and success elsewhere.
- 3.1.30 Within colleges, there is a good deal of informal sharing of information and practice. The College of Arts, for example, hosts an “L&T & Biscuits” drop-in event for staff, including GTAs, to talk informally about learning and teaching. It is through a combination of informal events like this and more formal committees that the Deans seek to raise awareness of local (school- or discipline-level) innovations. For example, Mathematics has developed efficient IT systems based on scanning technology (Teleform) to support rapid feedback on regular, small assignments throughout years 1 and 2. This focusses on the structure of mathematical arguments and complements other online assessments that are more focussed on basic skills. This work was recognised with a University Teaching Excellence award to the team of academic staff, professional services staff and graduate teaching assistants in 2015. The work was also featured at a recent LEAF (Leading Enhancements in Assessment and Feedback) Symposium to help raise awareness of the opportunities to enhance assessment with large classes. Deans will raise the profile of work such as this within their CLTCs and through the Deans meetings noted in 3.1.30, so that there’s a continual awareness of changes in practice and the opportunities that they might generate elsewhere.
- 3.1.31 College L&T committees also collect and consider responses to consultations and coordinate the implementation of recommendations from EdPSC, ASC, University Learning and Teaching Committee and (where relevant) the Research Planning & Strategy Committee (RPSC). They receive periodic reports from the college Quality Officer and other relevant college officers and

review and disseminate best practice in relation to, for example, student advising, student progress, student transfers, student study off-campus and appeals and complaints from undergraduate students.

### **School- and Research Institute-level**

- 3.1.32 All schools and research institutes have an L&T committee which is normally convened by the School Convenor/Director of (or Lead for) L&T. The composition of the committees varies, as a function of the particular portfolio of programmes, student cohort size and composition in the relevant school or institute. For example, some schools or institutes will have dedicated UG and PG convenors whereas others have a joint role; some will have learning technologists (to support distance programmes) whereas others do not. Correspondingly, this is reflected in the membership of the relevant committee. Irrespective of composition, they have responsibilities with regards to course and programme development, implementation of University learning and teaching policies, oversight of school learning and teaching strategies, integration of quality assurance and enhancement and the development of local teaching innovations. They may also review course portfolios and will look to streamline and make more consistent practices across the disciplinary areas within their purview. Their remits may also address academic-related matters such as student support or integration of careers support.
- 3.1.33 An overview of the committee structures related to L&T and enhancement oversight is provided at [Appendix 5](#).

### **Student engagement**

- 3.1.34 Our institutional vision for learning and teaching is for a learning culture that places students at the centre of what we do and our approach to this is through seeking to strengthen and deepen our partnership with students. L&T committees at all levels have student representatives as full members and partners in shaping our development. In addition to their involvement in committees, and as referenced elsewhere in this RA, students have been actively and equally involved in the design of new and refurbished teaching spaces, articulating their vision for learning and teaching settings, sharing their views on current provision, hosting student-led sessions that focus on changing teaching practices, and seeking student feedback on current teaching and study spaces. In short, students have an essential and integral role to play in the enhancement of learning and teaching and our structures and approaches allow them to fulfil this role in partnership with our staff.

## ***v. Activity and progress in implementing our L&T Strategy***

- 3.1.35 Reflecting on our progress to date with the L&T Strategy has been a valuable exercise. There was consensus around achievements in relation to Empowering People, especially in terms of recognition and reward of teaching and the development and professional recognition of staff (which we discuss further in [section 3.4](#)), on our deepening partnership with students (although we recognise the need to continue to extend and deepen this throughout the University) and in relation

to some reorganisation of support for teaching and advising (eg, the advising support structure in Arts described at 2.4.48). These evolutions in practice are not without their challenges and they remain under review, but they have set in train practices, cultures and policies that are taking us in the direction we wish to go.

- 3.1.36 We have made considerable progress in relation to physical infrastructure and have more developments underway, as described in [section 2.6](#). The same section also indicates some of the investments we are making in our digital infrastructure and this in addition to a range of ongoing work that includes continued expansion of the in-class voting system and the progressive roll-out of lecture recording. Significantly, we have established a Virtual Learning Environment Development Board to provide oversight and governance of the development of our VLE. In parallel with this, we have recently instituted a review of the VLE to assess whether Moodle, in its current configuration, is the right VLE to support our future ambitions.
- 3.1.37 The agility theme included a commitment to enhancing the underpinning systems and processes for course approval through to assessment and feedback. We are actively engaging with this commitment and have, for example, revised our course and programme approval processes, as described in [section 4.3 \(i\)](#). At the same time, this commitment has raised expectations around the enhancements that investment in new systems and processes will bring, for example in relation to the WCG A&F transformation project discussed in the following [subsection vi](#).
- 3.1.38 We will discuss how we are delivering our commitment to supporting innovation and the development of effective pedagogies in [subsection vi](#) below and we have already indicated, in [subsection 2.4 \(i\)](#), some of the progress that has been made in supporting transitions.
- 3.1.39 A key theme throughout the L&T strategy is enabling the growth in the proportion of our learners who are studying online and off campus. Our commitment to this was evidenced at the very end of the previous ELIR cycle when SMG made an initial investment of £2.3M to support blended and, particularly, online distance learning (ODL). Prior to this, there were only three distance learning programmes at the University: the Doctorate in Education, the Postgraduate Certificate in Religious Education and the MLitt in Creative Writing. In the first stage of what became known as the Blended and Online Learning Development (BOLD) initiative, colleges were invited to bid for funding to develop online and blended learning courses and programmes. Bids could be made under Strand A, which was for ODL programmes or Strand B, which was to develop either fully online or blended learning courses for on-campus programmes. From the Strand A funding, a total of 16 fully ODL postgraduate programmes from across the University were developed and delivered. In addition to this, there were 10 online and blended courses developed under the Strand B funding initiative. Central support was provided through LEADS as part of this initiative around pedagogy and curriculum design.
- 3.1.40 As a result of the BOLD initiative, increasing awareness and understanding of ODL across the institution, further online programmes were developed; increasing the current total number of ODL programmes to 24. Therefore, in the space of four years UofG has launched 21 new ODL programmes, with a concomitant increase in ODL student numbers from 260 in 2013 to 524 in 2017. Although the headline figure has increased by 100%, the numbers on the original programmes were

unusually high in 2013 and so the new programmes actually account for 306 out of the 524 enrolments.

- 3.1.41 The blended and online courses that were developed and embedded within on-campus programmes have resulted in a greater number of academics appreciating the impact that these approaches can have on the student experience and outcomes. Furthermore, several ODL programmes have repurposed their online learning materials for use in on-campus programmes to provide more blended learning opportunities for students. This has resulted more efficient modes of delivery and reductions in physical space utilisation while providing an improved quality of learning experience for students.
- 3.1.42 We learned a lot from the initial stages of BOLD, particularly in relation to effective pedagogies, staff support and support for online learners. This learning is being embedded in our approach and has given us the confidence to make a further investment in this area. We have entered into a ten-year partnership with an experienced external specialist company, who will provide support for marketing, recruitment and the pastoral support of students for a set number of ODL programmes that have the potential to achieve scale. To support this, we have created a central Digital Education Team led by the Assistant Vice-Principal (Digital Education) and comprising a digital education team manager, two learning technologists and an administrator, in a similar model to that adopted by MVLS in the first stage of the project.
- 3.1.43 In terms of ongoing developments required to support ODL provision at the University, the Senate Office is investigating the implications of flexible study options for online students, including intermittent study plans and fully taught Master's programmes to enable us to provide a high quality learning experience aligned to the needs of our learners.
- 3.1.44 While we are making progress across many of the priorities within the L&T Strategy, key areas emerged from the review where progress was not yet as advanced as we would like, specifically:
- curriculum innovation (including internationalising the curriculum);
  - graduate attributes; *and*
  - redesign of some of our systems and processes.

We will discuss these further in the following sections.

### **Curriculum Innovation**

- 3.1.45 There are a number of key issues that we intend to explore in relation to curriculum around student choice, interdisciplinary learning and internationalisation of the curriculum. In respect of the latter we will, for example, look to create opportunities for internships and study abroad that allow more innovative study options at scale within UG programmes. There also remains considerable scope to extend the use of blended and fully online approaches within undergraduate degrees, to create choice and flexibility of study for students. The BOLD initiative has been a very useful catalyst, and some [\*real innovation in learning and teaching\*](#) has been realised through that, but we have some way to go to mainstream some of the online / blended offerings that undergraduate and

postgraduate students might benefit from. Nonetheless, there are emerging developments on which to build.

- 3.1.46 Although curriculum change has not been as forthcoming as we would have liked, within our many degree programmes and shared courses, mobility agreements, TNE partnerships and expanding distance learning provision, there have been a number of positive developments. These include the introduction of a Nuffield Foundation funded Q-Step quantitative methods stream within the MA Social Sciences degree, the development of a new degree-level apprenticeship programme within Computing Science, the suite of online postgraduate programmes through BOLD, a range of MOOCs and the creation of an international summer school in partnership with Hong Kong University, the Hunterian Art Gallery and the University.
- 3.1.47 One particular aspect of curriculum innovation that we prioritised in our L&T Strategy was Assessment and Feedback (A&F), which is also one of our contextual themes for this RA. We recognise the fundamental role that high quality, timely feedback plays in supporting student learning and the need to consider it alongside other related aspects of learning and teaching practice, quality enhancement activity and policies and practice for assuring standards. Student views on A&F have been a particular focus throughout the review period. We are in no doubt that our achievements in relation to A&F (as evidenced by the NSS and PTES) are not what we aspire to and this has proved a vexing and complex challenge. Through the SRC Academic forum, their contribution to LTCs at all levels and their participation in the A&F Working Group (described in 3.1.51 below), students have contributed to the analysis of areas of strength and of weakness in relation to A&F, and the SRC sabbatical officers have full access to our NSS results. Aided by a comprehensive QlikView model that allows us multi-way comparisons between subjects within the University, between ourselves and others in the sector, and at multiple levels of comparison (question or category comparisons and trends over time), we have worked with the Deans L&T, schools and the SRC to raise awareness of what the NSS can tell us about our practices.
- 3.1.48 Our efforts, although heavily informed by the NSS are not solely focused there, however. We have sought to develop holistic approaches to improving practice through mechanisms such as our A&F Toolkit (section 3.1.53) with student-facing and staff-facing guidance, our annual LEAF Symposium (3.1.55), sharing good practice from PSR (see below at 3.3.5 & 3.3.9), and insights emerging from the Student-Staff Partnership Scheme (3.1.56).
- 3.1.49 Increasing student satisfaction with A&F practice is, as already discussed, a KPI for the University and therefore developments in this area are happening at all levels of the University. For example, A&F is a feature of school and college learning and teaching plans and NSS action plans. Both of these are subject to reporting from colleges to the University's Learning and Teaching Committee, EdPSC and also to college management groups.
- 3.1.50 Enhancements continue to be made by schools to respond to local needs. The School of Psychology, for example, has conducted a progressive curriculum review with a focus on assessment and feedback, led by a Director of Learning Enhancement and a teaching development group. The review was informed by a series of colloquia from experts around the UK. This has included an increase of coursework with feedback to alleviate the predominance of exams-only assessment. As another example, Mathematics has developed efficient IT systems to support rapid

feedback on regular, small assignments throughout years 1 and 2. This focusses on the structure of mathematical arguments and complements online assessments that are more focussed on basic skills. This work was recognised with a University Teaching Excellence award to the team of academic staff, professional services staff and graduate teaching assistants in 2015.

3.1.51 At a University-level, an Assessment and Feedback Working Group (AFWG) was established in 2016, convened by the Assistant Vice Principal (Learning & Teaching). The group uses an evidence-based approach to understand and improve current practice and behaviours and, drawing on best practice from both within the University and from across the HE sector, facilitates adoption of this practice within the University. The specific objectives of the group are:

- by evaluating the alignment between learning outcomes and assessment methods across degree programmes, develop strategies for the adoption of efficient and effective approaches to assessment;
- to identify areas of excellence in assessment and feedback practice and to facilitate wider implementation of best practice;
- to develop institutional resources to support enhancements in assessment and feedback, including management resources;
- to identify and implement opportunities for efficiencies in assessment and for technology enhanced assessment and feedback; and
- to identify and suggest changes in academic policy on assessment and feedback that facilitate improved practice and student engagement.

3.1.52 Since its formation, the group has made considerable progress on these objectives, including: overseeing the University A&F Toolkit; development of an assessed group work policy; production of a set of recommendations for GTA training and support in assessment and feedback to feed into a project that LEADS runs on GTA support; the development of a Student Staff A&F partnership scheme; designing a short Continuing Professional Development/induction event for delivery in the 2018-19 session for staff with responsibility for leading course and programme scrutiny activity and/or chairing school L&T committees. These initiatives represent a subset of the activity of the group which they combine with wider community engagement.

3.1.53 The [A&F toolkit](#) was developed as part of the Leading Enhancement in A&F (LEAF) project at the University of Glasgow. It provides guidance, support and examples for those involved in the practice, management or implementation of A&F. It is helpfully divided into sections and features 'essentials' for A&F for learning and 'principles' for A&F for learning – these act respectively as an audit tool or checklist for what should already be happening in A&F practice (essentials) and a guide to focus enhancement work in A&F (principles), by describing aspirations for the role of A&F *for* and *as* learning.

3.1.54 The LEAF project itself grew out of the 2011-2014 QAA Enhancement Theme - Developing and Supporting the Curriculum - and sought to assess and improve assessment and feedback practice at the University. Phase 1 of the LEAF project looked at curriculum mapping and assessment blueprinting (CMAB) within the Scottish context and worked to adapt the [TESTA](#) (Transforming the Experience of Students through Assessment) methodology to the University of Glasgow curriculum.

The project involved a consortium of Russell Group Universities<sup>18</sup> with the intention of comparing findings across the institutions. CMAB has featured in recommendations arising out of institution-led review processes at the University (Periodic Subject Review) and is promoted as a method for reviewing and (re)designing assessment at both course- and programme-level – interrogating the curriculum and constructively aligning assessment with ILOs.

- 3.1.55 In addition to producing the A&F toolkit, Phase 2 of the LEAF project focused engaging the community to improve practice. In 2015, the LEAF team organised a symposium for A&F practice, with delegates from each of the four colleges of the University, and internal and external speakers. Feedback from the Symposium helped to shape the A&F Toolkit, with the goal of providing a resource that would benefit the University as a whole. Now supported by the A&FWG, the Symposium has run annually since its inaugural meeting.
- 3.1.56 The [student-staff partnerships for assessment and feedback](#) are indicative of how we are working in partnership with students to (re)shape assessment and feedback practices. These partnerships are providing a balanced perspective of the A&F landscape, helping us to understand the real issues underlying student perceptions of A&F. More generally, the involvement of students on the A&F Working Group has been the stimulus for new developments, such as the assessed groupwork policy (initiated by the SRC) to address shortcomings in institutional approaches to assessed groupwork.
- 3.1.57 We have also used data to help develop institutional understanding of structural issues with assessment. For example, a detailed examination of grade profiles for honours courses has been undertaken, and we are now progressing to consider pre-honours courses. It is important to stress here that the initiative is aimed at providing local teaching teams with information about the historical grade profiles in their area and highlighting where there might be misalignment between ILOs and assessment strategies. This might be indicated by, for example, atypical clustering of marks around a narrow band of grades. The data is used to support discussions around marking practices and assessment strategies and open up avenues to direct support where schools look to review their approach to marking and/or assessment design. A range of local initiatives accompany this work such as: the introduction in Life Sciences of online feedback; audio feedback in Social Sciences; dialogic feedback in Arts and student co-design of assessment criteria in Social and Political Sciences.
- 3.1.58 In all of its activity, the A&FWG works closely with local teams to support and learn from their approaches. Scaling good practice across the whole institution, leading major institution-wide improvements and changing cultures are long-term goals, but we believe that we are putting in place the underpinning infrastructure and support to achieve our ambitions. The WCG Transformation Project on assessment and feedback is a tangible and substantial part of this approach and is described more fully in [section 3 vi](#) below. The underpinning work already undertaken through local efforts and the remit of the A&FWG will form a significant element of the practice work stream which is part of the WCG A&F project.



## Graduate Attributes

- 3.1.59 Another priority area that we are yet to fully develop is in relation to Graduate Attributes and Employability. At the time of ELIR 3, we had just finished a major initiative in this area and, in fact, it featured as one of our case studies. At that stage, we believed that there was sufficient momentum and activity for further organic development.
- 3.1.60 The available indicators, e.g. the Destination of Leavers in Higher Education survey and feedback from employers, suggest that we are doing well in terms of preparing our graduates for their future careers, and our Periodic Subject Reviews suggest that we have made considerable progress with the incorporation of skills development and assessed skills within taught courses. This has been enriched by additional complementary provision, eg, the [Graduate Skills Programme](#) in the College of Social Sciences, around the curriculum. Students are also recording more extra-curricular activity than ever before on their Higher Education Achievement Record. There has been a growth in their engagement with volunteering opportunities offered through the SRC and the paid internships offered through the Internship Hub; student societies are extremely active; international opportunities are increasingly seized through schemes such as the UN Youth Assembly and the Common Purpose and we see extremely high quality applications for internally funded scholarships such as the Merchants House Travelling Scholarship. Student participation in initiatives such as Peer Support, Big Vet Wee Vet (mentoring for incoming Veterinary Medicine students by existing students), engagement with student competitions and with opportunities available through the [University's Makerspace initiative](#), to mention only a few, are indicative of the kinds of skills-development opportunities that students are engaging with. Nonetheless, we recognise that engagement with the Graduate Attributes agenda has been more effective amongst the staff body, than it has in the minds of the student body and we have more work to do in this area.

## Systems and processes

- 3.1.61 In [section 1.1\(iii\)](#) we indicated that we are evolving our approach to tackling complex University-wide issues in a manner that will address the interdependencies that often prevent successful outcomes being realised. Ineffective processes and poorly performing or fragmented systems that support them often lie at the core of problems that are manifest in other domains. As we will describe in [section 3 vi](#), we believe that these are contributing factors to the intractable nature of our current issues with A&F.
- 3.1.62 During the review period, rather than initiating new system developments, we have focused on getting effective governance structures in place to support future activity. Specifically, our Information Policy and Strategy Committee has been reconstituted to provide more effective governance, planning and oversight of new systems developments. One of the first systems to come through this new route is the Enterprise Service Management System described in [section 2.4 iv](#). Others will follow as the WCG Transformation programme projects progress and in the sections below we will outline how, for the example of the A&F Transformation Project, they are fit for purpose.

## **vi. Next steps**

### **Curriculum Innovation**

- 3.1.63 We have already begun to lay the foundations for future work on the curriculum. Over the last year, the Director of Senate Office led a 'curriculum conversation' to gauge the views of colleagues in relation to opportunities for curriculum enhancement. Senate Office also carried out a horizon scanning exercise to look at curriculum design across the sector to provide future work with a point of reference. Following this, workshop sessions at the LTC away day in November 2018 were focused on internationalising the curriculum, inclusive curricula and broader aspects of curriculum change. A working group comprising the Vice Principal (Academic and Educational Innovation), the Assistant Vice Principal (Learning and Teaching), the Director of Senate Office, the four college Deans of Learning and Teaching and the President of the SRC will synthesise this information and develop outline proposals for curriculum change for wider consultation with the academic and student community.
- 3.1.64 We will describe our future approach to improving assessment and feedback in the section on systems and processes below from 3.1.66 as it will encompass policy, practice, systems and processes in an integrated manner.

### **Graduate Attributes**

- 3.1.65 Benchmarking against other institutions (undertaken largely through a student-led project) suggests that there are a number of avenues open to us in terms of strengthening our student engagement with graduate attributes. This is a priority for the current SRC Vice President for Student Activities as well as the L&T Committee, whilst more effective use of the HEAR is a priority for the new Clerk of Senate. We also intend to look afresh at methods for providing students with responsive skills development opportunities that reflect societal changes that occur on a significantly shorter timescale than a full undergraduate degree programme (eg, developments in information security). These combined agendas afford us a particular opportunity to make considerable progress in relation to a graduate attributes refresh during academic session 2018-19.

### **Systems, processes and assessment and feedback**

- 3.1.66 Assessment and feedback is a complex area and while the practice of setting, marking and providing feedback to students on their work can be overly simplified as a process for supporting students towards and assessing their achievement of the intended learning outcomes (ILOs) of a course or programme, this would miss the complexity of interdependencies with many other aspects of academic practice and pedagogy, learning and skills development, employability and indeed the systems and support for the management and administration of A&F.
- 3.1.67 There are particular pressures in a research-intensive University such as ours, for example the issue of balancing staff workloads to include attracting research income, sustaining research, publishing

and generating impact from their work. In this context, efficiency of process and effectiveness of support are key not only to ensure a good experience for students and staff but also to create capacity for enhancement and innovation. Enhancement of A&F is also allied to broader issues surrounding staff development and support in the context of learning and teaching, particularly in relation to effective pedagogy.

3.1.68 As we outlined earlier in this RA the University's World Changing Glasgow (WCG) Transformation Programme has identified the transformation of A&F as the first major project to be taken forward as part of the programme, and work on this has already started. This represents a major investment, in every sense, in tackling the issues surrounding A&F.

3.1.69 When deciding on how to direct resources within the WCG programme – as is the case for all major projects - the potential opportunity costs were considered. Would the University lose out on more valuable outcomes or opportunities by directing efforts to A&F? The answer to this question was clear: A&F must be a priority for the University. Our students send us a clear message through their feedback and have done so repeatedly and our staff have highlighted a range of administrative and operational support issues through our Periodic Subject Review process. We have already described our efforts to address the issues, prior to the establishment of the WCG programme, but what has become clear over time is that some of the factors influencing A&F performance and associated levels of satisfaction can only be addressed at an institutional level. Furthermore, local efforts to deal with what has become a perennial issue for the University have the potential to direct staff away from providing support for students or concentrating on other important areas of their work – including teaching and research. Pushing for and supporting enhancements to be delivered locally has had some positive impact, but in many cases it has also led to an increase in complexity and a greater reliance on locally managed processes and policies around the administration of A&F.

3.1.70 The aim of the Transformation Project is to deliver a fundamental redesign of our approach to supporting assessment and feedback. It will draw on excellent and innovative practice across the sector and within the University with the intention of defining and delivering a well-supported future state for the University which will represent “best in class” in assessment and feedback within Higher Education.

3.1.71 The project will have three distinct stages:

- A design phase, where work is undertaken to understand our current state and the range of processes, practices and systems in use across the University. We will also look across the HE sector at policy, practice and the underpinning systems that are being deployed to support effective A&F and will examine the sectoral direction of travel and emerging themes in A&F. This includes understanding the procedural and process driven aspects of A&F, models and methodologies in A&F (pedagogical aspects) and the systems used to support all of the above. Once this is complete we will use this information to develop design specifications for dealing with any issues identified, creating a clear picture of the future A&F landscape within the University;
- An implementation phase where we work with the design specifications to develop the solutions we need to improve the student experience of A&F. This includes full consideration of how we support effective pedagogic models of A&F across the institution that are readily

deployable by staff but maintain the flexibility to support future innovation and local disciplinary requirements. This will be enabled by the implementation of effective systems, properly aligned with our core business systems, to support A&F. It will also encompass the revision of business processes that underpin the administration of A&F;

- A transition stage where we pilot our solutions and, where necessary, refine them to ensure they are suitable for adoption across the University. During this stage we will undertake a wide range of testing activity to ensure that the changes proposed will have the positive impact we are seeking.

3.1.72 Throughout these stages of the project, there are three key inter-related streams of work that we will address, and a great deal of work has already begun on these.

### **Process**

3.1.73 To truly transform our A&F practice and performance we need to understand the way that A&F currently 'operates' across the institution. While ostensibly this sounds simple, the reality is that it is an extremely challenging task. We are a large and academically diverse broad-based (from a disciplinary perspective) institution and whilst there are policies and regulatory frameworks in place surrounding A&F, they allow a large margin of local discretion in terms of how the process of A&F is run and supported in different parts of the University. On top of this, the disciplinary demands placed on A&F practice mean that the processes supporting assessment in different parts of the University must accommodate necessarily varied assessment methodologies and their contexts, such as clinical or workplace settings in which those methodologies are applied.

3.1.74 We must also understand the resources that are currently expended on A&F to quantify the value of transforming A&F processes and how these resources, particularly staff time and effort, could be redeployed to add value elsewhere, for example, to the aspects of A&F which impact directly on student learning, or indeed to our broader purposes of teaching and research. This is closely allied to the question of the efficiency and user-friendliness of A&F processes that are presented to staff and students when they are engaging with A&F.

3.1.75 This work has already started and is yielding some useful insights. The project team has worked with all four colleges and undertaken c.100 sessions in order to understand assessment and feedback processes operating across the institution – mapping thousands of individual process steps. Formalised process maps of existing processes are being developed and validated with colleagues. We have recently (late 2018) employed two full-time Process Analysts to support this mapping work. The outputs of this part of the project will form the foundation for later stages in terms of designing and implementing solutions to achieve the outcomes we want to see. However, we also want to use early insights to allow local quick wins and simple fixes or improvements where these are easy and quick to implement and need not rely on the delivery of the A&F project in its totality. We are categorising opportunities identified through the mapping process and where these present as simple 'fixes' we will highlight these.

3.1.76 The process mapping undertaken through the project has identified a number of opportunities for improving what we are doing and has characterised the difficulties with existing processes. Issues highlighted include, by way of example:

- Low levels of automation within processes, with workflow often being reduced to 'email and wait' models of management. Staff time is used inefficiently to manage the shortcomings in processes – chasing, collating, checking and re-checking data and dealing with variations;
- Systems for administering A&F activity and processes are varied and locally managed. Some are well-developed and integrated with business processes, but others are not;
- Organisationally, at a local level, there are key-person dependencies for the management of A&F processes - managing access to databases, managing deadlines and coordinating information for exam boards, etc.

3.1.77 We have also begun mapping the student experience of A&F, which will allow us to identify correlations between issues identified through the process mapping exercise and the way that our students' experience A&F at the University.

### **Practice**

3.1.78 As discussed above, we have already made progress in this area through the work of the A&FWG. This practice work stream will continue to draw on the work of that group. There is a strong academic focus to this aspect of the project and a member of academic staff has been seconded to the project on a full-time basis to support this work.

3.1.79 As part of this work stream, we will interrogate practice across the University to identify existing modalities in relation to assessment and feedback. For each mode identified, we will determine the scale of use and the variations of practice that exist. On this basis, we will develop an academic requirements specification for each mode. We will identify exemplars of practice that currently exist within the University, and across the sector, with a view to shaping future provision towards these exemplars – this will include the identification of alternative assessment methodologies not currently used within the University, but that could be adopted to enhance practice.

3.1.80 We will also compare current University policy on assessment and feedback with that of other leading universities with a view to identifying where we might need to make changes to support the practices we are seeking to establish. Again, the A&FWG has already begun to look at policy and that work will feed into this work stream. If necessary, we will develop a recommended future policy and practice framework for assessment and feedback within the University.

### **E-Assessment**

3.1.81 E-Assessment has the potential to play a significant role in the enhancement of our A&F practice at the University. It is already deployed widely in a number of parts of the University, but the platforms used vary and are often localised developments adopted at a local level. Therefore, as part of this work stream, we will audit current practice in e-assessment in the University, including identifying the full range of methods and systems being deployed. We will also benchmark this practice against other leading UK and international universities, including consideration of strategies, policies, technology solutions, support arrangements, and evaluations by students and staff.

3.1.82 Several subjects make extensive use of scanning technology (Teleform) for assessment. Students typically perform the assessment using special forms, which are marked on paper. The scripts are then scanned and the marks are read into a spreadsheet, which eliminates the traditional problems of data entry. Individual questions can be linked to learning outcomes through an assessment

management system, providing a track record needed for some forms of professional accreditation. In some cases the scanned and marked-up scripts are returned automatically to students, providing rapid and effective feedback. For transnational programmes, this procedure eliminates the need to ship scripts around the world. While this is not full e-assessment, it is an effective approach for work that is best done by hand because of mathematical notation or diagrams, and freehand mark-up is often more informative than typing.

- 3.1.83 We will seek to understand the needs of our students, academic staff and professional services staff to develop and inform our specification for future evolution of online assessment, which will be informed by the other work streams within the Project. On this basis, we will develop recommendations on a future policy for e-assessment, including an evaluation of the potential benefits that could be gained, options available in terms of applications that could be implemented, the supporting infrastructure required and any linkages with existing systems to take full advantage of the potential benefits.

### **3.2 Impact of the national Enhancement Themes and related activity on policy and practice**

- 3.2.1 Our work for the Student Transitions Enhancement Theme focussed on transitions into blended and online learning. As we outline below (3.1.39), we made a substantial strategic investment in expanding our portfolio of online courses and programmes under the Blended and Online Learning Development (BOLD) Initiative, so the opportunity offered by the Theme was timely.
- 3.2.2 In their first experiences of blended or online learning at University, students are transitioning, not only from school/college/work to university-level study, but also from traditional, face-to-face educational experiences to ones where technology is embedded in the programme design and delivery and where face-to-face contact is substantially reduced or does not take place at all. As work progressed, it revealed how complex and multifaceted these transitions were for students and also for staff who would need to develop their digital capabilities to develop material and subsequently support their students.
- 3.2.3 Through our work on this Theme, we engaged with students and staff as they developed and participated in online provision, and we developed both a [framework](#) for supporting understanding student and staff transitions into blended/online learning and [resources](#) to help staff developing online provision. These include:
- A multimedia [resource](#), including student and staff commentaries, to motivate and inspire staff to become involved in developing online and blended learning;
  - An induction course to assist students transitioning into blended learning and online learning. The Online Distance Learner Induction, developed in MVLS, comprises a series of activities designed to help students develop their digital literacies and professionalism, starting with editing their Moodle profile, through to participating in a forum and practice virtual session, and chatting with other new learners in a virtual University campus. This is now available for

use as a template and starting point for other courses at different levels and in different disciplines;

- An elective course for staff offered as part of the Postgraduate Certificate in Academic Practice (PGCAP). Now titled 'Technology-Enhanced Learning and Teaching', its content is informed by Enhancement Theme activity and it aims to prepare staff to engage with its subject and to design optimal learning activities for blended and online distance learning courses;
- There was also a [BOLD showcase event](#) featuring many of the projects and providing insight for staff who might wish to introduce more blended provision or develop distance programmes.

3.2.4 One of the anticipated outcomes was that discussion around transitions to blended and online learning would feature more prominently across the University. This has been incorporated into the TWG remit which has an extended focus on academic transition into, through and out of the University for all taught UG and PGT students. TWG (described at 2.4.9) also incorporates ongoing work associated with the Retention and Success Working Group (an earlier Enhancement Theme). Funding for developing blended and online learning innovations is available through our Learning and Teaching Development Fund (3.4.31) and the University has made a further investment in distance provision through its partnership with [Wiley](#), and the creation of a central team to support this work. LTDF has funded a good deal of work on transitions from support for students who transition into study from our pathway provider ([Glasgow International College](#) [GIC]), through to retention projects, working with schools and transition into PGT study.

3.2.5 We welcome the current Theme on Evidence for Enhancement as an opportunity to explore how we can make better use of data in our decision-making processes. As with previous Themes, our approach is to use the Theme to drive progress with relevant aspects of our own current priorities.

3.2.6 The focus of the projects that are underway is firmly on enhancing the student experience. We are working with the SRC as part of the Enhancement Theme to create a resource for students and for staff, a student representation toolkit that will guide the engagement between students and staff, and showcase good practice in student representation activity. Our aim for the toolkit is to support an environment where students confidently express their views and staff make the best use possible of this valuable first-hand evidence for enhancement. Additionally, our Planning and Business Intelligence team is working closely with the wider community to expand provision of usable data to support evidence-based decision making around the student experience and student attainment.

3.2.7 The impact of more accessible quantitative data and student representation resources on the student experience will be brought together via our Annual Monitoring process. As the anchor point in our use of evidence to improve the student experience, we need the annual monitoring process to effectively fulfil its function as a space for staff to reflect on the evidence and to initiate and record the enhancements they make for the following year. We note in [section four](#) that there is room for improvement in the process itself; the final project in our Enhancement Theme work will therefore gather evidence from stakeholders to inform a policy review including dialogue on how data and evidence can support staff in annual monitoring.

### 3.3 Approaches to identifying and sharing good practice

- 3.3.1 We utilise a number of mechanisms for sharing good practice. Some of these are central and have a focus on identifying, adopting and embedding practice institutionally, whilst others are more dispersed within the University structure and focus on sharing local approaches to enhancement or the overcoming of challenges. Some mechanisms help to bridge the gap between the local and the institutional.
- 3.3.2 Our University Learning and Teaching Committee (and associated working groups, college and school committees) plays a key role in bringing together colleagues with a sound overview of practices across the University. This creates opportunities to learn from one another and discuss how positive practices might appropriately be replicated in other areas of the University. It is hard to quantify the impact of these arrangements, but they undoubtedly create focal points for discussions about good practice at a strategic level and help us achieve coherence in our approach to enhancement.
- 3.3.3 LEADS plays an important role in relation to sharing good practice and is helped in identifying opportunities for sharing good practice by University and college L&T committees. LEADS Academic and Digital Development Advisors, who are assigned to support particular colleges, are a rich source of information on existing and emerging good practice because of their proximity to the work that is being undertaken by staff in the purview of their assigned college. There is a Good Practice Advisor within LEADS whose role is to collect, collate and disseminate examples of good practice in teaching and learning from across the University, and from the wider Higher Education sector. This 'hub and spoke' model for the support, development and sharing of practice is an effective approach.
- 3.3.4 Where examples of good practice are identified, LEADS will then shape and structure those examples for wider dissemination to others engaged in L&T practice across the University. At the same time, they are able to explore any evidence base that exists around the examples identified and present these together in an accessible way. LEADS has considerable expertise in doing this and the wide range of [good practice resources](#) they make available is testament to this.
- 3.3.5 There is also an established mechanism for highlighting the positive practice identified through our institution-led reviews (Periodic Subject Reviews) and annual monitoring processes so that it can be developed into good practice resources by LEADS. Outcomes of both processes are collated by our Senate Office and considered by ASC before being passed on to LEADS.
- 3.3.6 We referenced the University's Annual Learning and Teaching conference in [subsection 1.3 \(v\)](#), as one of the ways we are supporting and developing staff and as part of introducing our contextual themes. It is also a key mechanism for sharing good practice within the University and for bringing external contributions into our consideration of L&T practice. The conference now runs over two days and attracts a growing number of staff and external delegates each year. In 2018, the conference was attended by around 350 members of staff. Staff are invited to submit extracts for presentations to the conference and the format for contributions is diverse – including key notes



(often external presenters), workshops and seminars, panel discussions and 'lightning talks' which are popular short talks on L&T practices that have worked for staff and students.

- 3.3.7 The L&T conference is in its twelfth year and continues to grow in terms of the breadth and quality of contributions from across the University and beyond. These contributions reflect the diversity of practice and scholarship that exists across the University, and the way that enhancement is often being led on the ground by individual staff members or small teams who are passionate about L&T. The [conference proceedings](#) (back to 2009) include extracts that the ELIR Panel may find informative.
- 3.3.8 A further indication of our commitment to the identification and sharing of good practice on a more global scale was our [hosting](#) of the first ever [Times Higher Education World Teaching Excellence Summit](#) in Glasgow in the summer of 2018. This engaged the wider L&T leadership team in the University with some of the world's leading thinkers on teaching and the broader teaching environment.
- 3.3.9 University-level activity is complemented by a wide range of local approaches to identifying and sharing good practice. These mechanisms are reflected upon and captured through our PSR process and include, learning and teaching forums, mentoring processes and teaching team development activities. In the School of Law, for example, it was noted by the PSR Panel that 'the identification and dissemination of good practice is encouraged through the School's annual course review. *This process provides a channel for discussion and wider dissemination of teaching practice through the relevant committee chairs and programme directors. Conveners of undergraduate Staff-Student Liaison Committees are requested to prepare a short report about the key learning and teaching issues highlighted in the Committees and are invited to mention any aspects of good practice raised by staff and students. This report is then disseminated to staff and students at the beginning of each semester. The School also publishes a monthly online staff newsletter which updates colleagues on new developments in learning and teaching. Furthermore, in 2017 the School established its first Learning and Teaching Day, which included presentations on the Accessible and Inclusive Learning Policy, blended learning, and the use of technology in legal education. This event provided staff with the opportunity to disseminate good practice and learn about new developments in learning and teaching within the School and across the University.*'
- 3.3.10 In the subject area of Information Systems the PSR Panel '*welcomed the reflective approach to learning and teaching with an emphasis on embedding professionalism. There was also evidence of a strong staff commitment to excellence (e.g. in teaching awards). In particular, members were impressed with the Peer Observation of Teaching scheme, which provided a framework for reflection on learning and teaching provision, while disseminating good practice, both in terms of academic content and teaching practice. The Review Panel commended the subject's use of the Peer Observation of Teaching scheme to facilitate coordinated peer reporting on teaching practice and encourages continued professional development.*'

### 3.4 Engaging, developing and supporting staff

- 3.4.1 Staff development and engagement is one of our contextual themes and is central to our University strategies. In this section we will explore how we have increased our focus on this area during the review period.
- 3.4.2 Our efforts to support staff development and career progression have been expressed in a range of ways including through action in response to the University's staff survey, through the revision of our Learning, Teaching and Scholarship career track, and through the creation of professional recognition and enhanced CPD for staff involved in teaching and in leadership of teaching and learning. We have also emphasised the importance of learning and teaching practice for all staff who have teaching responsibilities and this is now more prominent in our Research and Teaching career track. We will continue to promote the importance of high quality teaching and its value to our students and the University. This forms part of our agenda to support parity of esteem between Learning Teaching and Scholarship (LTS) and Research and Teaching (R&T) career tracks, and between teaching and research more broadly.
- 3.4.3 Engagement and development work with staff takes several forms, from the level of the individual to pan-institutional initiatives and exercises. For example, the Performance and Development Review (P&DR) process that is undertaken by all staff at the University offers us opportunities for both engaging with and developing our staff. At an institutional level we use a whole staff survey to measure employee views on the way that the University is operating and individual experiences of working here. We run conferences and events that support staff to engage with the University generally, such as our new staff welcome events, and on specific issues related to the enhancement of learning and teaching – the prime example being our annual Learning and Teaching Conference.
- 3.4.4 Our biennial staff survey, first launched in 2014, provides a useful starting point in discussing this topic. We ask staff for feedback on a range of questions covering almost every aspect of the institution, their role within it and their experiences of working at the University. At the time of writing the 2018 staff survey has just closed. The results have not yet fully been analysed but particularly positive messages include the following:
- 81% of staff are proud to work for the University;
  - 82% enjoy their work.
- 3.4.5 However, the staff survey also allows us to identify areas where staff feel that further work is needed to ensure we are operating as effectively as we can and the [Engagement Lead Network](#) will work with Human Resources to understand and respond to the issues that arise from the survey. Following the 2018 exercise there will be a greater than ever focus on enabling post-survey action planning and improvement activity. Alongside the engagement lead network, this will be informed by a new range of benchmarking options, including relevant groupings within the HE sector and beyond. New tools will also be deployed in order to dig deeper into our results, equipping senior leaders and local managers with greater insights in support of bespoke and tailored follow up action.

- 3.4.6 University-level responses to previous surveys included a campaign to reduce the number of emails that are sent and an anti-bullying campaign. As discussed in Section 1.1, the University also introduced a Leadership Behavioural Framework that is used to recruit and develop staff, and sets out a clear vision of what effective leadership looks and feels like at the University.
- 3.4.7 In terms of learning and teaching more specifically, during 2017-18, we introduced an all-staff survey for areas undergoing our PSR process. This invited input from all staff within a 'unit' on closed and open questions that focus on teaching, support for teaching, cultural values associated with teaching and other activities. Respondents are able to raise matters for the PSR panel to consider during the review. These anonymised surveys are shared with panel members but remain confidential to the panel and inform their approach to the review. Panel Chairs and Panel members have found the introduction of the survey to be extremely helpful. We discuss PSR further in [section 4](#).
- 3.4.8 The University is increasingly encouraging schools, research institutes & services to develop comprehensive workforce planning strategies and the development of leadership capacity across the institution plays a critical role in being able to achieve our strategic objectives. In the last three years, the University has introduced a number of leadership programmes which use a range of development approaches, including assessment-centre-type activities, to support the participants. The programmes offered include three programmes aimed at strategic, emerging and aspiring leaders respectively and two aimed at specific leadership roles in research and teaching (Programme Leaders Development Programme).
- 3.4.9 The Programme Leaders Development Programme was first launched during 2017-18. Having identified a need to support those staff who lead taught degrees, we developed a focused leadership programme designed to equip those with programme or large course responsibilities with more influencing skills, and with greater awareness of approaches across the University. Participants were drawn from across the University and the success of the programme has resulted in it being funded for a second year and being mainstreamed as part of the suite of programmes described above. Sponsored by the Vice Principal (Academic and Educational Innovation) and the Assistant Vice Principal (Learning and Teaching), the programme is a significant step towards recognising the importance of local leadership of programmes, and supporting staff who are tasked with enhancing the student learning experience in their schools and research institutes.

### **Early Career Development Programme (ECDP)**

- 3.4.10 We continue to provide a comprehensive range of development opportunities and support mechanisms to our early career academic staff. All staff newly appointed to an academic position participate in our Early Career Development Programme (ECDP). It encompasses the full range of performance related criteria linked to the skills, knowledge, attributes and capabilities required by our academic staff regardless of their career track.
- 3.4.11 The main elements of the programme are:
- Research, Knowledge Exchange & Impact;
  - Teaching, Learning & Scholarship; and

- Leadership, Management & Personal Effectiveness.

3.4.12 The focus on these embeds a high performance and continuous professional development (CPD) culture. The ECDP, together with the annual P&DR cycle and associated individual and team objective setting, our leadership and CPD offerings, our annual Academic Promotion process and Professorial Zoning<sup>19</sup> mechanism provide a holistic approach to continuous professional development throughout academic staff careers.

3.4.13 The ECDP programme supports early career academics to gain the requisite skills and expertise to progress as fully functioning independent researchers and teachers focussed upon providing an excellent experience to our students. The ECDP is designed to enable successful programme participants to achieve progression and promotion to senior lecturer in a reasonable timeframe, with the aspiration and ability to reach professorial level. In addition to being aligned with the thematic content described in the relevant career track, the ECDP includes: a comprehensive and strategically informed induction; robust objective setting to deliver effective performance as measured in the annual PDR process and effective mentoring support.

3.4.14 Since ELIR 3 in 2014, there has been a particular focus on ensuring that the role of teaching and scholarship is appropriately reflected in the ECDP generally. It has also been further developed to ensure appropriate provision for staff on the LTS track and offers distinctive support for their career development in keeping with staff on research and teaching contracts. The revision to the Postgraduate Certificate in Academic Practice (PGCAP) (discussed further below) normally undertaken by all staff on the ECDP, has led to new courses designed to support early engagement with scholarship of learning and teaching and thus is contributing substantially to the early development of key skills and dispositions in relation to scholarship.

### **Taught provision for staff in support of L&T**

3.4.15 Completion of the PGCAP is the normal requirement for newly appointed academic staff. The PGCAP was substantially revised for 2018-19 and now offers participants a wider range of elective courses. The core courses (An Introduction to L&T in HE (20 credits); Supervising Students (10 credits); Course Design (10 credits)) are delivered before participants elect to take two 10 credit courses from the following:

- Assessment & Feedback;
- Developing Active Pedagogies;
- Technology Enhanced Learning & Teaching;
- Scholarship I: designing a practice enquiry (core for LTS career track);
- Scholarship II: undertaking a practice enquiry; and
- Impact and Influence in Learning, Teaching & Assessment.

3.4.16 As part of the revision, the PGCAP is now integrated with the MEd Academic Practice (AP). Staff engaged on PGCAP can elect to continue their study and development by simply selecting more

<sup>19</sup> This mechanism places Professorial staff within a series of zones, which in turn determine remuneration. Placement into a particular zone is determined by overall conformance with a set of criteria (between 5 and 8 criteria depending on career track).

elective courses from the suite outlined above alongside three more advanced courses (below) and, potentially, a capstone Master's project (60 credits):

- Contextualising your Educational Enquiry (10 credits)
- Approaches to Educational Enquiry (20 credits)
- Analysing your Enquiry Data (10 credits)

3.4.17 Once a participant completes 120 credits, they are eligible for the award of PGDip AP and, on successful completion of the capstone project, MEd AP. This flexible programme design allows staff to progress to further professional development, allows previous participants to re-engage after a period of time away, and supports scholarship and enquiry into teaching and learning. Although in its first year of implementation, we have already seen re-engagement and good progression from the 'normal' exit point of PGCAP.

### Continuing Professional Development (CPD)

3.4.18 LEADS offer a CPD programme on learning, teaching and related scholarship on an annual basis. In 2017-18, 264 staff took advantage of the programme and overall numbers are growing steadily year on year. In 2018-19 the [CPD programme](#) is based around the following themes:

- Active Learning;
- Scholarship of Teaching & Learning;
- Assessment & Feedback; and
- Developing Your Students

3.4.19 It may be observed that there is close strategic alignment between the objectives of our University and L&T strategies and this programme. The programme is delivered by a mix of staff (from within LEADS and drawn from the wider staff body) and external speakers and facilitators. The CPD programme is linked explicitly to our Recognising Excellence in Teaching Framework (RET).

### Professional recognition

3.4.20 The [Recognising Excellence in Teaching \(RET\) framework](#) is well established (initially accredited by the Higher Education Academy in 2014) and is evidence of the University of Glasgow's commitment to enhancing the learning experiences of our students and recognising and rewarding those who contribute to those experiences.

3.4.21 The framework offers a portable professional recognition and leads to fellowships from Associate RET Fellow to Principal RET Fellow. RET enables those who teach and support learning to identify and engage in CPD relevant to them and to be recognised for their skill and expertise in learning and teaching in Higher Education. While the University discontinued its membership of the (then) HEA in 2017, RET continues to be aligned with the UK Professional Standards Framework for teaching and supporting learning (UKPSF, 2011). This national framework outlines the activities, knowledge and values that are expected of those that support learning in higher education, and it is

owned by the UK Higher Education sector. Staff can apply for fellowship within the RET framework in four different categories:

- Associate Fellow: The Associate Fellowship category is aimed primarily at those who teach university students, but whose teaching role might be limited. E.g. GTAs, library & careers staff and others in learning support roles;
- Fellow: The Fellowship category is aimed primarily at academic staff during the early stages of their careers or those in a substantive learning support role. Completion of the PGCAP confers Fellowship status but RET also offers the opportunity for the recognition of prior experiential learning as well as other taught provision as evidence of meeting the requirements of Fellowship;
- Senior Fellow: The Senior Fellowship category is aimed at experienced staff able to provide evidence of a sustained record of effectiveness in relation to teaching and supporting learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning support;
- Principal Fellow: The category of Principal Fellowship is aimed at highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and supporting learning, as part of a wider commitment to academic practice. This is likely to be across their institution and/or wider (inter)national settings.

3.4.22 In 2017-18, 17 Associate Fellowships, two Fellowships, and three Senior Fellowships were awarded. Overall, the university had the following RET fellowship holders as of June 2018: 158 Associate Fellows; 728 Fellows; 86 Senior Fellows; 10 Principal Fellows

3.4.23 Since its inception in 2014, RET has seen growth particularly in applications for Associate Fellowship, as GTAs and some support staff have started to see the value of professional recognition of their skills and experience in learning and teaching. This was one of the factors that prompted the ADD team to develop a taught route to Associate Fellowship in 2017-18 (see [Developing as a Teacher in HE](#) for further information).

3.4.24 A programme of workshops for RET applicants were implemented in 2016, which have proved to have a positive impact on applications, and assessors have commented that in many cases, successful applications have come from those who have engaged fully in the support that is available, including the workshops and peer support. To increase the benefit of peer support, mentored peer groups were implemented in 2017-18, which also made use of existing senior fellows as mentors. The pilot showed the mentored groups to be beneficial, and we will build on this concept of support as we go forward.

### Teaching award schemes

3.4.25 As in ELIR 3, the University continues to support two types of teaching related awards. The first is the annual [Student Teaching Awards](#), which are financially supported by the University but entirely run by the SRC. The number of nominations has continued to grow and, last year, 1800 nominations were received for the fourteen award categories. The second is the University Teaching Excellence

Awards which now also have associated college-level awards. Award winners receive their awards, which include a financial element, at the relevant graduation ceremony and they are also invited to an informal celebration at the Principal's Lodgings. Details of University-level award winners can be found [here](#).

### **Development of Career tracks**

- 3.4.26 At the beginning of the review period, promotions committees and individual staff members had begun to highlight some significant issues with the LTS track. Although we have had this track since 2014, it was becoming recognised, and evidenced by promotions data, that progression through the track was not as we wished, particularly at higher levels. It was also clear that we had to develop better career development guidance and support for staff on this track.
- 3.4.27 For these reasons, a two-year piece of work was undertaken to revise entirely the career track and the associated promotions criteria. Before undertaking any revisions, we took the time to understand why the track was not working. Then we began to reshape not only the promotions criteria but the expectations of the roles within the track to get better alignment between institutional requirements, career aspirations and promotions structures. It should be noted here that, in parallel with this work, we took the opportunity to strengthen the L&T component of the R&T track in alignment with the thinking that underpinned the LTS track revision. The work was undertaken by the Recognising Teaching Excellence Working Group (RTEWG) and, while drawing heavily on our own experience, was influenced by practices and approaches elsewhere and by research undertaken within the Universitas 21 network of research-intensive universities. The outcomes of the work are revised role descriptors and completely new [promotions criteria](#) supported by [written](#) and [video](#) guidance for applicants and reviewers, [online resources](#) to support applications and support sessions for staff both within the colleges and through LEADS (and now formalised as part of the CPD programme offered by LEADS).
- 3.4.28 Early indications suggest that, already, we are seeing more people at higher levels progress since the criteria were amended and applied for the first time in 2017. The number and gender balance of promotions over time are shown below where it may be observed that the number of successful applications increased in both 2017 and 2018. This was particularly true at higher levels.

<b>Progression/promotion on LTS (L&amp;T) Career Track 2013-2018</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>2013</b>	3	7	10
<b>2014</b>	6	10	16
<b>2015</b>	4	5	9
<b>2016</b>	1	8	9
<b>2017</b>	6	11	17
<b>2018</b>	15	15	30

3.4.29 It should be noted that, although there have been generally more successful female applications, the success rate is broadly the same for males and females. Alignment with the UK Professional Standards Framework (UKPSF) and the introduction of an Account of Professional Practice (APP) as part of the application for promotion, has further enhanced the professionalisation of this track, and its distinctiveness. In addition, the job titles within the track, which were originally different from those in the Research and Teaching track, were changed to be the same as the R&T track. This was very popular with staff across the University and the changes have all helped to improve parity of esteem.

3.4.30 Whilst there has been a positive response to this work and University-wide engagement with the introduction of these changes, there remains further work to be done and this is an ongoing focus. Mentoring arrangements are challenging while we still have relatively few staff on this track. The same is true for P&DR review. It is also the case that study leave opportunities are not made available consistently and teaching loads are often seen as onerous. We see the commitment to staff on this track as a priority, and although the RTEWG is likely to conclude its work within the next year, the remaining areas of focus are sufficiently embedded within the core discussions, agendas and strategies of the contributing stakeholders (HR, LEADS and Deans of L&T) that the work will continue.

### **Learning and Teaching Development Fund (LTDF)**

3.4.31 So far, we have described a range of mechanisms for engaging, developing and supporting staff in their career and their practice. The Learning and Teaching Development Fund (LTDF), established more than 20 years ago, adds a further dimension by providing the financial support for staff to make developments in the practice of learning and teaching that will make significant contributions to the enhancement of learning and teaching across the University.

3.4.32 Bids are invited for Small (up to £3K) and Large (£3-20K) projects and are assessed by the University L&T Committee. All University staff are eligible to bid for funds and LTDF funding may be



used to match other funding. We ask applicants to the LTDF to articulate in their bids how the proposed project links to the L&T Strategy and associated priorities. Bids must also demonstrate:

- Exploration of innovative approaches with potential for direct benefit to the learning experience of the University of Glasgow's UG and/or PGT students;
- Demonstration of measurable outcomes, i.e. it must be possible for others to see what was achieved and how approaches might be implemented elsewhere in the University;
- Potential for integrating the project outcomes into existing learning and teaching practice;
- Sustainability beyond the funding period;
- Transferability of approach; i.e. potential for impact beyond a single subject or individual aspect of a service;
- Awareness of relevant scholarship of learning and teaching and/or, where appropriate, previous LTDF projects;
- Value for money. Applicants should justify all costs in light of the criteria above.

3.4.33 In making awards from the LTDF, the University is explicit that risk of failure is not something that should count against a proposal. Instead, we recognise that risk is a necessary condition of innovation. The LTDF is, therefore, one mechanism by which we encourage our colleagues to seek out new approaches to learning and teaching or explore ways to further enhance existing practice through innovation. Small bids to the LTDF have more latitude in terms of the scope of the projects proposed and can also be focused on discrete costs associated with wider pieces of work. For example, leveraging external funding, funding participation in a national project, purchasing teaching equipment for an innovative project (subject to transferability of approach), funding external speakers or embedding practice developed under previous LTDF funded projects.

3.4.34 Our experience over many years has demonstrated that the LTDF is a powerful and cost-effective way of empowering staff to innovate and develop their own practice in L&T. It also provides the opportunity to share practice and outcomes across the University and, as evidenced in the report '[Strategic Learning and Teaching Enhancement Through Funded Teaching Interventions](#)' for the former Higher Education Academy, brings benefit to the University. A list of funded projects since ELIR 3 is included at [Appendix 6](#). A key point to note is that a number of these bids have led to substantial and ongoing investments over time. The previous ELIR highlighted as a case study, the Writing Centre and how a small LTDF bid to develop writing support in Arts had grown to become a Writing Centre for the University and now, can be seen to have led to the University-wide provision of the Academic Writing Skills Diagnostic. Elsewhere, in Social Sciences, LTDF funded work in partnership with our pathway provider, GIC resulted in the development of a transitions programme for all GIC students and the appointment of a member of staff to support that student cohort. Not all projects result in investment of this level, but the emphasis within the scheme on transferability, is allowing practices to extend beyond the scope of the initial funded project.

3.4.35 In 2.6.16 we indicated that the creation of new teaching spaces, reflects a commitment to more active learning approaches, and that this was indicative of an evolution in our institutional teaching practices. To support that evolution, and in addition to embedding active learning into our CPD provision and our ECDP provision as outlined above, we have adopted a range of additional strategies. These include, the creation of online resources [demonstrating how active learning is](#)

[beneficial for students](#), the development of Moodle MALT (supporting Active Learning) and the creation of room guides that show how the different spaces can be used, the possible layouts, the technology available, and some activities that can be undertaken to make use of the active learning potential of the space. We have a proposal in its final stages that will lead to the development of a range of staff and student created resources to support those teaching in the spaces and the students learning in active learning environments. We are also considering creating a staff secondment or 'buddying' scheme to create local champions who will support changes in practice and associated curriculum change in their disciplinary areas.

- 3.4.36 Our approach has been heavily influenced by learning from institutions globally, in particular, McGill and San Diego State University in terms of supporting staff development. To that end, we invited leaders of change from both institutions to the University of Glasgow: Adam Finkelstein from McGill was a [keynote at the Annual Learning and Teaching Conference](#), and James and Rebecca Frazee from San Diego State University were invited to give a full day workshop with staff from across academic and service areas. We have recently engaged with an external partner, [Steelcase](#) and their Education Division which has an educational research team focusing on active learning. In the coming months, our engagement with them and their global network of University partners, will increase and form a key part of this ongoing change programme.
- 3.4.37 We have also worked with other UK Universities to contribute to a [teaching spaces toolkit](#) and have collaborated with a range of providers to ensure that we are taking account of future evolutions in technology by hosting IT futures sessions with Microsoft, Cisco Systems and others who are investing in teaching and learning technologies. These initiatives and others like them (including new [Virtual Reality projects](#)) are part of a wider, and concerted agenda for change that is underpinned by a range of staff and student awareness raising and development opportunities.

### **3.5 Effectiveness of approaches to implementing institutional strategies and enhancing learning and teaching.**

- 3.5.1 In this concluding subsection we will evaluate the effectiveness of our approaches to implementing our strategic objectives for L&T. In summary, we believe these to be effective. Over the review period, the University has demonstrated a continued and in many cases enhanced commitment to the enhancement of L&T. Whilst it is hard to measure the impact of this on L&T practice directly, there are a number of measures that are informative. For example, measurable inputs to the enhancement of L&T practice include: our financial investments in L&T infrastructure and spaces; enhanced investment in L&T leadership at the University- and programme-level; and a substantial investment of time and resource in our portfolio of programmes, courses, support and materials for enhancing L&T. Outputs include: improved L&T environment and infrastructure; increased engagement with staff development opportunities; and improved progression for staff on the LTS career track. There are also a number of other observations that can be made that support a positive qualitative assessment of our institutional approach. We will try to highlight these in the paragraphs below. In summary, they relate to levels of commitment to, and integration and

alignment between, the various approaches we have adopted in implementing our strategic objectives around L&T.

- 3.5.2 The University has an established record of delivering high quality learning and teaching. This is evidenced through positive student feedback and in national survey data (as outlined in [subsection 1.1 \(iii\)](#)). Priorities for the development of L&T are, however, remain responsive to and closely aligned to feedback and data relating to the student learning experience – for example, assessment and feedback. This demonstrates an integrated approach, responding to identified challenges by implementing enhancement activities and interventions when evidence suggests they are required. Our responses are evidenced by the increased prominence of A&F in taught provision as part of the PGCAP, the inclusion of A&F as a key theme in our CPD programme, the creation of an A&F working group (and the outputs of that group) and the prioritisation of A&F within the WCG transformation programme.
- 3.5.3 There are appropriate structures for overseeing, discussing, developing and implementing policy at institutional, college and school-level. These reflect the overall structures and needs of each part of the University, but there is a level of consistency to ensure clear communication across internal structures and between committees for each college, for example, having a clear and consistent remit for L&T committees. Institutional priorities for enhancement are well represented in college L&T plans, which demonstrates that structures for cascading priorities and ensuring integration across the University are operating effectively. In turn, through the University L&T Committee, oversight and development of institutional policies and objectives for L&T incorporates college priorities and insights.
- 3.5.4 Leadership in L&T, particularly through the Deans of L&T, continues to support the development of an integrated approach to enhancement whilst allowing disciplinary practices in L&T to flourish. The creation of these roles was seen as a positive development at the time of ELIR 3. The Deans of L&T continue to provide an important link between each level of the University's structure and contribute to integration of practices, processes and systems. These roles also contribute considerably to our capacity to take forward targeted enhancement projects in L&T, for example through the continued use of working groups which include the Deans in their membership. The creation of two Assistant Vice Principal roles has further enhanced the coherence of leadership structures and has added leadership capacity at an institutional level, with the role holders convening major committees or working groups, including the University L&T Committee. The continued and close involvement of the Vice Principal (Academic and Educational Innovation) in all aspects of L&T policy and practice ensures strong representation in University decision making, through both the Senior Management Group and EdPSC. All of the above has ensured a tight-knit leadership group in the L&T space, bringing together experience and expertise from each college with a strong institutional vision for L&T.
- 3.5.5 The University has extensive, well-conceived and high quality support available for the development of L&T practice. Structured programmes (RET and ECDP), taught provision (e.g. PGCAP, MEd), CPD opportunities and guidance materials all play an important role. Support for leadership at a programme level has been enhanced though the introduction of the Programme Leaders Development Programme. The growth and enhancement of all types of provision over the review

period demonstrates strong commitment from the University and from those staff developing, delivering and managing this portfolio. Support is closely aligned with our strategic ambitions for L&T and therefore contributes to the achievement of our institutional objectives. Increased uptake of the opportunities provided demonstrates staff commitment to L&T but also that the provision offered is perceived as relevant and high-quality.

- 3.5.6 The development of good practice resources is aligned with established processes for quality enhancement, such as Periodic Subject Review and Annual Monitoring – this allows good practice to be identified and considered for dissemination in a systematic manner. Our Learning and Teaching Conference is representative of a vibrant community of practice in L&T and scholarship.
- 3.5.7 All of the development opportunities outlined above are now well aligned with each academic career track. The wholesale review of the LTS track and an increased prominence of the role of L&T in the R&T track have helped to support progression and appropriately incentivise the development of L&T practices. This is in part evidenced by the data on staff progression within the LTS track. This also demonstrates a joined up approach to supporting, recognising and rewarding good L&T practice.
- 3.5.8 Support for the enhancement of L&T practice is bolstered through strategic investments to support innovation (LTDF), the creation of new and diversified L&T spaces (McCune Smith Learning Hub and wider campus development) and the continued enhancement of existing L&T spaces (Refurbishment Working Group) as described in [section 2.6](#). Alongside our work to develop and support staff L&T practice, this demonstrates our institutional appreciation of the connections between teaching practice, student learning, learning environments and infrastructure. Our investments are cognisant of these connections. This is evidenced in our approaches to planning and implementing enhancements in this area – through consultation, student and staff engagement and the integration of pedagogical considerations into the relevant planning processes.

Section Four:

*Academic Standards and Quality Processes.*

## 4 Academic standards and quality processes

### 4.1 Key features of the institution's approach to managing quality and setting, maintaining, reviewing and assessing academic standards

#### *i. Introduction*

- 4.1.1 The University Senate is responsible for teaching, including the management of quality and academic standards. Senate is advised by and delegates detailed consideration of many matters to central committees for: Education Policy & Strategy (EdPSC); Research, Planning and Strategy (RPSC); Academic Standards (ASC); Learning & Teaching (L&TC); and Graduate Studies (GSBs). Colleges, research institutes and schools have a key role in managing and enhancing quality and standards and each have their own structures and operate both their own and University processes for this purpose.
- 4.1.2 University -wide processes ensure that an overview (and oversight) of quality and standards is maintained. In summary, the University has a clear structure and processes for the management of quality and maintenance of academic standards. These are characterised by decision-making at the appropriate levels of our institutional structure and by institutional processes to inform and govern decision-making and to draw together information and develop institutional policies and strategies.
- 4.1.3 Our Senate Office oversees the University's compliance with national and international quality assurance and enhancement requirements and has responsibility for: academic governance and its coordination; developing and implementing a range of (mainly, but not exclusively) academic policies and processes; supporting Senate and University committees; and the areas of student conduct and academic appeals – which also relate to maintaining standards.
- 4.1.4 The key features of our approach to quality and standards are set down in our Academic Quality Framework (AQF). The AQF describes the regular, annual, periodic and external processes in place across the institution and how these relate to and interact with one another. The AQF also aligns our internal processes to the Scottish Quality Enhancement Framework (QEF).
- 4.1.5 In the following subsection we provide a summary of the key features of the AQF.

#### *ii. Summary of the AQF at the University of Glasgow*

##### **Course and programme design and approval**

- 4.1.6 All courses and programmes are subject to an approval process and there are clear standards and expectations for this. Responsibility for approval is devolved to different levels of our institutional structure (depending on the provision being considered) but our approach is unified through the use of consistent documentation, consultation and evidence to support decision making. Approval processes are supported by a centralised system, our Programme Information Process (PIP). This is accompanied by centralised policy and guidance on the requirements of the process. All approvals

for new courses or programmes are processed through PIP and, in turn, this feeds information to our student records system and course and programme databases.

- 4.1.7 Approval of new courses and changes to existing courses is devolved to school L&T committees. Summaries of course approval activities are submitted from school L&T committees to college boards of study and onwards to ASC. Programme approval takes place through college boards of study reporting onwards to Senate, through ASC.

### **Student Feedback**

- 4.1.8 Student Feedback is welcome whether through informal or formal routes. Formal routes for student feedback come through course evaluation, staff-student liaison committees and student surveys.
- 4.1.9 Our Course Evaluation policy requires that all courses must be evaluated by participating students using five core questions. The minimum requirement of five questions was agreed upon to minimise the potential for survey fatigue on the part of students. Sets of optional additional questions are provided for programme leaders, or leaders of other units, eg, schools, who wish to explore specific topics.
- 4.1.10 The use of data from course evaluation is tightly controlled under the policy. We believe that programme leaders have the authority and are best placed to identify enhancements to their provision in response to the feedback from students, therefore, detailed questionnaire results are provided to the staff member and their programme leader and/or line manager only.
- 4.1.11 One of the most important features of our course evaluation policy is the requirement for staff to complete a summary and response document (SARD). This closes the feedback loop and demonstrates the importance that we place on student views. The SARD also links course evaluation to other quality management and enhancement processes – SSLCs receive and review SARDs; student representatives help to ensure they are produced and are satisfactory; they are a source of evidence for the reflection phase of Annual Monitoring; and they are formally monitored through Periodic Subject Review.

### **Student Representation**

- 4.1.12 Student involvement in quality processes and in developments in learning and teaching continues to be a key feature of the University's operations. We continue to work in close partnership with the SRC on student representation as a means of maximising student involvement. Our quality processes are inclusive of students at all levels and we believe that student representation is thoroughly embedded in our culture. As noted in [section 2.2](#), we have student representative members on all relevant committees, from Court and Senate through to school/subject-level committees and working groups.
- 4.1.13 The SRC co-ordinate the election of University, college, institute and school representatives and at class, or other appropriate level, elections are facilitated by staff. All student representatives are expected to undergo training. This is organised by the SRC in order to maintain the autonomy of the

representative system. We and the SRC are in full agreement that the training of student representatives is the key to a useful and effective partnership. As well as training on the main campus, the SRC also provide class representative training for students at the Dumfries campus, and at Singapore Institute of Technology, the Joint Graduate School in Nankai, and UESTC in Chengdu, China (via video link). A new online version of the training for online/distance learners has also been developed and brings a welcome flexibility for the SRC.

- 4.1.14 In addition to the SRC office bearers noted in section 1, the SRC is also constituted of ca. 1200 class and PGR representatives. Once elected, student representatives are registered on MyClassReps.
- 4.1.15 Each student can access an individualised view that shows who their class reps are and how to contact them directly. MyClassReps is also the means of recording completion of student representative Training, fulfilling the role satisfactorily and verifying an entry on each representative's Higher Education Achievement Record (HEAR). There is also functionality within MyClassReps for online discussion and sharing announcements, SSLC minutes, etc. This is promoted in student representative training, but, as noted in [section 1.4](#), receives minimal use. In the current online environment there are many ways for groups to communicate and we have agreed with SRC that we will continue to offer this facility.

Further information on student representation and its operation is described in the [Code of Practice on Student Representation](#).

### **Student-Staff Liaison Committees**

- 4.1.16 Student-staff liaison committees (SSLCs) are a key component of our quality framework as they provide a regular, formal route for student representatives to feedback directly to staff on the operation of courses or programmes they are taking. The discussions from SSLCs and the operation of SSLCs are reflected upon as part of Annual Monitoring and Periodic Subject Review.
- 4.1.17 As noted in [section 2.2](#), each school or research institute is required to maintain at least one SSLC and holds at least one meeting of the SSLC per semester. The structure within that minimum can be determined at local level. All student representatives within the relevant group are members of the SSLC and each committee should have a majority of student members.
- 4.1.18 As with course evaluation, closing the feedback loop is an important aspect of responding to feedback received through SSLCs and is essential for demonstrating that we take the process seriously, both as an institution and as individuals. As a requirement, SSLCs receive timely update reports on actions taken (and on the reasons where it has not been possible to progress an issue). There is a subsequent responsibility on the part of the student representatives to communicate information from SSLC discussions back to the wider student body.
- 4.1.19 On occasions where satisfactory responses cannot or have not been made, issues can be referred onwards to the school/RI and/or college L&T committee or Graduate Studies committee. If no progress is made, unresolved issues which require the attention of the college or the wider University are highlighted in the Annual Monitoring process. Student representatives can access additional support from the appropriate SRC College Convenor or SRC Postgraduate Convenor if



they feel that an issue is not being dealt with appropriately or quickly enough. The operation of SSLCs is monitored through Periodic Subject Review with only minor issues being identified in recent years. We provide guidance for staff and students on the operation of SSLCs as part of the [\*Code of Practice on Student Representation\*](#).

## Annual Monitoring

- 4.1.20 The Academic Quality Framework outlines our approach to annual monitoring and sets it within the context of the University's approach to quality enhancement. The process is detailed in the [\*Guidance on Annual Monitoring\*](#). We are satisfied that Annual Monitoring fulfils the requirements of the QAA Quality Code and adequately performs the functions of monitoring and enhancing quality, gathering data on strategic priorities, and highlighting issues for consideration at appropriate levels. However, there is scope for improving the process. Annual Monitoring brings together reflection on external examiners' views, course evaluation and other student feedback, and on student performance. The annual monitoring outputs are monitored through SSLCs, Periodic Subject Review and by ASC.
- 4.1.21 We believe that enhancement of courses is best achieved at course-level by programme and course leaders. These members of staff have the subject knowledge and expertise to implement enhancements in the best interests of their students. Accordingly, annual monitoring is the most devolved of our processes.
- 4.1.22 Course or Programme leaders conduct a review of the relevant 'Unit of Learning' following the completion of teaching and assessment. The concept of a 'Unit of Learning' was introduced to allow provision to be reviewed by cognate groups of courses, year group or by programme - whichever is most appropriate and suited to the provision. The outcomes of this review are reported to the school Quality Officer at an Annual Monitoring Meeting or in an Annual Monitoring Report (AMR). The school Quality Officer prepares a School Annual Monitoring Summary (SAMS). In turn, the college Quality Officer reviews the SAMS and prepares a College Annual Monitoring Summary (CAMS). The reports at each stage are reviewed by the relevant committee, culminating in ASC and EdPSC, and are important for documenting that quality and standards are being assured and enhanced and that good practice is promoted. The reporting procedure is designed to ensure that issues arising from monitoring are properly considered, reflected on and acted upon at each stage. Responses are also expected at each stage to close the feedback loop. Reporting back on actions and outcomes to staff and students is a crucial element of Annual Monitoring, mirroring other processes. We are aware, anecdotally, that reporting and feedback are not wholly effective and our Enhancement Theme Project (see also [\*section 3.2\*](#)) will be investigating further with a view to identifying a sustainable solution.

## External Examining

- 4.1.23 We regard external examiners as key members of the board of examiners, who provide a critical element of objectivity and externality in helping us to maintain academic standards at the

appropriate level and ensuring that student performance is properly and fairly judged. As such, the role plays a vital part in quality assurance and contributes greatly to quality enhancement.

- 4.1.24 We have well-established mechanisms for managing the external examining process which meet the expectations of Chapter B7 of the Quality Code. As well as their direct influence on the enhancement of provision through their role in moderating the examination process, external examiners are also consulted on, and influence decisions on, course or programme structure and content. As such, their input is linked to, and considered in, Annual Monitoring, Periodic Subject Review and course and programme approval.
- 4.1.25 ASC monitors any University-wide concerns raised by external examiners, which allows Senate and the University to identify and respond to trends and to have confidence in the effectiveness of the external examining process and our response to the issues which external examiners raise.

### **Periodic Subject Review and Graduate School Review**

- 4.1.26 The University fulfils the SFC requirements for institution-led Subject Review through its Periodic Subject Review (for UG and PGT) and Graduate School Review (for PGR) processes. These processes meet the Expectation in the QAA Quality Code for Higher Education Chapter B8. [Detailed guidance](#) on the processes is provided for the school, subject [or graduate school](#) being reviewed and for the panel members undertaking the review.

#### ***The processes for Periodic Subject Review***

- 4.1.27 The Periodic Subject Review process is well-established and is working effectively. Despite the significant workload for schools/subjects, there is general consensus in evaluations that PSR is effective and productive, encouraging stock-taking, reflection and refocusing on strategic direction.
- 4.1.28 In line with Scottish Funding Council and QAA expectations, the University maintains a six-year review cycle for its taught provision. This requires 6-9 reviews per year. Periodic Subject Reviews are undertaken by a Review Panel convened by a Vice-Principal<sup>20</sup> or the Assistant Vice Principal (Learning and teaching) or the Convener of ASC. We regard the seniority of PSR Conveners as an indication of the importance placed on institution-led review by the University. Panels also comprise at least one external review team member who provides a valuable outside sector perspective; a trained SRC-representative (paid a fee equal to the external review team member) to ensure the focus on the student experience is maintained; a representative of the Learning Enhancement and Academic Development Service (LEADS), to provide the educational development perspective; a Senate Assessor on Court to provide a link between the governing body and quality enhancement; a 'cognate' academic reviewer from another school; and a coordinating member from the Senate Office. This Panel structure has been in place for many years – established in the first institution-led review cycle – and is the foundation of the University approach to periodic review.
- 4.1.29 Each Review Panel makes a series of recommendations and commendations arising from its consideration of a Self-Evaluation Report prepared by the school or subject area, a range of

<sup>20</sup> i.e. Senior Vice Principal, VP (Academic & Educational Innovation), VP (Research), Clerk of Senate

supporting documentation and data, and discussions with groups of staff and students. The Panel's report, recommendations and commendations are submitted to ASC, which scrutinises them and monitors responses until issues are resolved. ASC also takes an overview of the themes arising from each year's reviews and recommends University-level action where necessary.

- 4.1.30 Another key element of PSR is the training and support provided to Review Panels, particularly to student members, and schools/subjects. We have seen the benefit of systematically increasing and improving training and support over the past three cycles of review and will maintain this approach as we refresh the process for the fourth cycle. Together with the SRC it was recently agreed that it would be helpful if student Panel members received an evaluation of their contributions to the PSR process. To date, there has been a 100% positive evaluation of their input, recognising the value that they bring and the effectiveness of the training they are offered.

### ***The processes for Graduate School Review***

- 4.1.31 Graduate School Reviews were introduced in 2008-9 and take a similar approach to Periodic Subject Reviews. As in PSR, each Graduate School Review Panel is convened by a Vice-Principal, normally the Vice-Principal (Research), and includes at least one external member and a postgraduate student.
- 4.1.32 There have been two reviews in the current cycle<sup>21</sup> of Graduate School Review, Science & Engineering in 2017 and Social Sciences in 2018. Both reviews reported common themes relating to communications. Similar discussions were noted in ELIR 3 and clearly continue to be raised despite best efforts. The ongoing challenge is attributed to the complex landscape of schools and research institutes; however, the value of working to improve communications with both staff and students has potential to yield benefits in many forms, such as encouraging timely thesis submission. It will therefore continue to receive attention as an area for improvement. Opportunities for supervisor development have also been raised via Graduate School Reviews and work is now underway to provide improved support in this area.
- 4.1.33 We are beginning a thorough review of the Graduate School Review methodology. A new process will involve substantially increased use of data and will possibly operate on a different frequency. The review will link to and be influenced by the current review of governance arrangements for PGR and PGT student experience (see also sections [1.4](#) and [2.5](#))

### **University Service Review**

- 4.1.34 University Services have been subject to periodic review since 2006, operating on a six-year cycle. The [University Services Review](#) Programme (formerly known as the Administrative Review Programme) follows similar principles to both Periodic Subject and Graduate School Reviews: a member of the Senior Management Group convenes the review; two external experts are appointed to the review team; and a student representative is included on the review team for any student-

<sup>21</sup> The University has four Graduate Schools, one in each College. Graduate School Review operates a five-year cycle with one review per year followed by a year of reflection.

facing services (e.g. Careers Service, Library). This meets the QAA Quality Code expectation in Chapter B8.

- 4.1.35 The process seeks to develop greater engagement with service users and staff throughout the service to ensure that the services were delivering the standard of service expected and that the staff within the service have the support required to fulfil their roles. The most recent review using this method was of the Research Strategy and International Office (RSIO) during Session 2015-16.
- 4.1.36 University Services Review has been suspended while we have been engaged in a fundamental review of the organisation of University Services. As noted in [section 1.1 \(iv\)](#), University Services has now been restructured into eight large executive directorates, all of which have a significant focus on the student experience and the delivery of frontline services.
- 4.1.37 The method(s) by which we will undertake ongoing review of student support services and the effectiveness of the Student and Academic Services Directorate as a whole are yet to be determined, but will be the responsibility of the Student Experience Committee (SEC). The SEC is developing an action plan along thematic lines, potentially providing the opportunity for a thematically-based approach to service reviews.

### **Accreditation by Professional, Statutory and Regulatory Bodies**

- 4.1.38 Recognition of our degrees by professional, statutory and regulatory bodies (PSRBs) is a key indicator of the quality of provision and contributes to quality enhancement and to the extension of global reach. The extent of accreditation – circa 270 programmes are recognised - is testament to the outstanding skill and quality of academic staff in schools and research institutes. Recognition or accreditation by PSRBs is also of importance to our students and prospective students. The organisation of PSRB reviews is co-ordinated and managed between the relevant PSRB and the school or subject on an individual basis.
- 4.1.39 Professional, statutory and regulatory body accreditation reviews are thorough and far-reaching and can require schools to review course and programme learning outcomes, provide different or increased learning support and methods of teaching and assessment.
- 4.1.40 In 2018, we conducted a joint review of the School of Law, combining the accreditation review of Diploma programmes by the Law Society of Scotland and the internal Periodic Subject Review. Both the QAA and Law Society for Scotland encourage this practice for efficiency. Due to the partly different objectives and focus of the two processes, our standing preference has been to use PSR as a helpful precursor to a reaccreditation exercise. In this instance, we attempted to set out the parameters at the outset and to identify where we would need supplementary activity to cover both sets of requirements. There was some confusion and loss of clarity on this over time, partly due to staff handovers on both sides, and the process became difficult to manage. While the outcome was successful, given the high stakes involved in accreditation, we will work with the Law Society to agree future accreditation activity, but in general plan to maintain our normal approach and keep the processes separate in future.

## Regulations

- 4.1.41 The University has a comprehensive set of regulations, published annually in the [University Calendar](#) (also available in a [web-based format](#)) which provides a clear set of codes and procedures for staff and students. The University Calendar seeks to put into regulation the University's values of integrity, credibility, openness and success. The Calendar is overseen by the Senate Office in conjunction with ASC and others.
- 4.1.42 Generic Undergraduate and Taught Postgraduate Regulations are firmly established and accepted as standard and operate alongside supplementary regulations for awards or groups of awards which cannot conform fully to the generic regulation. The Generic Undergraduate Regulations require: all programmes to be credit-rated<sup>22</sup>; courses to comply with a strict set of credit-ratings; and all courses to be assessed within the year of study (not deferred, e.g. until the end of a two-year honours programme).
- 4.1.43 Generic Doctoral Regulations are also well-established and are reviewed periodically for appropriateness and effectiveness, particularly in response to concerns raised through academic appeals. The regulations are supplemented by a Postgraduate Research Code of Practice which sets out, in more accessible language, guidelines to students and staff about the most effective practice for each stage in a postgraduate research student's life as well as clearly setting out the roles and responsibilities of the University and the student.
- 4.1.44 In 2016, a schedule for the periodic review of existing academic regulations was introduced to assist with the management of regulations. There had been significant workload generated by ad-hoc requests for amendments to some regulations while others had not been reviewed. The normal period for review of regulations will be five years after introduction or last review, with early reflection after one year to assess whether the implementation of the regulation has led to any unforeseen consequences. Despite best intentions, this has not been as helpful as we had hoped. The first planned review initiated was of PGT regulations. It has taken much longer than originally envisaged to complete due to extended discussion of threshold grades and requirements for progress to dissertation. The next regulation to be reviewed is still to be determined by Academic Regulations Sub-Committee (a sub-committee of ASC). The Senate Office also monitors the queries it receives regarding the operation of our regulations to identify whether modifications merit consideration.

## Management of Assessment

### *Code of Assessment*

- 4.1.45 The management of assessment is a local responsibility with academics having control over the approach to assessment within their courses and programmes. However, the [Code of Assessment](#) sets out both principles and specific regulations to standardise the approach to and management of assessment at undergraduate and postgraduate taught levels. In order to ensure equity of treatment for students across the University and to give academics confidence in their deployment of fair and

<sup>22</sup> With the exception of: MBChB, BDS and BVMS

just assessment practices, the Code establishes common terminology and definitions for grading schemes and provisions for reassessment and includes a section specifying the approach to assuring standards.

- 4.1.46 The Code of Assessment is complemented by a range of supporting documentation and guidance. In the interests of transparency and accessibility of information for the various stakeholders, the Senate Office annually produces a Guide to the Code of Assessment, a 'Just the Basics' guide for staff and guidelines for students called '[Understanding the Marking Scheme](#)'. All assessment related policies and guidance are gathered and presented as a single, central [web page](#).

### **Assessment Policy**

- 4.1.47 The [Assessment Policy](#) was developed to 'reflect a commitment to placing student learning at the centre of assessment design'. The Assessment Policy articulates the purpose and approach to assessment. It sets out principles to support academics in developing their pedagogical practices and describes assessment as a method to support students' progress and development.
- 4.1.48 We have set out both the challenges we face and the progress we have made in improving student satisfaction with A&F in earlier sections of the RA, including the work of the Assessment and Feedback Working Group. We also outlined in [section 3.1 \(vi\)](#) that one stream of the WCG A&F project will consider A&F practice – this will include consideration of policies. Therefore, proposals for change in this area are likely to be developed.

## **4.2 Use of external reference points in quality processes**

- 4.2.1 The University makes full use of formalised external reference points, such as QAA Subject Benchmark Statements, qualifications frameworks and, of course, the QAA Quality Code. We also bring external expertise and experience to bear on our provision and within our quality processes, through the use of external examiners and through the involvement of external subject experts. As we will explain below, the use of both forms of externality is well established and embedded in our processes.
- 4.2.2 The University is also engaged in a range of cross-sector activities which inform our practices, including membership of the QAA Scotland ELIR Steering Group, Universities Scotland Learning and Teaching Committee, Scottish Universities Quality Working Group, Russell Group Special Interest Group for quality assurance and enhancement, convenership of the Scottish universities' Teaching Quality Forum and, until recently, the Chair of the UK Quality Strategy Network. More broadly, the University is outward looking and seeks to inform its practice with reference to other institutions in the UK and internationally, through engagements in strategic networks such as Universitas 21.

## ***i. Quality Code***

- 4.2.3 The Academic Quality Framework describes the principles and practices of quality enhancement and assurance at the University and these can be mapped closely to the QAA Quality Code expectations and indicators. The Advance Information Set establishes clearly that the University reviews the requirements set out by the QAA and articulates policy and practice in support of these. The University's reflection on the Quality Code is demonstrated in the Advance Information Set.
- 4.2.4 Our comments here relate to the Quality Code prior to August 2018. We have responded to consultations prior to the publication of the new revised Code, including the Advice and Guidance sections. We are disappointed by the relative side-lining of two crucial features: enhancement and student agency. However, when the advice and guidance sections are published shortly, we will review for any new ideas that might positively influence our existing practice.

## ***ii. Use and role of External Examiners***

- 4.2.5 The approach to external examining is summarised in the Academic Quality Framework and described above from paragraph 4.1.6. Beyond their direct input at boards of examiners and through their reports, we involve external examiners to provide their views on two aspects of quality assurance and enhancement: as external feedback in course and programme design; and in annual monitoring. External examiners in both contexts provide essential subject expertise and invaluable input based on their experience as leading academics in their field.
- 4.2.6 The efficacy of the role of external examiners in providing effective external reference is underpinned by the strict requirements for the appointment of external examiners. The requirement for external examiners to have at least 7 years' experience in an equivalent field (this is almost always in a comparable Higher Education Institution, but in limited circumstances senior professionals can be appointed from industry, etc), and the calibre of external examiners appointed ensures that external review of academic quality and standards is provided by leaders in the field.

## ***iii. Use and role of external subject experts in periodic review processes***

- 4.2.7 The institution-led periodic review processes (Periodic Subject Review, Graduate School Review, and University Services Review) all include at least one external member of the Review Panel, with provision for increasing the number of external reviewers where, eg, provision is very extensive and/or academically broad or complex. As noted above at 4.1.36, University Services have been restructured and the method of ongoing review is still to be determined. It will, however, include an element of externality as the University is committed to seeking the benefits brought by the reflections of a 'critical friend'.

#### ***iv. Use of external reference points in managing academic standards***

4.2.8 Subject Benchmark Statements provide an important frame of reference for course and programme design and are provided to the relevant disciplines as and when they are approved. External examiners are consulted to advise on new provision, including whether it complies with subject benchmark statements. The appropriateness of the way in which provision complies with benchmarks is reflected upon and evaluated during Periodic Subject Review to ensure ongoing relevance and compliance. External Panel members for Periodic Subject Review are formally asked to confirm that programmes are current and valid in the light of developing knowledge and practice within the subject area and to confirm that they are satisfied that benchmark statements are being met.

#### ***v. Scottish Credit and Qualifications Framework***

4.2.9 The creation of a programme specification is an integral part of course and programme design and approval. While the main purpose is to describe the programme aims and intended learning outcomes (ILOs) of each award, they contain detailed, programme specific information that builds on the general statements set out in the Scottish Credit and Qualification Framework (SCQF) and the subject specific statements in the relevant Subject Benchmark Statement. Thus all University provision is aligned with the SCQF from the outset and is checked and monitored through course and programme approval and periodic subject review processes.

### **4.3 Commentary on action taken since ELIR 3 and identification of matters arising from the AIS not otherwise explored**

#### ***i. Course and programme approval***

4.3.1 A complete review of the course and programme approval process was carried out in 2014-15. There were widespread concerns that the then process was too elaborate. Course approval involved consideration of proposals within schools and then the college board of studies. Programme approval involved consideration by the school, board of studies and then a Programme Approval Group drawn from the membership of ASC, followed by approval by ASC itself on behalf of Senate. Programme Approval Groups (PAGs) were established by ASC from within its membership to scrutinise proposals and ensure that the necessary processes and consultations had taken place and advise ASC on the outcomes. There were related concerns that the system that supported the process - Programme Information Process (PIP) – was insufficiently user-friendly (notably for staff who used the system infrequently) and that it was triggering requirements for the approval of even the most minor changes. It was agreed by the Council of Senate that it would be appropriate to delegate increased responsibility to the schools, research institutes and colleges and in the 2015-16 academic year, revisions were made to the approval processes to allow schools to approve course changes and colleges to approve programme changes. A number of improvements were also made to improve the user experience with PIP. The processes were further revised in 2016-17 to extend



responsibility for the approval of new courses to schools and approval of new programmes to colleges on a pilot basis. This was made permanent the following year. The changes were monitored at each stage by ASC and ASC continues to provide oversight of these processes and receives summary reports of all activity taking place. It also carries out audits of approvals granted by the schools and colleges. When responsibility was delegated, to ensure externality remained a feature of decision-making, it was agreed that school learning & teaching committees would include a colleague from the relevant board of studies based outwith the relevant school, and that boards of studies would include a member of ASC from a different college. PAGs continue to be used where proposed new programmes have novel characteristics with potential policy implications. In these cases a PAG is established to provide final approval.

4.3.2 In October 2018, feedback from the Deans L&T and college boards of studies on the revised process was gathered and reported to ASC along with the annual audit report on Programme Approval activity in the colleges. Feedback was generally positive, but there were reports that staff found the process difficult to navigate especially where their engagement with it was infrequent. Other comments suggested that the emphasis on the completion of the forms and submission of documentation led some staff to focus on the administrative detail which detracted from the design process.

4.3.3 The audit report identified problems arising from

- proposals being brought forward late;
- inadequate documentation;
- confusion or misunderstanding of consultation requirements.

4.3.4 To resolve these issues, our Senate Office is working on enhancing the centrally provided guidance, particularly in relation to consultation requirements, and on improving awareness of the guidance on designing and proposing new programmes. Training for staff is under development with input from Senate Office on the approval process and also from LEADS on course and programme design.

## ***ii. Course Evaluation Policy***

4.3.5 At time of ELIR 3, the University had established a working group to develop a course evaluation policy following successful pilots of EvaSys software. Since then the University has developed and implemented a new Course Evaluation Policy. The Policy covers all taught provision and requires the use of five core questions. It also features a strong element of closing the feedback loop in the form of Summary and Response Documents. The Course Evaluation Policy was described in more detail at 4.1.9.

## ***iii. Student Representation***

4.3.6 The Student Voice Portal has been redeveloped and relaunched as MyClassReps. Development has focussed on the recording of student representative training and activity as the core purpose. The details of the changes and the new MyClassReps systems were described at 4.1.15.

4.3.7 Building on strengths within our student representation structure, the SRC are engaged in a project to create a student representation toolkit. This is supported as part of our Evidence-led Enhancement theme work. It will provide a collection of resources, information and good practice examples for student representatives, and for staff, to ensure that the representative roles at class, school, college and University are fully understood and facilitated.

#### ***iv. Annual Monitoring***

4.3.8 In 2014, we undertook a review of the Annual Monitoring process which considered the burden of annual monitoring on staff. It was agreed to offer two options for gathering and reporting AM activity. The first continued with longstanding practice in the completion of forms for each 'unit of learning', summarised by the school Quality Officer and reported to the college Quality Officer. The new option introduced a meeting-based approach, whereby groups of staff, as appropriate to school structures, could meet to discuss and reflect on their experience of the past year, then report to their School Officer via a minute of that meeting. The agenda, and thus the minute, follows the headings in the School Annual Monitoring Summary (SAMS) form. The School Officers who use this method report that it is effective and prompts useful discussion. There is anecdotal feedback that it has improved staff engagement with the process and reduced some frustrations. Annual tweaks to the process and the forms continue. We have ensured that feedback and responses to University-level issues are reported back to the SQOs.

#### ***v. External Examiners***

- 4.3.9 Relative to many other providers, the University ascribes considerable authority to its external examiners, notably with regard, potentially, to adjudication on individual student results. In May 2018, the University held a workshop on national developments concerning external examining and the comparability of academic standards and how these developments might impact on the University's approach. The workshop was led by Katie Akerman, Director of Quality and Standards at the University of Chichester, who has been widely involved in the development of quality management in the sector and has a particular interest in external examining. The workshop generated useful discussion. It was clear that the role performed by external examiners was highly valued for the advice and input given as 'critical friends' and regarding the dissemination of good practice across the sector. Other discussion focused on the capability of external examiners in assuring comparability of standards and the effectiveness of the external examining system in generating change in institutional policy. The continuing appropriateness of direct participation in judging students' work was also questioned by some. We will reflect further on the outcomes of the workshop to assess whether the current role of the external examiner remains fully optimal.
- 4.3.10 The development of an External Examination Management System to facilitate the online submission of external examiners' reports was reported in ELIR 3, this is being extended to include online submission of external examiner nominations. Progress has been slow, but is now approaching a pilot stage which, if successful, will lead to rollout for session 2019-20. Much of the

development work regarding support for the external examining system since 2014 has related to securing our arrangements in compliance with right to work documentation requirements and GDPR.

#### **vi. Periodic Subject Review**

4.3.11 The most significant change in Periodic Subject Review since ELIR 3 has been the introduction of a PSR staff survey in Session 2017-18. The purpose was to provide increased opportunity for all staff to communicate their views on teaching provision and support for those involved in teaching with the Review Panel directly. The survey format, in advance of the review event, provides an opportunity for all staff to contribute their views and to encourage as wide a range of staff as possible to engage with the review. We began with questions drawn from the Universitas 21 Teaching Practices Survey, adapting them slightly for our purposes. Initial feedback from PSR Panel Conveners has been positive, suggesting that the survey responses provide context and highlight issues that complement the perspectives expressed in the Self Evaluation Reports.

#### **vii. Management of Assessment**

- 4.3.12 Use of discretion by Examination Boards was a matter of discussion at ELIR 2 and ELIR 3, with a recommendation that 'The University should ensure consistent application of the assessment regulations across all exam boards and continue to monitor the impact of the University's guidelines on the use of discretion by exam boards.' On consideration of this point, it was agreed that direct monitoring would require significant disproportionate effort and staff time but the operation of the guidelines would be monitored by Academic Regulations Sub-Committee (ARSC) and ASC. Following some clarification and revision of the guidelines, a reduction in the number of comments from external examiners regarding the exercise of discretion was noted (ARSC, December 2014). A number of external examiners are now commenting positively on the more detailed guidance in this area. There continues to be a small number of queries regarding the exercise of discretion that arise annually, and we expect this to continue and will address any misunderstandings identified.
- 4.3.13 ASC continues to monitor and adjust the operation of discretion by exam boards on a regular basis. For example, from November 2016, all exam boards have been required to publish their chosen criteria in advance and the guidelines have been clarified to emphasise that the same criteria must be used in each discretionary zone. In March 2017, ASC noted that the issue of discretionary decisions for honours and PGT classifications had continued to prompt comment from external examiners in their reports for 2015-16. However, the level of comment had fallen since previous years and we hope to see this continue as a trend.

## 4.4 Approach to using data to inform decision-making and evaluation

4.4.1 In the context of securing academic standards and quality assurance and enhancement, we use data to inform action that is gathered in a range of ways, broadly categorisable as quality processes (described above in [section 4.3](#)), surveys and other student information. Sources of data that are used generally (and which have informed this RA) include:

- Course evaluations through EvaSys – an electronic evaluation system;
- Annual Monitoring Reports (AMRs);
- Periodic Subject Reviews (PSRs);
- Graduate School Reviews;
- The Welcome Survey;
- The Student Life Survey;
- The National Student Survey (NSS);
- The Postgraduate Taught Experience Survey (PTES);
- The Postgraduate Research Experience Survey (PRES).

4.4.2 Whilst many of the data sources detailed above are commonly used across the HE sector, we believe we are making good progress in gathering more incisive insights by combining and comparing this information in more dynamic and context-specific ways than we have previously. Our data warehousing allows fuller use of business intelligence software to give our staff access to these insights. We use a software solution called QlikView, which allows users to analyse and combine data in a way that suits their particular requirements. This can be done in real time, with no need to develop additional complex queries or reports. For example, all staff are able to look at feedback gathered through the NSS, down to the level of responses to individual questions (for example on assessment and feedback), compare these with other parts of the University and across the sector as a whole. This provides important information for the purposes of focussing our enhancement work. We would value the opportunity to demonstrate this system and its capabilities to the review panel as part of the University's ELIR review visit and to show how the approach is an enabler to teaching teams as they seek to enhance the student experience.

4.4.3 Our approach to using the NSS as a tool to drive improvement has evolved. Annual action plans have been used for many years, but in 2018 we decided that colleges would develop three-year plans. This followed the conclusion that addressing some of the persistent problems, particularly regarding assessment and feedback, required more deep-seated cultural change, which can only take effect in the longer term. Consistent with this, as noted in [section 3.1 \(v\)](#), the colleges have approached this by setting action to address A&F issues in the wider context of their learning and teaching cultures and their student experience strategies more generally. The plans are increasingly coordinated with school annual planning activity also. The college plans continue to be received by EdPSC for consideration annually, and importantly, are approved also by the college management groups. This is to help ensure buy-in, but also locates learning and teaching enhancement firmly within the resource planning.

4.4.4 In contrast with our survey data collection, our use of EvaSys is intended purely as a tool for enhancement rather than as a management information tool for benchmarking performance across

the institution (or sector) and is, therefore, not added to our data warehouse for wider reporting. We felt that it was important that staff responsible for teaching and course quality were able to use the information to improve the experience of students, whilst maintaining trust and academic independence within the University. Our course evaluation policy requires the production of summary response documents – where staff respond to student feedback and report back to students about appropriate courses of action taken in response to their evaluations and comments. These are, in turn, part of the documentation provided to panel members as part of our periodic institutional review process, PSR, and inform Annual Monitoring Reports and discussions. Line managers of teaching staff also have access to data collected through EvaSys and staff are free to share their feedback as part of, for example, applications for promotion. This supports some of the objectives described in [section three](#) in relation to supporting learning and teaching. – it has the potential to support progression within the Learning Teaching and Scholarship (LTS) Career track and also with the Research and Teaching (R&T) track (particularly since revisions were made to the R&T track to emphasise the role of high-quality teaching).

- 4.4.5 Insights exposed through our more systematic collection and interpretation of data are having a positive impact on our institutional endeavours, and have the potential to make yet more impact on the experience of our community and our success. Recent examples include the restructuring of Year 1 Mathematics courses so that they are better matched to the current intake, the majority of whom have now taken Advanced Higher Mathematics. Mathematics recognised from the start that it was essential to put extra support in place so that students who had not taken Advanced Higher Mathematics could still succeed. Analysis by P&BI of the results of students and their progression into year 3 as a function of their entry qualifications was vital in constructing a framework that will provide an appropriate level of support for all students, who enter with a wide range of qualifications and experience. A further example concerns our partnership with Glasgow International College (GIC). Analysis of the outcomes for these students showed areas of weakness in the articulation from GIC to the University. Engineering was identified as a particular problem and the corresponding courses at GIC were restructured to provide a better match to those at the University. Other data allows staff to review retention, progression, continuation, PGR completion and other areas of academic progress that enable us to focus our attention and interventions in clear and specific ways.

## **4.5 Effectiveness of the arrangements for securing academic standards**

- 4.5.1 We are confident that the arrangements for securing academic standards in our Academic Quality Framework and our wider academic governance are effective. Our quality management processes are mature and comply with the UK Quality Code and Scottish Quality Enhancement Framework. Our processes operate in a mutually complementing manner; their interrelationships (eg, the consideration of external examiner reports in Annual Monitoring and of AM reports in Periodic Subject Review) ensure our approach is comprehensive. We are confident they provide means to identify and escalate issues of concern for resolution. The degree of engagement with the external environment, involving professional accreditation, employer interaction, external examiners and use

of external reference points together ensure our standards are well benchmarked with the wider sector.

- 4.5.2 Importantly, our external examiners have confirmed that the University has continued to maintain academic standards. In the 2011-12 annual report on external examining, 16% of reports raised issues that required action and a response from the Head of School. In line with a steady trend, in the current 2017-18 annual report, this has fallen to 9%. Our external examiners are increasingly and helpfully focussing attention on the student experience and our own priorities in this area - externals' comments on Assessment and Feedback more than doubled between 201-17 and 2017-18 from 21 to 47 (out of 414 reports received). Externals have also confirmed that responses have been received that provide reassurance that efforts are being made to address the individual issues they have raised.
- 4.5.3 The involvement of our own staff as 'internal externals' on forums such as college boards of studies and PSR panels also helps to ensure our standards are well disseminated across subjects and the University. Our regulations are carefully monitored for their continuing appropriateness.
- 4.5.4 Our students' contributions to monitoring the effectiveness of our approach to quality management are fully embedded and also confirm the robustness of our processes. The SRC, in conjunction with an independent consultant, conducted a survey of class reps in to identify the benefits and impacts of the class representative system. In an extremely positive response, the SRC Annual Report 16-17 quotes:
- It was evident from the research that the class reps model at UofG works extremely well, students' issues are listened to and acted upon and Class Representatives felt they had made a difference and found the experience worthwhile. In addition, the role clearly contributes to the student's personal development in a myriad of ways; enhances their broader student experience and adds value to their CV and consequently their future employment opportunities.
- 4.5.5 The SRC's Survey on the Student Representative System said:
- 75% of class representatives thought the SSLC meetings an effective vehicle for getting student issues actioned and action had been agreed and/or taken on issues they had raised - a positive result for the format. Amongst international students, this rises to 81%.
- 4.5.6 We continue to work to enhance the efficacy of our management of standards. It is clear we have further work to do to make annual monitoring a fully effective and trusted process. We have identified that the outstanding issues are concentrated in the reporting and feedback phases, particular at the higher levels of college and University. We wish in particular to produce appropriate alignment between the findings from AM that concern resources and the resource planning processes operated by the schools and colleges so that AM contributes constructively and effectively to planning. We are taking the opportunity afforded by the Evidence-led Enhancement theme to undertake a project which will take a deeper look at Annual Monitoring, gathering qualitative evidence on the views of staff who participate to develop a process that fits the needs of staff as well as the institution.

- 4.5.7 As part of the Evidence-led Enhancement theme project, we will give further consideration to a risk - based approach, suggested by the Quality Officers in 2014 review. Making more structured use of the AM evidence base, derived from e.g. external examiners' reports, Course Evaluation, etc, to focus attention where unusual patterns appear.
- 4.5.8 We are approaching the fourth cycle of Periodic Subject Review, which will begin in 2020-21. Although there has been constant evolution of the process through annual review and in response to restructuring of the University in 2010, the key elements of the process have remained largely the same since 2002. This is an opportune time to consider more radical change to refresh engagement with the process and we have initiated a major review beginning in late 2018 that will bring forward proposals for a new format to be piloted for introduction in 2020-21. PSR is a highly valuable tool for monitoring and enhancement and it is possible that the changes will include the extension of the process expressly to include non-academic aspects of the student experience – a precedent for our quality management procedures.
- 4.5.9 Additionally, in considering the outcomes from the external examining workshop held in 2018, it is possible that we will review the role of our externals particularly with regard to the extent of their direct involvement on assessment, bringing our practice more into line with that elsewhere in the sector. We have already noted in sections [1.4](#) and [2.5](#) the improvements to the Graduate School Review process we are working on. A further development concerns an early output from the A&F Transformation Project, which will involve a review and better codification of the operation of exam board.

#### **4.6 Effectiveness of our approach to self-evaluation, including the effective use of data to inform decision-making**

- 4.6.1 The embedding of self-evaluation has continued to develop. At the most strategic level, student feedback has shaped the institutional KPI and thereby driven the decision to pursue improvement to our assessment and feedback as the first of our Transformation projects. The last years have seen increasingly systematic coordination across the forums focused on students' academic experience at subject, school, RI, college and institutional levels, with strong interaction between school/RI L&T conveners, Quality Officers, college Deans and the Vice Principal and Assistant Vice Principals. The overriding subject of these dialogues is reflection on our provision and its enhancement.
- 4.6.2 As noted in the section above, the principal quality management processes are all fundamentally evaluative, requiring reflective engagement with inputs from students, staff and external sources of advice, including external examiners, subject experts and PSRBs. At the most granular level, in Annual Monitoring, the extent of evaluative reflection is scrutinised by school and college Quality Officers. While many reports evidence a strong commitment to ongoing reflection and improvement, it is out of this scrutiny that we know there remain aspects of the AM process for us to enhance. Similarly, curriculum development is necessarily a consultative activity, with proposed courses and programmes emerging from consideration of all relevant influences both internal and external. The

opportunity for reflection leading up to the production of the self-evaluation document for PSR is commonly cited as the most valuable element of the process for subjects under review.

### **Effectiveness of our use of data**

- 4.6.3 We have shown above the very significant expansion of our use of data to inform our plans. However, there is the real potential to have further impact on the experience of our community and our success as an institution. Whilst the accuracy and availability of data has improved markedly, we believe that work still needs to be done to build capacity across the University in extrapolating key messages from our data. We continue to work on new ways to present data driven insights and our commitment to the use of data in decision making and planning is driving changes in culture across the University. As an example of this, the Retention and Success Sub Group (a sub group of the Transitions Working Group) is taking forward a review of reporting mechanisms in partnership with Planning & Business Intelligence. It is envisaged that data will be more degree programme specific and that a mechanism will be put in place to report action taken in response to the data. A focus will be on monitoring MD20/40 students and mature students as it is recognised that there is a need to better understand how to support these students in their transitions into and throughout study.
- 4.6.4 As another 'next step', the outcome of our review of the methodology used to review our graduate schools is likely to be a significantly more data-driven approach, with the self-evaluation document constituted mainly as a reflective response to a range of data.
- 4.6.5 We are investigating the way in which we can use data from course evaluation at college and University-level but are also concerned that our use of data is appropriate, and will develop this within the limits/protections of the policy. We aim to be able to provide aggregated data for each of the five core questions at Level One, Two, etc, for each school. The Senate Office and the Vice Principal (Academic and Educational Innovation) are developing a format of presentation that will ensure confidence in the data before it goes into circulation and is used for decision-making purposes.
- 4.6.6 We are also concerned that our governance arrangements for the use of data is appropriate in other relevant contexts. To this end, in 2017, we established the Ethical use of Student Data Working Group, which reports to EdPSC. As a first task, the Group developed a new University-student contract, which includes statements on the data we gather and may analyse (see also 2.4.19). The new contract was implemented at the start of registration in August 2018. The Group is now proceeding to develop a policy statement to regulate the use of analytics.



Section Five:

*Collaborative Provision.*

## 5 Collaborative provision

### 5.1 Key features of the institution's strategic approach (to include collaborative activity, online and distance learning where delivered with others and work-based learning)

#### *i. Introduction*

- 5.1.1 In this section we will discuss our collaborative provision – programmes where the University of Glasgow relies on the input of other institutions or organisations to deliver a programme and award a qualification to students. Our approach to collaborative provision is fully aligned with the expectations of the UK Quality Code. Over the review period there has been a focus on enhancing our strategic approach to partnerships. This has ensured that as we have grown in experience of delivering programmes in collaboration with others we have become more focused about why and how we establish new relationships. Developing existing partnerships and models of collaboration has been a priority. The overall picture is of a deepening of existing relationships and a concentration on investing in smaller numbers of new collaborative programmes.
- 5.1.2 Glasgow adopts a number of different models for developing and managing collaborative provision, with an emphasis placed on 'low-risk' approaches and long-term relationships with our partners. It is important to be clear that we participate in collaborations with a wide range of partners, but that not all of these collaborations or partnerships will necessarily lead to 'collaborative provision' as defined within the UK Quality Code. For example, collaborations may relate to growing our capacity to undertake joint research through the pooling of expertise and resources. To illustrate our approach to developing and managing collaborative provision, we must also explore our approaches to collaboration and partnership in general, including their role within our internationalisation agenda. This is because the quality, success and long-term sustainability of collaborative provision is intrinsically connected to the aspirations and objectives of the partners that deliver it. For this reason, in this section we will situate our analysis of collaborative provision in its broader context, describing the rationale behind our overall approach, in addition to a more detailed discussion of specific features of the collaborative provision we are engaged in.
- 5.1.3 For clarity, the following types of arrangements would fall under the definition of collaborative provision:
- Joint degree – where we deliver a programme to students with input from another degree awarding institution and this leads to a single degree being awarded on behalf of both institutions. The single degree is 'jointly' awarded. Both parties are responsible for the academic standards of the degree;
  - Double degree – where, similarly to a joint degree, we deliver a programme to students and rely on the contributions of partners to the content of that programme, but there are two degrees awarded independently by the contributing institutions. In this case there is cross-reference to the other degree on any parchment or certificate;

- Dual degree - At Glasgow we make an operational distinction between ‘double’ and ‘dual’ degrees to help us manage these arrangements. Credit requirements and the duration of a double degree will be entirely aligned at both institutions, whereas for dual degrees there may be additional requirements at one of the partners (in terms of additional credit and overall duration) for the award of their degree. This definition (as with many in this context) is not universally accepted, but is used internally as a helpful differentiator;
- Multiple degree – as per double degrees, but where there are more than two awarding institutions involved in the collaboration and each of them awards a degree;
- Articulation – where the University systematically admits students to a programme and recognises credit undertaken elsewhere, counting that credit towards the requirements of a single Glasgow degree (single award);
- Validation – where the University awards a degree on the basis of a programme developed and delivered by another institution or organisation, subject to a validation process;
- Franchise - where the University awards a degree on the basis of a programme developed by the University of Glasgow, but delivered by another institution or organisation and leading to a University of Glasgow degree;<sup>23</sup>
- Work Based Learning – where we rely on inputs of another organisation (normally an employer) to allow the student to complete the programme successfully. Amongst other responsibilities, the employer may have a role in training students, administering assessments, or gathering evidence that would allow the University to make assessment decisions.

## **ii. Overall approach**

- 5.1.4 The University’s strategic approach to collaborative activity remains similar to that outlined at the time of ELIR 3. Collaboration provides opportunities for our students and supports our growth. We recognise that our students face a competitive and internationalised workplace. Collaborative provision is one way in which we provide them with opportunities to realise their ambitions in this space. Collaboration and collaborative provision also continue to support our institutional approach to internationalisation, bolster our global reach and reputation and provide opportunities for research collaboration. We pursue these opportunities through existing and (where appropriate) new partnerships and collaborations with established institutions. We do this where we identify that their interests and missions are aligned with our own, rather than instigating collaborative provision purely for short term gains. We believe this alignment leads to greater benefits institutionally and for our students over the long term. Our approach allows us to concentrate our efforts on deepening our most productive and strategic partnerships – we are able to draw on established relationships as we identify further opportunities to work with our partners in new areas, often beyond the scope of collaborative programmes. For example, through research collaboration and industry engagement.
- 5.1.5 We characterised our approach to collaborative activity at the time of ELIR 3 as ‘low-risk, but not unambitious’. Overall, this is still a fair assessment - the weight we place on the alignment of the

<sup>23</sup> The University does not and will not participate in any franchising arrangements.

long-term ambitions of our partners with our own supports us in managing any risks appropriately. It also maintains our focus on the collaborative arrangements that are most appropriate and valuable and allows us to develop these meaningfully over time.

- 5.1.6 As we mentioned in our introduction above and in [section 1](#), collaborative provision is an important vehicle for implementing aspects of our Internationalisation Strategy. The desire to develop institutional partnerships (sometimes leading to the development of collaborative provision) and sustainably grow our TNE provision are perhaps the most significant influencers on our approach to developing new collaborative provision. We view well-conceived and managed collaborative programmes as valuable to learners through the bringing together of the strengths of different institutions to provide a student experience that benefits from the synergy between partners. This can provide students with a unique experience, allowing them to benefit from the contributions of the two institutions and experience different pedagogical approaches and educational cultures in an integrated way. In addition to providing students with a high-quality experience, this acts in support of our overall mission as a truly international university - working in collaboration with well-chosen partners can enable us to offer programmes that may not otherwise be feasible, and to deliver these in new locations where we identify demand. Our TNE programmes are an excellent example of this.
- 5.1.7 In line with our overall approach of focussing resources on existing and high-potential collaborations, and as part of implementing our Internationalisation Strategy, the University has identified a small number of strategic partners. As an institution we prioritise investment in collaborations with these partners:
- University of Electronic Science and Technology of China (UESTC);
  - Nankai University, China;
  - Singapore Institute of Technology (SIT);
  - McGill University, Canada;
  - University of Sydney, Australia;
  - The Smithsonian Institute, USA;
  - The University of Hong Kong, Hong Kong Special Administrative Region, China;
  - Columbia University, USA;
  - Radboud University, Netherlands;
  - Leuphana University of Lüneburg, Germany.
- 5.1.8 The focus of each of these bi-lateral partnerships varies according to the mutual interests we pursue, and the relative maturity of each relationship. With the exception of UESTC, SIT, Nankai University and Leuphana University, these relationships do not include collaborative provision in terms of taught or research degrees at this point. A collaborative programme with McGill University is in the planning stages. We direct resources and effort, for example through local collaborative working, visits and regular communication, towards developing these partnerships. Where appropriate this may lead to collaborative provision being explored and developed in the future.
- 5.1.9 We are also founding members of two strategic international networks - Universitas 21 and The Guild of European Research-Intensive Universities. These networks support a number of priorities for the University, particularly in relation to internationalisation. For example, engagement with European partners is increasingly important in the context of mitigating the impact of the UK's exit

from the European Union. International networks provide a forum to discuss this and many other issues.

- 5.1.10 We also have a range of collaborative provision which operates outside of these strategic relationships. It should be said, however, that apart from a small number of larger collaborative partnerships – in relation to TNE and our established validation arrangements – our collaborative provision is on a relatively small scale. The provision might be linked to a particular source of funding for example, or the development of a collaborative programme(s) to meet an identified demand in a particular discipline or employment market. In these contexts our focus is on providing a high quality programme for students, rather than a particular intent to broaden the relationship with the partner. This does not take away from the significance of this provision. It can provide important opportunities for the University and students, supporting us to engage in new types of collaboration, structured funding schemes, or to engage in new networks of institutions. For example, over the review period we have engaged with a number of Scottish, UK and European programmes which have led us to engage in new collaborations. Examples include the development of a number of UK Research Council funded Doctoral Training Centres, Erasmus Mundus Joint Master's Degrees (EMJMD) and European Joint Doctorates under the Horizon 2020 scheme. We have also started to engage with Graduate-Level Apprenticeships (GLAs) in Computing Science, supported by Skills Development Scotland.
- 5.1.11 Set within the context of the overall continuity of our approach, the following subsections will set out the key features of collaborative provision at the University of Glasgow and outline some of the more significant developments that have taken place over the review period. Thereafter, we will go on to discuss our approach to enhancement and assurance.

### ***iii. Current models of collaborative provision and developments over the review period***

#### **Models of collaboration**

- 5.1.12 The majority of our collaborative provision takes the form of joint, double or multiple degree programmes. This type of provision exists at undergraduate- and postgraduate-level and includes research degrees. Our TNE provision is also aligned with these models – we offer our TNE programmes in collaboration with partners established in the country where the programmes are delivered to students, leading to an award from both the University of Glasgow and the partner institution (in the form of either a joint or double degree).
- 5.1.13 We operate a number of articulation arrangements with international universities and education institutions – all of these providing pathways into existing programmes within the University.
- 5.1.14 As we outlined in section one, the University operates two validation arrangements with established Scottish Higher Education Institutions (HEIs) and one with a specialist provider - The Glasgow School of Art (GSA), Scotland's Rural College (SRUC) and the Edinburgh Theological Seminary (ETS). Apart from these arrangements with our long-term validation partners in Scotland the University does not engage in any other validation arrangements and has no plans to do so. The

University, until 2017, also had a validation partnership with Christie's Education in London. That arrangement is no longer in operation and was drawn to a close by mutual agreement.

- 5.1.15 Beyond the arrangements already in place, we do not believe validation or franchising to be models of collaboration conducive to forming long-term strategic partnerships - particularly in relation to the validation of overseas provision. The relationships formed through these types of arrangements are likely to be inherently transactional.

## **Developments over the review period**

### ***Transnational Education (TNE)***

- 5.1.16 TNE has seen significant growth over the review period, with the number of students on TNE programmes (2,636) exceeding the projections we set out at the time of ELIR 3 – 1,560. Excluding the programmes offered by our validated institutions, these numbers make TNE provision the most substantial collaborative activity at the University in terms of student headcount. We expect these numbers to continue to grow over the next ELIR cycle. This growth has come through three different routes:

- an additional TNE partnership formalised in 2014 with Nankai University in Tianjin, China;
- natural growth in numbers within existing TNE programmes; and
- the evolution of new types of partnership (and additional programmes) as part of our existing relationships with the University of Electronic Science and Technology of China (UESTC) and Singapore Institute of Technology (SIT).

- 5.1.17 Our relationship with Singapore Institute of Technology (SIT) is the longest standing of our TNE partnerships. Initially established in 2009, the partnership has undergone a number of changes over time. Most significantly, over the review period, SIT was granted degree-awarding powers by the relevant Singapore authorities. The previous model of collaboration with SIT was that all awards made to students were single awards of the University of Glasgow, with SIT providing input to teaching and supporting students more broadly. With the granting of SIT's degree awarding powers, SIT is now looking to make use of their independence and to award degrees in their own name. The more recent programmes in Nursing and Civil Engineering were therefore established as joint degrees from the outset. Other existing programmes run with SIT will now transfer to a joint degree model from 2019-20 onwards. Under the joint degree arrangement, both institutions take responsibility for quality and academic standards.

- 5.1.18 At the time of ELIR 3 we operated five programmes in partnership with SIT (all based in the College of Science and Engineering). In 2016-17 we launched a new joint BSc (Honours) in Nursing (College of MVLS) and then in 2017-18 a further programme, this time a BEng (Honours) programme in Civil Engineering. Our annual intake of students in 2013-14 was 297 and this has grown to 475 in 2018-19. Total Student numbers in 2013-14 were 517 and these have grown to 941 in 2018-19. The undergraduate programmes now offered with SIT are:

- BEng (Honours) in Aeronautical Engineering;
- BEng (Honours) in Aerospace Systems;

- BEng (Honours) in Mechatronics;
  - BEng (Honours) in Mechanical Design Engineering;
  - BSc (Honours) in Computing Science;
  - BSc (Honours) in Nursing;
  - BEng (Honours) in Civil Engineering.
- 5.1.19 The University has established a subsidiary company in Singapore – UGlasgow Singapore PTE Ltd - known as University of Glasgow Singapore (UGS) - which allows us to employ staff, both academic and professional services, in Singapore. This includes a full-time Director of UGS.
- 5.1.20 Our joint degree programmes with SIT are highly regarded in Singapore and are responsive to the needs of the local employment market and aspirations of our students. A [survey](#) in 2018 by Yahoo Finance, for example, placed three of the programmes (Mechatronics, Nursing and Computing Science) at the top of its list of degree programmes with the highest return on investment for students. Whilst arguably a crude measure of success, this is indicative of the relevance of the programmes offered in Singapore.
- 5.1.21 Our TNE collaboration with UESTC has also evolved over the review period. While at the time of ELIR 3, the University operated a single undergraduate programme in collaboration with UESTC (BEng (Honours) Electronics and Electrical Engineering), in 2016-17 we launched a further programme; BEng (Honours) Electronics and Electrical Engineering *with Communications*. As with all collaborative programmes delivered in China, both were approved by the Chinese Ministry of Education. Student intake to both programmes has grown in line with projections and our annual intake across both programmes is now 500. Overall student numbers in 2018-19 are 1,560. We offer our students who meet the requirements on these programmes the opportunity to complete the final two years of their degree in Scotland. When students choose to do this, they undertake the same courses, but have the added opportunity of an international experience, although relatively small numbers of students pursue this pathway (circa 5%).
- 5.1.22 The initial programme was designated as a ‘Joint Educational Programme’ under the relevant regulations that operate in China (Regulations of the Peoples’ Republic of China on Chinese-Foreign Cooperation in Running Schools). The second programme saw us establish a ‘Joint Educational Institute’ with UESTC – a designation by the Ministry of Education that provides the partnership with UESTC with more autonomy. This allows us to explore the possibility of collaborating in further programmes, postgraduate education and also research. The University is actively considering the opportunities available, particularly in terms of research.
- 5.1.23 The outcomes for students studying on the joint UESTC – University of Glasgow degrees are very positive. Two cohorts have graduated from the Electronics and Electrical Engineering programme – of the most recent graduating cohort, 78% of students achieved first or 2:1 degrees. 84.5% of students went on to higher degrees, with 67.8% to leading international universities and 16.9% to top universities in China. This is one of the highest performing schools in China.
- 5.1.24 Our TNE operation in partnership with Nankai University was established in 2014. The University of Glasgow-Nankai University Joint Graduate School (JGS) now offers four taught postgraduate programmes (MSc) in the city of Tianjin, China. The JGS was the first Joint Educational Institute

established in China for the delivery of postgraduate programmes. The first intake of students to three programmes took place in 2015-16, with a further programme commencing in 2017-18. These programmes are:

- Environmental Science;
- International Relations;
- Urban and Regional Planning;
- Translation Studies (from 2017-18).

5.1.25 Student numbers across these programmes have been comparatively small, growing to a total of 136 in 2018-19. As our relationship with Nankai is focussed on postgraduate provision, lower overall numbers are to be expected. However, we also recognise that it takes time to establish a clear identity and corresponding recognition for the JGS 'brand'. Indeed, before the collaboration with Nankai was established, we developed a ten-year business plan and were fully cognisant of the long-term commitment we were making, recognising that initial growth would be modest. Our focus was (and remains) on delivering high quality programmes for JGS students and on the broader relationship to be developed with Nankai University over time. Nankai University is a high-quality partner with significant strengths in areas complimenting the priorities, expertise and capacities of the University of Glasgow.

#### ***Responding to TNE developments and growth***

5.1.26 In response to the growth outlined in the preceding paragraphs, since ELIR 3 there have been some significant changes to the structures and roles in place surrounding our TNE provision. To understand these changes in context it is important to appreciate that all TNE activity across the University initially grew from relationships established at a school level. As we have pursued our strategy to deepen and broaden these relationships there has been a corresponding growth in operations with our TNE partners in particular. In addition to a growth in scale, these operations have now moved beyond the boundaries of the schools and colleges initially involved in establishing them. This has presented us with many opportunities, but also some challenges. For example, we have needed to consider whether local support for the management of TNE in one area is equitable when compared to support available to others, or whether we are setting different expectations with a partner about how we will work together in relation to different programmes. These complexities are a natural consequence of the approach we have pursued - an approach we believe to be appropriate, but which requires us to adapt over time. We have worked hard to respond timeously as these complexities have emerged and been identified.

5.1.27 In 2016 we established a TNE Board to oversee TNE across the University. There has always been oversight of each TNE operation, but there was a need to create a structure that would allow a comprehensive institutional view of TNE. The Board reports directly to the University's Senior Management Group. This change has brought considerable benefits in terms of a coherent oversight of our strategy and approach. It has helped to ensure consistency when working with our TNE partners, particularly where programmes fall within the purview of different colleges and schools. It also supports the management of any risks associated with TNE across the institution – we are acutely aware that shortcomings in one operation will reflect across all others and upon the University as a whole. In short, the TNE Board (alongside the creation of TNE Dean roles, discussed



below) ensures that, as an institution, we speak with 'one voice' when we work with our partners to deliver an excellent student experience. The remit and membership of the TNE Board is outlined at [Appendix 7](#).

- 5.1.28 Alongside the establishment of the TNE Board, in 2016 the University created TNE Dean roles to lead each of our TNE operations. The TNE Deans are key members of the TNE Board. The role of each TNE Dean is to represent the University and to lead our relationship and collaborations with each of our TNE partners – UESTC, the Singapore Institute of Technology and Nankai University. Through the TNE Board, their in-depth knowledge and experience of each TNE operation informs University decision-making in relation to TNE developments, resources and in relation to quality enhancement and assurance.
- 5.1.29 Following on from the establishment of the TNE Board and appointment of TNE Deans we have recently (2018) established a TNE Secretariat. This sits within the Student and Academic Services Directorate and is responsible for ensuring that institutional approaches to TNE are effectively and efficiently supported via a central team with considerable expertise and experience in this area – as opposed to being supported predominantly by local teams based in individual schools or colleges. Through this, our ambition is to wholly integrate certain aspects of TNE support and operations into 'business as usual' activities. For example, human resources, coordination of quality assurance and enhancement activity, reporting, regulatory compliance, finance and tax, travel visas, insurance, health and safety and travel scheduling. This will have a number of benefits, which include the reduction of key-person dependencies within local areas and the further integration of TNE operations within existing institutional structures, policies and systems – therefore allowing central support to be allocated to these operations. The TNE Secretariat also closely supports the work of the TNE Board, ensuring that our institutional strategy and approach to partnership development is reflected in our supporting services.
- 5.1.30 We have taken a number of other steps to ensure the coherence and quality of our TNE provision and we will discuss these further in [subsection iv](#), as they relate to quality and assurance.

### **Validation Partners**

- 5.1.31 As we discussed briefly above, the number of validation arrangements in place has reduced from four at the time of ELIR 3 to three. However, the number of students on validated programmes has risen from 2401 in 2012 (the number referenced at the time of ELIR 3) to 3,324. Student numbers are overseen by the individual validated institutions who are responsible for the growth. In this case, The Glasgow School of Art and Scotland's Rural College, both of which are subject to external oversight by QAA Scotland as independent Higher Education Institutions. These institutions are classified by the University as 'accredited institutions' – this means that, whilst the University provides oversight of key quality policies and processes, they are granted autonomy commensurate with their own experience. For example, they are able to approve new programmes using their own processes. The Edinburgh Theological Seminary (ETS) is an 'associated institution' and the University is responsible for validating all programmes directly as part of validation arrangements. The total number of students on ETS programmes is 70.

### **Other collaborative provision**

- 5.1.32 Over the review period, the development of collaborative provision outside of our TNE relationships has reflected the overall shift in our approach. That is, we have concentrated on developing collaborative provision only where we have identified clear benefits for doing so. The emphasis has been on growing models and relationships that we have identified as successful (in the broadest sense) and investing in these to support their further development.
- 5.1.33 A good example of this approach is our continued and deepened engagement with the Erasmus Mundus Joint Master Degrees (EMJMD) programme. The programme overall is run by the Education, Culture and Audio-visual Executive Agency (EACEA) - an agency of the European Union. The EACEA describes EMJMDs as *'prestigious, integrated, international study programme[s], jointly delivered by an international consortium of higher education institutions.'* As we will discuss in slightly more detail below, these programmes require an extensive period of development and a detailed application process to the EACEA to secure the appropriate funding.
- 5.1.34 We have run a successful EMJMD since 2012 – an International Master (IM) in Russian, Central and East European Studies (IMRCEES). This programme received renewed support from the EACEA in 2018. Therefore, it will continue to run, although with a redefined scope and the addition of new partners. It is now the IM in Central, East European, Russian and Eurasian Studies (IMCEERES).
- 5.1.35 In addition to the established programme described above, we have successfully launched three further programmes – one in 2016 (IM in Adult Education for Social Change [IMAESC]) and two further programmes in 2017 (IM in Global Markets, Local Creativities [GLOCAL] and IM in Security, Intelligence and Strategic Studies [IMSISS]). Accordingly, the University now has four EMJMDs in operation.
- 5.1.36 In the last application round (February 2018) the University was part of five successful bids, four as co-ordinating institution. Of the 2018 bids, three were new programmes (Tourism Development & Culture; Children's Literature, Media & Culture; and South European Studies) and one was a renewal (Adult Education for Social Change). These new developments will support a total of 300 further EMJMD scholarships and a similar number of self-funded students.
- 5.1.37 In total, the University now coordinates [seven EMJMD consortia](#) with partners from 16 different EU countries and four non-EU countries. It is also a member of a consortium which is coordinated by Autonomous University of Barcelona (UAB). It has key associate partners for summer schools (offered as part of EMJMD programmes) based in Canada, Malaysia, Germany, Portugal and the Netherlands as part of these consortia.
- 5.1.38 At present, two new renewal applications are planned for February 2019, and, pending the outcome of negotiations surrounding the UK's exit from the European Union, applications for two new programmes for February 2020.

### **Our approach to EMJMDs**

- 5.1.39 The University's EMJMDs are all based in the College of Social Sciences which, alongside constituent schools and academic staff, has led the development of proposals and coordinated the

application process to the EACEA. Whilst being based in a single college, these programmes contribute directly to the University's internationalisation objectives and bring multiple benefits for staff and students.

- 5.1.40 All of the EMJMDs led by Glasgow have at least four degree-awarding partners (although final awarding institutions vary according to the pathways selected by individual students). Students are offered three mobility periods in Europe and access to a placement experience. Each is built on a two year, four semester model (240 SCQF/120 ECTS credits). On average, 20 scholarships are funded by the European Union per programme, for each intake of students. There is usually an equal number of self-funded students that make up each intake.
- 5.1.41 The development, approval and application processes take on average two years to complete and are highly complex. In line with the College of Social Sciences' commitment to pursuing this successful model, this has been built into the workloads of the relevant staff. The work for each application is shared between a lead academic and a project manager with support from within the College and central services as appropriate. This support is normally associated with: consortium meetings; programme approval/ accreditation; administration and finance; academic regulation alignment; legal text development; expertise documentation; consortium's research and funding history; and student advice and guidance (visa advice, accommodation, induction, etc).
- 5.1.42 Whilst the investment of time and resource has been considerable, EMJMDs have brought a number of benefits for the University, our staff and our students.
- 5.1.43 For the University, the benefits have included:
- increasing recruitment, student mobility and student placements;
  - attracting a great diversity of exceptional students;
  - changing the dynamics of classroom interaction and contributing to the internationalisation of the curriculum;
  - consolidating academic networks - leading to an increase in joint research along with higher citation rates;
  - raising the University's profile within Europe and with non-EU funding bodies; and
  - providing valuable further experience in developing and implementing joint and multiple degrees.
- 5.1.44 The benefits for staff at the University of Glasgow have included the ability to:
- visit and experience teaching in other universities in other countries;
  - consolidate networks;
  - deepen research relationships and make new connections;
  - develop their own leadership and management skills; and
  - develop experience in developing and implementing joint and multiple degrees.
- 5.1.45 Student feedback has identified that EMJMDs provide the following benefits:
- access to multiple language learning environments;
  - an opportunity to study in other countries and be exposed to difference cultures;
  - experience of different learning and teaching cultures and methodologies; and

- access to placement opportunities, employment connections and networks.

5.1.46 Our success in securing support for EMJMDs as a coordinating (lead) institution is, as far as we are aware, unparalleled with the UK HE sector. The four most recent successful applications will alone secure in the region of €15.4m in full scholarships for 309 students. This presents considerable opportunity for students from within Scotland, the UK, the EU and beyond to benefit from these unique and truly international programmes. The programmes are likely to attract similar numbers of self-funded students.

5.1.47 We have included a summary table of existing EMJMDs and details of successful applications at [Appendix 8](#).

### ***Postgraduate Research Collaborations***

5.1.48 Postgraduate research collaboration has expanded over the review period. Our approach here has been to move away from the formation of collaborations where student numbers are particularly small – one or two students, for example. Instead, we have shifted to what we refer to as ‘framework’ arrangements with high-quality partners. The key requirements of these arrangements, in terms of quality assurance and alignment of degree regulations, are negotiated at an institutional level. Thereafter, where there is identified interest from individual disciplines to offer a collaborative PGR programme to a student, much of the complexity in setting up such an arrangement has already been overcome and we can respond more quickly within a robust framework and set of contractual terms. We have established four of these framework arrangements over the review period with three more planned. The planned frameworks will focus on a small number of the University’s strategic partners as outlined earlier in this section.

5.1.49 Growth in postgraduate research collaborative provision has also emerged through participation in Centres for Doctoral Training (CDTs), Doctoral Training Partnerships (DTPs). The University is engaged in a number of CDTs and DTPs, funded by the UK Research Councils. These arrangements are subject to different structures depending on the requirements of the research council grant and aims of the collaboration. For example, some involve shared responsibility between collaborating institutions or industry for training students, or supervising, but do not involve any shared degree awarding responsibilities. Others, however, involve the development, delivery and award of collaborative programmes in the fullest sense. All of these partnerships have a common focus on development of a cohort of students, through innovative training and research at the cutting-edge of (and between) disciplines.

5.1.50 Examples of these relationships include national Doctoral Training Partnerships (or similarly structured partnerships) and include the [Scottish Graduate School for the Arts & Humanities](#), the [Scottish Graduate School for Social Sciences](#), the [Scottish Universities Physics Alliance](#) and, in the College of MVLS, the [MRC DTP in Precision Medicine](#). These partnerships help to provide cross-cutting training, support and funding for postgraduate research students. We believe these partnerships help to significantly enhance the opportunities available to PGR students. Centres for Doctoral Training examples include the [CDT in Advanced in Photonic Integration and Advanced Data Storage](#) and [CDT in Intelligent Sensing and Measurement](#).

5.1.51 We are engaged in two European Joint Doctorates (EJDs), which are complementary to the more strategic approach discussed above as they focus on building capacity within a cohort of students aligned with identified priorities for research funders. They help to promote partnership across European research institutions, industry and offer significant opportunities to students. We are the lead institution in an EJD consortium in the area of animal nutrition - [\*The European Joint Doctorate in Molecular Animal Nutrition \(MANNA\)\*](#). We are also a partner in an EJD consortium in the area of rotorcraft safety – the [\*Network for Innovative Training in Rotorcraft Safety \(NITROS\)\*](#). A further EJD proposal is planned for 2019.

#### ***Articulation arrangements (international)***

5.1.52 The number of articulation agreements have remained relatively stable over the review period. A number of arrangements have been brought to an end due to limited take-up by students. At the same time, a small number of new arrangements have been established. Arrangements with institutions in China, SE Asia and USA continue to operate, bringing small numbers of students into the Colleges of Science and Engineering and MVLS. Articulation onto medical and dental degrees continues with two established articulation pathways from institutions in South East Asia. The total number of articulation arrangements in place across the University is 13. These are viewed as low risk arrangements which contribute to international student recruitment. Academic performance and English language requirements for all incoming articulation students are clearly established and are equivalent to progression requirements for all University of Glasgow students.

#### ***Internationalisation***

5.1.53 Structures to enable the realisation of our Internationalisation Strategy more broadly have also changed over the review period. As we stated in our introduction to this section, collaborative provision is one vehicle through which we pursue our strategic objectives for internationalisation. Therefore, there is some overlap between our approach to internationalisation overall and collaborative provision more specifically. For example, our Deans for Global Engagement work to represent and promote the interests of the University in a particular global region: the Americas; Middle East and Africa; China and East Asia; South and South East Asia; Europe. Working with our Vice Principal (Internationalisation), they have responsibility for developing and implementing an institutional strategy in relation to their region. They do this in the broadest sense, considering the potential that exists for research relationships, industry engagement, student recruitment and collaborative provision. There is now greater clarity on the functions of these outward-looking roles that replace the previous International Dean posts in place at the time of ELIR 3. Through an in-depth knowledge of their region, the Deans for Global Engagement are able to act as an interface between the priorities of the University and the opportunities that present themselves in their global region.

5.1.54 The role of International Dean has also been created in each college, replacing the previous role of College International Lead. Importantly, there is greater clarity about how these role-holders will work in unison with Deans for Global Engagement to identify and act upon internationalisation and partnership opportunities. Whilst the role of the Deans of Global Engagement is to look outwards toward the opportunities that exist in their region, it is the role of the college International Dean to identify (in partnership with college management groups) whether any opportunities identified align

with the priorities and capacities of their college. In this way, we hope to closely align both our ability to identify and to respond to opportunities. This is important in the context of collaborative provision because, as we stated in our introduction, our desire to extend our international reach and provide new opportunities for students must be matched by the capacity and commitment to respond appropriately and to maintain overall quality over the long term.

- 5.1.55 We believe that these new structures supporting our Internationalisation Strategy will continue to embed a strategic approach to establishing partnerships and, where relevant, collaborative provision.

#### **iv. Approaches to managing collaborative provision – including the assurance of quality and standards**

##### **Introduction**

- 5.1.56 Our approach to approving, monitoring and reviewing collaborative programmes (as the main mechanisms for assuring standards and quality) continues to reflect an integrated approach to quality assurance and enhancement. This means that the University's existing processes and requirements in relation to *non*-collaborative provision also apply to collaborative provision. In contrast, a *dedicated* range of processes and structures for the management of collaborative relationships and associated risks operates at appropriate levels of our institutional structure. Responsibilities are delegated according to the type of collaborative arrangement.
- 5.1.57 In summary, there is a clear distinction within our approach to:
1. The approval, monitoring and review of *collaborative programmes* - i.e. the academic content, standards and quality of provision; and
  2. the approval, monitoring and review of *collaborative relationships* which support collaborative provision i.e. the choice of partner, strategy, governance arrangements, operations; regulatory compliance, legal obligations, data protection and processing, finance, reputation management, etc.
- 5.1.58 The reason that a single process for the approval of academic programmes and collaborative relationships does not exist is so that 'business development' interests and academic standards and quality are not inappropriately conflated. This is in line with the indicators within the QAA Quality Code: Chapter B10 and reflects our institutional approach in general – a key instance of this is the separation of financial and academic considerations in programme approval. Taking this approach also means that it is easier to ensure collaborative provision is considered alongside other (non-collaborative) provision, and therefore reflects the University's and national expectations in relation to quality, standards and the student experience. However, we recognise that there is clear link between the standards and quality of any programme delivered in collaboration and the broader arrangements in place surrounding that provision. For this reason, there is a high degree of interplay between the two sets of policies, processes and structures in place. Below, we set out the main features, requirements and indicative considerations of these separate processes.

## Main features and requirements

### *For Collaborative programmes (provision)*

5.1.59 All collaborative programmes are subject to the following requirements:

- Programme approval: the approval of programmes (academic content, assessment, etc.) follows the same process and is subject to the same requirements as all other provision (as set out in [section four](#)). This includes appropriate consultation and the use of external benchmarks;
- Degree regulations and the UK Quality Code: there is a requirement that collaborative programmes comply with the University's generic degree regulations wherever possible. Where the requirements of collaborative programmes cannot be aligned with generic degree regulations, a new set of degree regulations is developed. In all cases, the requirements for the award of credit and the degree, including rules for assessment, progression and degree classification are clearly documented. Again, in all cases these regulations are aligned with the expectations set out in the UK Quality Code. Where, in limited instances, the University accepts that the degree regulations of a partner institution will govern the award of any University of Glasgow degree, there is a detailed comparison of the provisions of the partner's regulations and those of the University. Where the University accepts the partner's regulations, it will only do so to the extent that they fulfil the expectations of the UK Quality Code – any additional requirements that must be put in place to fulfil these expectations are stipulated in binding form within the agreement governing the collaborative relationship (to be discussed later);
- Monitoring and review: all collaborative provision is subject to annual monitoring processes and reporting requirements in line with non-collaborative provision. Schools and research institutes are responsible for ensuring that annual monitoring takes place, as with all other provision. Periodic Subject Review includes consideration of any collaborative provision offered within the relevant subject or school. Responsibility for responding to the outcomes of these processes sits with the relevant school, research institute, graduate school and college. In the context of collaborative partnerships, any enhancements are in practice actioned through the structure of a 'Joint Management Board' - this includes representation from all partners and is the group with operational oversight of the collaboration (we will discuss this further below);
- Student engagement and representation: the involvement of students in the ongoing monitoring and review of programmes (and more generally) must reflect the practices of the University of Glasgow and the expectations of the UK Quality Code;
- External examining: All collaborative provision must be subject to external examining and the University appoints (or is directly involved in the appointment of) external examiners;
- Minimum threshold for delivery of credit: for taught collaborative programmes the University has established minimum thresholds for the amount of credit that must be delivered and awarded by the University. Where two partners are involved this threshold means that the University must deliver and award a minimum of 50% of any credit associated with a

University award. Where three or more partners are engaged there is an absolute minimum requirement of 25%;

- All parchments and transcripts (HEAR) must appropriately recognise the nature of the award made and contributions of partners, in accordance with the Quality Code Chapter B10;
- For collaborative PGR provision, there are a clear set of 'red-line' requirements that must be met when considering the formation of a collaborative programme. These include: admission requirements; duration of the programme and registration requirements; supervisory team composition and qualifications; minimum supervisory load; progression; suspension and extensions; intellectual property; research integrity and research data management; the role of oral defence, the composition of the assessment panel including the requirement for an external assessor and the limited role of the PGR supervisor; language of submission and assessment.

### ***Collaborative partnerships (for the delivery and/or award of collaborative provision)***

5.1.60 The University has clear requirements and processes leading to the formation, monitoring and review of collaborative partnerships, where these involve the delivery of collaborative programmes. Naturally, these processes consider a wide range of issues that are not always connected directly to the programme(s) themselves, but which nonetheless have a bearing on the ability of the partners to successfully deliver and manage the programme(s) over the long-term.

5.1.61 Broadly, these processes consider the following matters:

- Strategic alignment of a proposed collaboration: whether the collaboration is aligned with the University of Glasgow's strategy and whether there is appropriate alignment with the partner's strategy. For example, is the partner interested in a long-term collaboration, or are they interested in a short-term benefit that can be derived from working with us in a particular way? Does their overall direction fit with that of the University and is their commitment to quality and standards aligned with our own?
- Market and financial matters: whether there is a sufficient demand in the market for the delivery of a collaborative programme and how, for example, fee differentials between the partners are likely to impact on demand and long-term sustainability. If the collaboration seeks to launch a programme into a market outside of the UK, will relative spending power or lack of local financial support inhibit applications? Will projected student numbers and fee income support appropriate investments in operational and academic support for the collaborative programme and the collaboration more broadly?
- Academic and quality matters: at a strategic level, whether the proposed collaborative provision (and the proposed partnership in support of it) is in alignment with the established models operated by the University and would allow alignment with the expectations of the UK Quality Code. This element of consideration ensures that many aspects relating to the collaborative programme itself are considered alongside the wider arrangements relating to the proposed partnership.
- Operational issues: to consider, for example, the requisite investment in time and resources to appropriately support the collaboration and associated provision. Is there sufficient space,



facilities and staffing to deliver the programme and support the partnership, and what are the financial costs of doing so? How to these requirements impact on the sustainability of the collaboration?

- Compliance and regulatory issues: whether the legislative and regulatory landscape in the jurisdiction the partner is based is compatible with the expectations of the University, the model of collaboration proposed (including the legal competence any partners to award degrees where applicable), the quality assurance framework, data protection and so forth.

### ***Oversight, decision making and approval***

- 5.1.62 As we set out above, the approval, monitoring and review of collaborative programmes is fully integrated into existing processes which are described in [section four](#). For collaborative partnerships (involving the delivery of collaborative programmes) initial consideration is always given by the relevant school, research institute, graduate school and college in the first instance. All proposals use a standardised set of documentation. This includes: a clear description of the proposed collaboration; the completion of a business case; an outline of the key features of proposed programmes and associated awarding arrangements; and a risk assessment. The documentation is often supplemented by additional information as the context requires. This ensures that those responsible for the delivery of any programme and those most familiar with the resource and financial implications are informed and supportive. Colleges are responsible for their own budgets and to a large extent academic quality (within the framework of University standards and regulations) and therefore their oversight is a key aspect of this stage of the process. Colleges have structures established for the review of collaborative proposals. Three colleges (MVLS, Social Sciences and Arts) have dedicated College Collaborations Groups which bring together key stakeholders for this purpose, and which report directly to the relevant college management group. The College of Science and Engineering uses existing structures, which include key individuals such as College Deans (for L&T and Graduate Studies) and senior administrative staff. In all cases, the relevant Vice Principal and Head of College must approve what is proposed before proposals are progressed.
- 5.1.63 Some types of collaboration receive final approval at college-level. These include articulation arrangements and joint, double or multiple degrees with UK partners or existing international partners (where that type of provision is already operating). These are assessed as being lower risk collaborations, although where there are complexities or novel models proposed they can be escalated to University decision-making structures. Outside of these types of collaboration University-level approval is required.
- 5.1.64 At University level, initial consideration is given by a University Collaborations Group, before proposals are reviewed by the relevant academic committees, which include either Education Policy and Strategy Committee (EdPSC) or RPSC. Where the proposed collaboration reveals policy or significant resource implications proposals are referred on to Senate and, where appropriate, Finance Committee and the University Court for decision.
- 5.1.65 The Collaborations Group essentially comprises a sub-group of the Senior Management Group. The proposals reviewed by this group include all arrangements with new international partners that lead

to a joint, dual or double degree. The group takes an initial view on the potential of the collaboration as proposed and makes an initial assessment of the strategic, financial and (to a lesser extent) compliance implications. It does not consider the detailed academic or operational implications, which are dealt with by other parts of the approvals process (ie, school, college and academic committee review). Having this initial consideration is an effective way of ensuring that there is appropriate senior support for arrangements at an early stage and helps to ensure that time and effort is not expended pursuing collaborations without sufficient potential or which are inappropriate.

5.1.66 If the Collaborations Group and EdPSC or RPSC (and as applicable Senate and/or Court) is in support of progressing a proposal, then the collaboration is approved.

5.1.67 A table setting out approvals authority for collaboration is included at [Appendix 9](#) – note that proposals must be approved at each level up to and including the final approving body.

### ***Implementation and support***

5.1.68 After approval is given, the proposers (and the relevant school, research institute, graduate school and college) are able to put plans into action to make the collaboration operational (subject to academic programme approval). In doing so, they have the support of professional services staff within the relevant part of the University structure, including central University Services. This includes support as appropriate from the Academic Collaborations Office (ACO) and the TNE Secretariat. These services help by providing advice on the detail that needs to be considered and the structures and legal agreements that need to be put in place to properly govern and manage the collaboration.

5.1.69 The outcomes of both programme and collaboration approval determine the content of a legal agreement to govern collaborative arrangements. These are negotiated with any partner and are developed primarily by the ACO, in close partnership with those leading the collaboration in our colleges, schools and research institutes. Where complex legal drafting is required to give effect to the University's intentions and in order to manage any particular risks the University will take legal advice, working with a law firm which is familiar with the requirements of the University and has built up considerable experience of working in these contexts.

5.1.70 All legal agreements to govern collaborative provision contain a number of clauses to manage any risk to standards and quality. These take account of the unique structure, intent and context of the collaboration as it was initially proposed. Many provisions are standard, but in practice there is usually a degree of careful drafting and negotiation required. For example, each agreement is explicit that the University is required to maintain standards and quality in line with the UK Quality Code. Provisions for the review of the collaborative programme, including review of content delivered by a partner, is included in all agreements and every partner is required under contract to support the University to meet QAA expectations.

5.1.71 A number of other provisions are standard in every agreement and ensure the protection of student interests and compliance with UK laws and any other relevant regulations. These provisions relate to: the nature of the collaboration; awarding responsibilities; governance structures; financial arrangements; other responsibilities under the agreement (for example, admissions, assessment, student support); complaints and conduct procedures (academic and non-academic); term and

termination requirements (including the requirement to support all students to complete the programme); confidentiality and data protection; insurance and liability; dispute resolution; and governing law and jurisdiction. This is not an exhaustive list and as set out above each agreement is tailored to suit the particular requirements and risks associated with each collaboration.

### ***Monitoring and enhancement***

- 5.1.72 Once a collaboration is operational, ongoing monitoring of programmes is undertaken in line with University processes. This means that regular processes are applied to the courses and programmes and that student representative structures are effective and mirror those in place for non-collaborative programmes. Student-staff liaison committees are established for all collaborative provision and student representation is expected to be in place in line with normal University practices. The SRC, particularly in relation to TNE provision, has played an active role in training student representatives. Whilst student representation is not always an expectation at the partner institution, where there is collaborative provision in place with the University we require it to be established.
- 5.1.73 We recognise that the contexts in which collaborative provision is delivered to students can create additional complexity and challenge and that this requires an additional level of oversight and coordination of enhancement activity. In addition to complexity in the academic structure of collaborative programmes, this can be linked in part to the requirement to ensure a coordinated approach *between* partners in terms of appropriate support and delivery. Challenges can sometimes be broader than this and, particularly in the context of international collaborations, can also relate to institutional and national approaches and systems that surround the collaborative programmes. It should also be said that, in our experience, students studying on collaborative programmes (again, particularly in international contexts) can have quite different expectations about their learning experience, when compared to students studying solely in Glasgow. This is particularly the case when the University delivers programme ‘in-country’ as with our TNE provision. For example, when international students come to study in Glasgow, they may already have clear expectations that their experience will differ to one that they might have in their country of residence. Conversely, if the University is to deliver a programme in their country of residence, that expectation may be diminished. Instead, the student may expect the programme to align with educational norms and cultures established in the country of delivery. This presents a rather philosophical question – as to whether the programmes we deliver through our TNE provision ‘in-county’ should reflect an approach identical to that used in non-collaborative programmes delivered in Glasgow. Or, whether in response to the local context, we should adapt our delivery and approach to enhancement to meet local needs.
- 5.1.74 At the University our response to the complexities described above is two-fold. First, we are stringent in the establishment of the structures that underpin monitoring and enhancement – for example effective student representation structures, the use of student evaluation and feedback and the application of annual monitoring processes. In many cases these approaches are new to our partner institutions, whom we encourage to adopt the practice more widely. Second, our response to the outcomes of these processes is flexible and reflects and respects local contexts and institutional partners. Our approaches to enhancing the student experience must provide balance and

responsiveness, and this needs to be founded upon good relationships and understanding with our collaborative partners. Collaborative provision (with the exception of articulation arrangements) is subject to operational oversight by a Joint Management Board, or a structure with the same remit. It is this structure that is responsible for the implementation of enhancements arising from the outcomes of regular and periodic quality processes, for example Annual Monitoring (which includes external examining, student feedback and performance) and PSR. This approach to quality enhancement, including regular external academic audit, is again new to many partners. The Boards also monitor student outcomes and work with partners to benchmark this against similar but non-collaborative provision. At the same time, the Joint Board structure creates a collegiate forum for collaborative oversight, communication and response. We establish early on in any collaborative partnership who will be responsible for which aspects of the student experience, how they will be delivered and to what standard. All of our legal agreements governing collaborative provision make this clear. This clarity provides a framework within which discussions about required enhancements can take place, and about who is responsible for implementation – this supports Joint Boards of Management to work within the expectations of the partner institutions.

5.1.75 The broader complexities highlighted above also point to a number of advantages in our approach of working with a small number of high-quality partners. In concentrating our larger scale collaborative provision in a small number of partnerships we are able to build relationships over time that allow us to draw upon their understanding and experience of local requirements, expectations and cultures of education. This is particularly important in a TNE context where the University is operating in a less familiar environment and regulatory context.

5.1.76 Examples of recent enhancements where our rigorous yet responsive approaches have brought benefits to students include:

- In Singapore, pre-sessional 'bridging' courses in mathematics and physics being introduced for new students. These are particularly important for male students, who spend two years in military service before starting their degree. We have continually made changes to the course (such as revising the topics, pedagogy, assessment structure, etc.) based on feedback from students and lecturers to ensure that sufficient support is provided to enhance the student learning experience.
- Engineering students must be educated in the economic, legal, social, ethical and environmental context of the profession. Therefore, new courses were introduced for our collaborative programmes with UESTC on 'Engineering Project Management and Finance' and 'Engineering and the Law – New Product Creation and Business Planning' were developed with a member of staff who joined the University from industry. These are now informing new provision in Singapore and in Glasgow.

5.1.77 Our experience of international collaborations and the need to respond to local needs has also informed our approaches to working with international students in Glasgow. For example, we have developed a deeper understanding of the university system in China, which has enabled us to enhance the experience of Chinese students who come to Glasgow. For example, it may be possible to answer an engineering exam in China purely in mathematics, without writing a single

word of text, but this is most unlikely to be acceptable in the UK and we can now explain our expectations to students more effectively and in context.

5.1.78 During a review of the governance of collaborative provision in 2016 the use of joint boards of management was reaffirmed as the most appropriate mechanism for the management and enhancement of collaborative provision. However, it was agreed that there was a need to provide a coherent structure that would span the operation of individual boards to ensure there was clear oversight and a useful reporting line. In the context of TNE provision, this is now provided by the TNE Board. In relation to other collaborative provision, it was agreed that oversight groups would be established with each college – SMG and Senate agreed these changes in 2016 and these groups have been established (college collaborations groups). However, there are further enhancements that need to be made support consistent (annual) reporting from joint management boards to the college collaboration groups, including the development of guidance, documentation and systems. To be clear, this reporting relates to the overall collaboration and the proper functioning of the joint management board, not to reporting on academic programmes as part of Annual Monitoring processes. The ACO the ACO has initiated discussions with Colleges and is working with them to ensure that JMB reports have the appropriate level of scrutiny. The systems developments (within MyCampus – our student records system) have, however, been challenging and have delayed the implementation of the overall package of enhancements we had envisaged.

### **Review**

5.1.79 In addition to regular quality processes, a periodic review of the partnership as a whole is undertaken. The relevant college is responsible for reviewing partnerships and does so with support and advice from the ACO. This wider review will incorporate information taken from regular quality processes, but also considers the ongoing performance of the collaboration as a whole, and whether it continues to fulfil expectations as initially established. Information from joint management boards provides insights into both academic and non-academic matters that might be related to the review. This might include for example consideration of financial sustainability or any recurring operational difficulties. This review takes place towards the end of the initial approved period of operation and normally a fixed period before the expiry of any legal agreement. This provides the opportunity to amend the nature of the partnership, implement changes, or if necessary bring the collaboration to an end at the date of expiry. TNE collaborations are subject to regular reporting to the TNE Board, who decide on the action required based on the outcomes of any review. TNE collaborations often have a number of structures in place surrounding the delivery of collaborative programmes. For example, in addition to a management board at programme or subject level, there may be a strategic leadership board between the two partners. Insights from each of these groups therefore inform any review.

5.1.80 The reviews are undertaken on rolling cycle in accordance with the term of agreements governing collaboration arrangements. The ACO maintains an oversight of dates and works with colleges to undertake these reviews as they are required. Validated Institutions are subject to a separate periodic review process which is managed centrally by the ACO.

## Assuring and Enhancing Quality for Validated Institutions

- 5.1.81 The University has two types of formal institutional partnership with validated institutions: ‘accredited’<sup>24</sup> and ‘associated’<sup>25</sup> relationships determined by different levels of delegation, which are set out in the [Code of Practice for Validated Provision](#).
- 5.1.82 The assurance and enhancement of quality at validated institutions is achieved largely through three mechanisms:
- joint liaison committees (accredited institutions) and joint management boards (associated institutions);
  - quality management processes alignment with the University of Glasgow processes; and
  - Annual Reports to ASC
- 5.1.83 Joint liaison committees and joint management boards meet annually and biannually, respectively. The committee and board are a formal requirement which sits above the day-to-day contact between University and validated institution staff and interim meetings. The combination of informality and formality allow for regular support and sharing of information and of ensuring compliance with policy or quality management processes.
- 5.1.84 Validated institutions are required to operate quality management procedures which align with those of the University. This approach encourages compliance with standard University of Glasgow processes, but is not inflexible and, where local requirements necessitate a divergence of approach, this will be approved by ASC.
- 5.1.85 The Annual Report from validated institutions to ASC is a key element in the monitoring of standards and in the assurance of quality. The report structure to places an emphasis on self-reflection and the critical evaluation of the operation of validated programmes and the learning experience of students.

## Development of our approach to managing collaborative provision over the review period

- 5.1.86 There has been an improvement in our capacity to provide expert advice around collaborative provision, with the Academic Collaborations Office (established in 2013) building considerable experience in the governance, policy and contractual elements of this type of provision. The creation of the ACO represents a considerable investment in staff resources to support our approach to managing collaboration provision. The ACO is embedded within the Senate Office, and consists of five full-time members of staff – a significant increase in capacity from the situation previously, where support was provided as part of the wider work of the Senate Office by two members of staff.
- 5.1.87 Our institutional records of collaborative provision are more comprehensive and useable. We have electronic records of all binding documents related to specific collaborative provision, searchable by type, region, date and partner. This allows us to more effectively monitor the range of collaborative

<sup>24</sup> Glasgow School of Art and Scotland's Rural College: both are Higher Education Institutions in their own right, with direct responsibility to the Scottish Funding Council and the Quality Assurance Agency

<sup>25</sup> Christies Education, London (until 2017) and the Edinburgh Theological Seminary

provision across the institution and proactively support the development and review of existing and new relationships. To this end, the ACO liaises regularly with each college and undertakes periodic reviews of the totality of provision across each of them. This helps us to identify the collaborative arrangements that are operating effectively and productively and those that are not, and to take appropriate action in response. These reviews are undertaken in partnership with college International Deans, Deans of Global Engagement, TNE Deans and Heads of Academic and Student Administration, Head of International Recruitment and others where necessary. These key role-holders liaise with colleagues in schools and institutes to gather intelligence on the performance and trajectory of the partnerships they are involved in.

- 5.1.88 The creation of the TNE Secretariat is an important development that supports our more strategic approach, and the effective operation of oversight and enhancement operations for our TNE provision. This dedicated resource will help us to further integrate supporting processes and services for our TNE provision. Together with the TNE Board this development creates a robust set of oversight arrangements.
- 5.1.89 The creation of college collaborations groups (or equivalent decision making body) in each of the four colleges is a significant step forward in providing effective reporting lines for joint boards of management, particularly where these relate to smaller scale (non-TNE) collaborative programmes. They will increase the coordination of services and support delivered by colleges and provide a focal point for the collection of information on our collaborative provision. Alongside the creation of these groups we have made considerable progress in updating guidance for staff on collaborative provision, redefining approval processes and creating new proposal and review documentation. We have also done a great deal of preparatory work to improve our student record system to allow it to record collaborative partnerships, in time this will also allow us to assign student numbers and performance data to this record and therefore further the use of data for enhancement purposes. When taken together, these enhancements represent a considerable advancing of our capacity to deal with the complexities of managing collaborative provision.

## **5.2 Effectiveness of the approach to managing collaborative provision including arrangements for securing academic standards and enhancing the student learning experience**

- 5.2.1 Our approach to managing collaborative provision is effective. The creation of partnerships with high-quality partners is an important component of our approach to managing risk and the student experience. Consideration of this takes place at senior forums and is subject to University-level governance arrangements (eg, through Senate and Court where necessary). Similarly, our models of collaboration are well established and underpinned by a clearly articulated University position on our chosen approach, informed by our strategy.
- 5.2.2 There are a clear set of institutional policies and principles that are applied to the formation of collaborative partnerships and the approval, monitoring and review of collaborative provision. These are supported by processes that are aligned with our overall institutional approach to managing

quality and standards. The approach we take to the oversight of wider considerations around collaborative provision (eg, the strategic, financial and regulatory appropriateness of partnerships and programmes) is also effective, increasingly integrated, and appropriately separated from consideration of academic matters.

- 5.2.3 We acknowledge the need to further improve the access to institutional guidance and the reporting mechanisms for smaller scale non-TNE provision and have taken steps to do this. The combination of college-level oversight structures together with improved guidance and documentation will, once the development of our supporting systems has been completed, provide a comprehensive and efficient solution underpinned by high quality data.



Section Six:

*Concluding Remarks.*

## 6 Concluding Remarks

### 6.1.1 The final chapter of our ELIR 3 Reflective Analysis ended with the words:

The University is still on a journey that, in the period following ELIR 3, will be heavily focused on the opportunities created by the Campus Development Project. This project, whose physical dimensions are reflected in the final image of this reflective analysis, provides a unique opportunity for an expansion of our campus that takes a holistic review of our learning, teaching and research infrastructure to ensure we can accommodate the needs of learners and researchers now and in the future to support the University's fundamental purpose: that of delivering an excellent learning experience and of contributing valuable research to culture, society and the economy.

### 6.1.2 In our ELIR 4 RA, we have described our continuing progress on our journey, reflecting on and evaluating our successes and the challenges that we have faced and are continuing to face.

### 6.1.3 Our strategy, *Inspiring People*, has provided the framework for our work. It recognises that, while the campus development (our *place*) presents us with an opportunity that is commensurate with the move of the University to Gilmorehill in 1871, it is our *people* aligned to our *purpose* that have made our University what it is and that will make it what it will be in the future. The balance of our contextual themes reflect this with the primary focus of two of the themes being on our *people* (student support and engagement and staff development and engagement), one on our *place* (learning and teaching infrastructure and study space development) and one on our *purpose* (assessment and feedback).

### 6.1.4 ELIR 3 demonstrated that we had the confidence to engage with strategic change and to set ambitious targets while continuing to advance our long-standing, rigorous approaches to the maintenance of academic standards, the enhancement of quality of learning and teaching and the provision of an excellent student experience. This remains true for the current review period but, significantly, we have now placed the student experience and the quality of learning and teaching at the heart of the strategic change agenda; firstly through prioritisation of the James McCune Smith Learning Hub within the campus development and secondly through the identification of assessment and feedback as our first major transformation project.

### 6.1.5 Underpinning everything we do, and reflected throughout this document, is the central importance we place on the development and support of an engaged community of students and staff. In this respect, we are particularly fortunate that student engagement here is authentic and deeply embedded and valued. It enriches and challenges our thinking and, as we move forward on the next stage of our journey, it will help us to enhance our reputation as a world-changing university that offers a truly excellent student experience.

# Appendices

## **Appendix 1: University Governance**

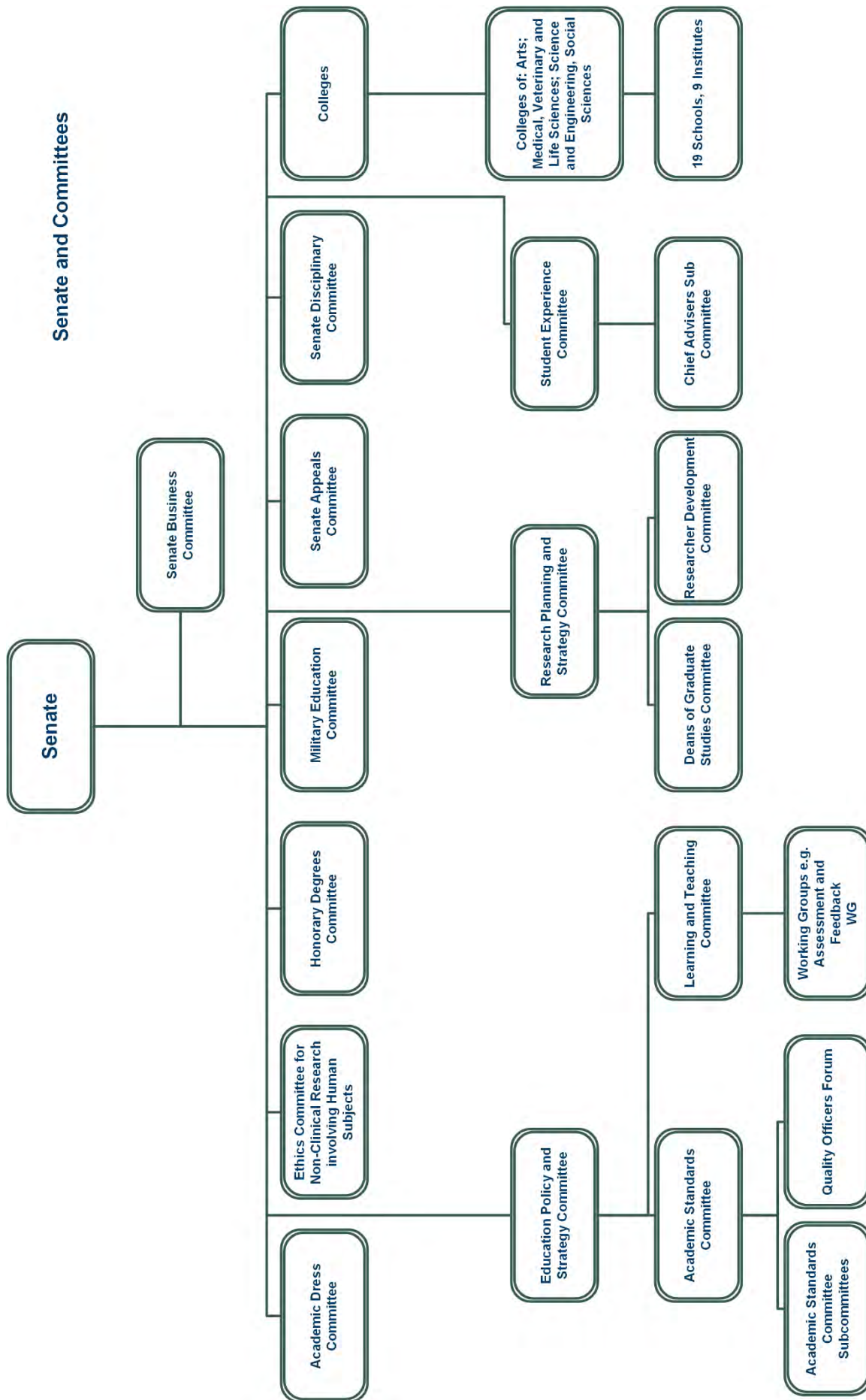
The diagrams set out in this Appendix illustrate the governance structures in place at the University.

**Diagram 1:** Senate and Committees

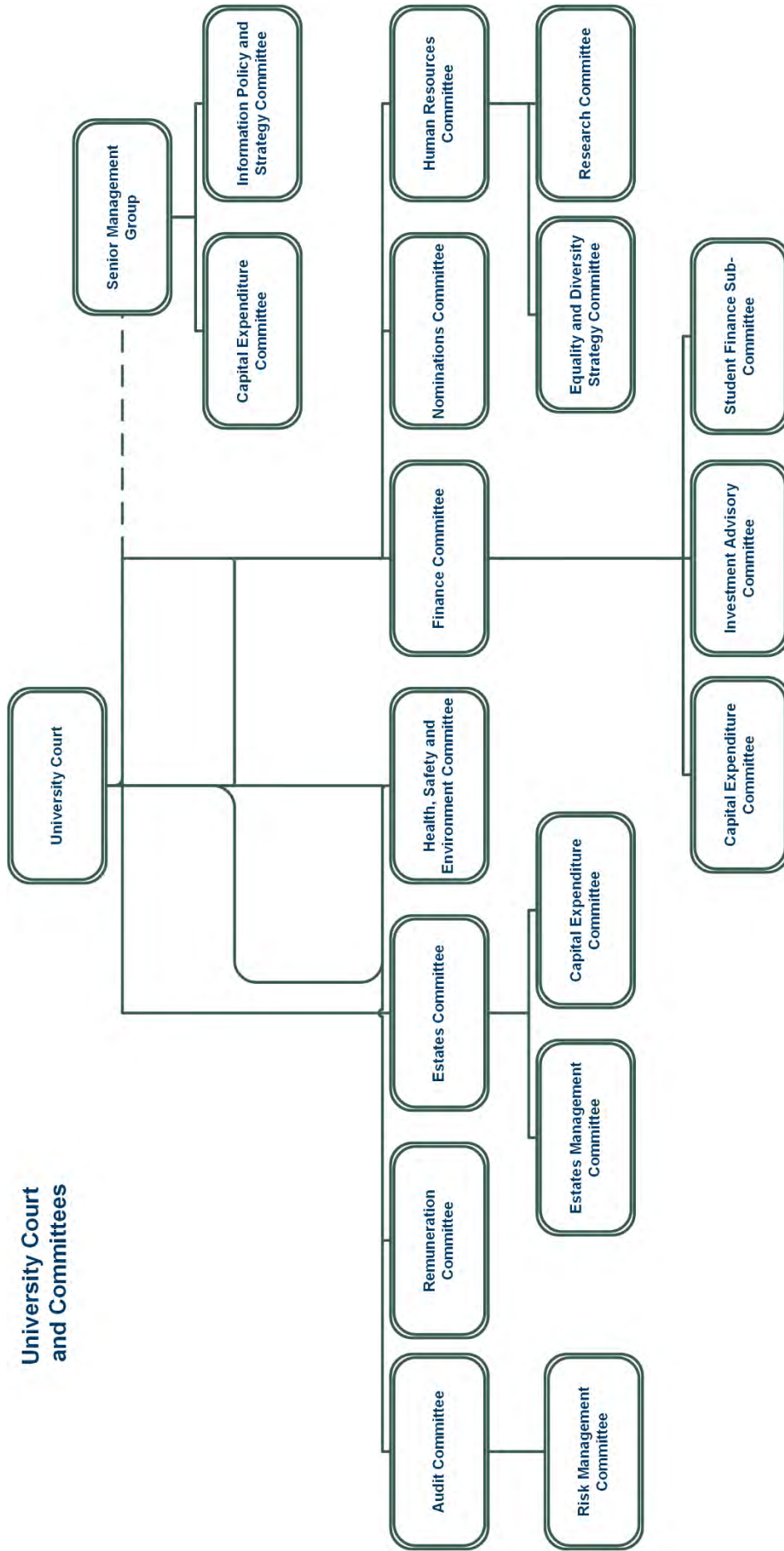
**Diagram 2:** Court and Committees

**Diagram 3:** Senior Management Group and leadership structure

## Senate and Committees



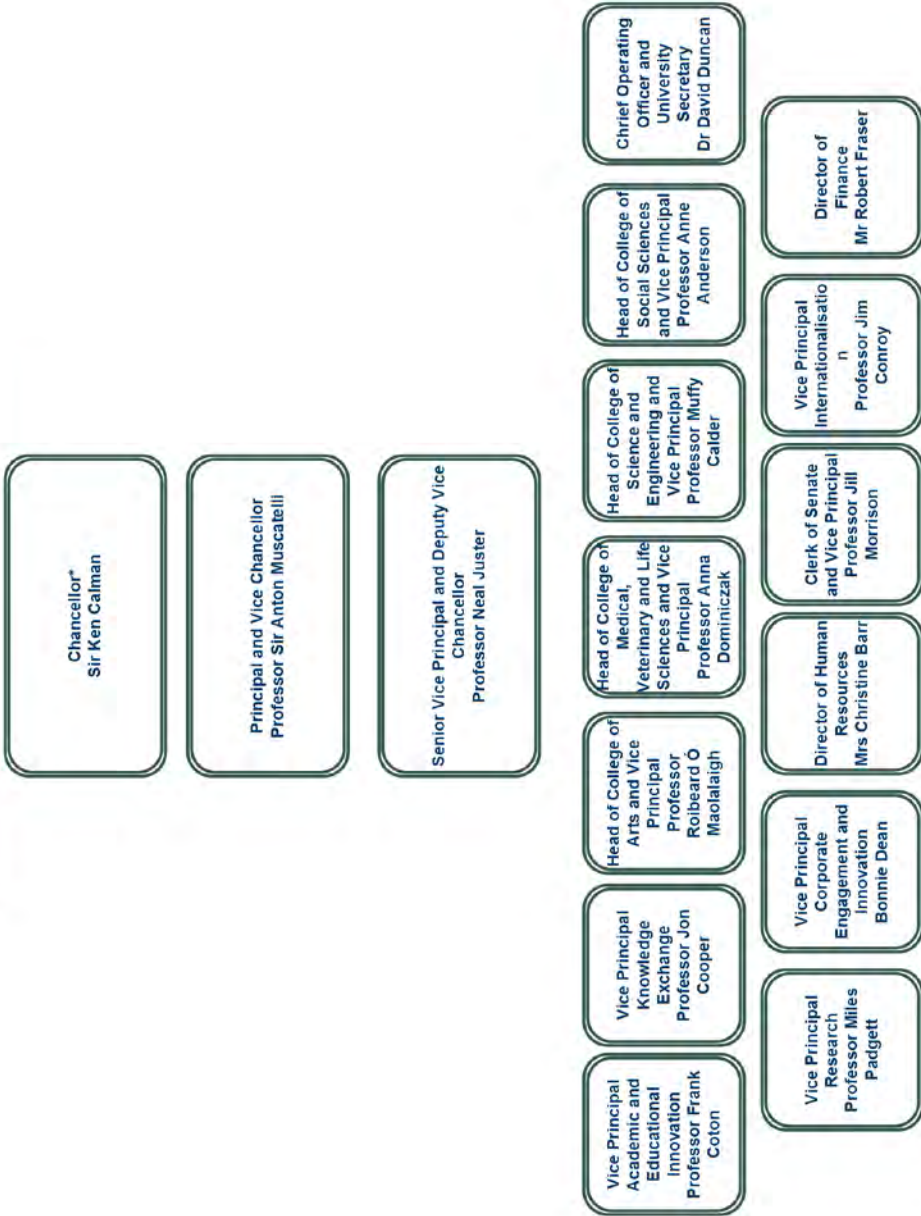
# University Court and Committees



\*the Chancellor is not a member of Senior Management Group

**Senior Management Group**

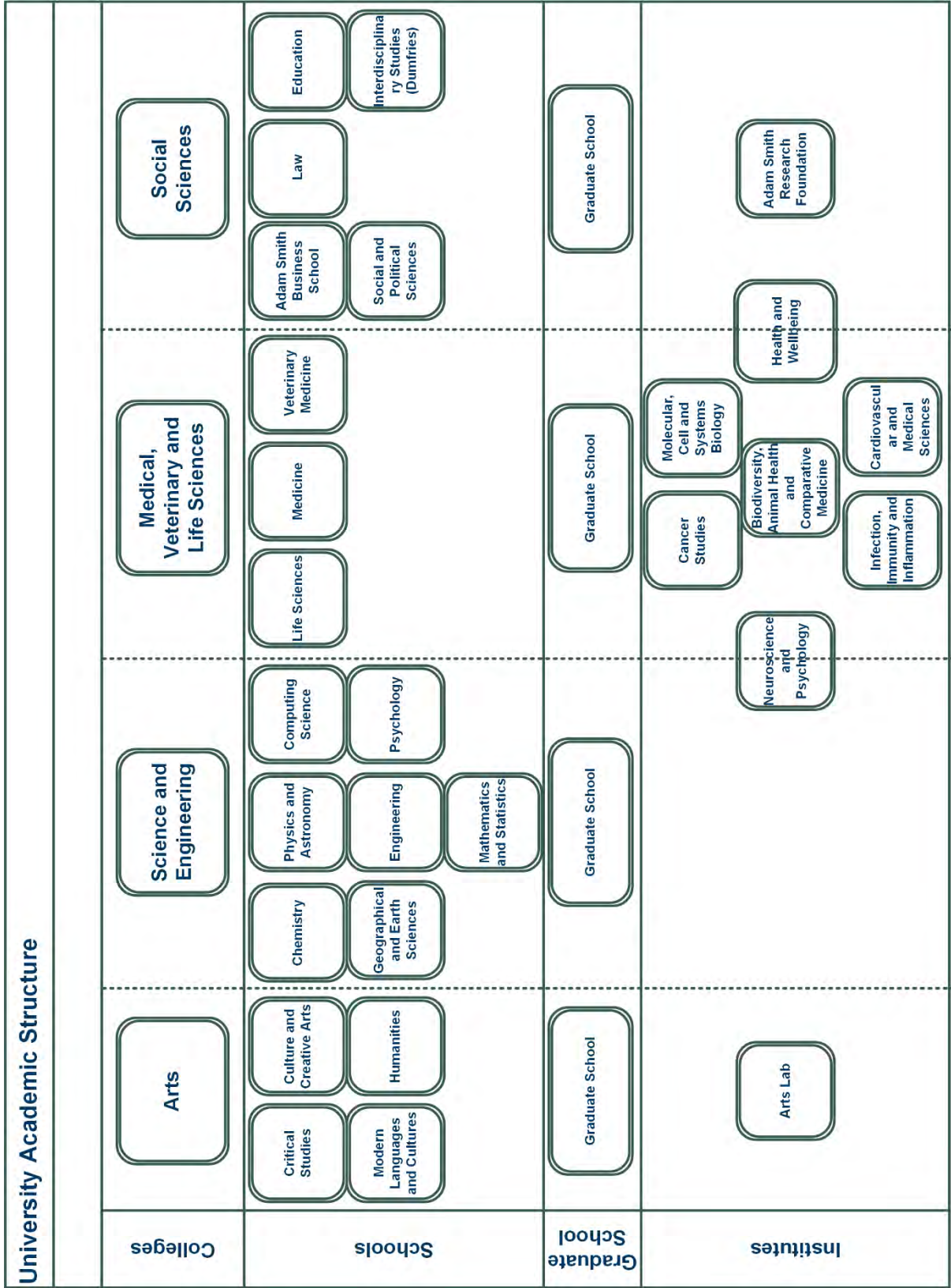
**Senior Management Group (SMG) and University Leadership**



## **Appendix 2: Academic Structure**

The diagram in this Appendix illustrates the academic structure of the University.





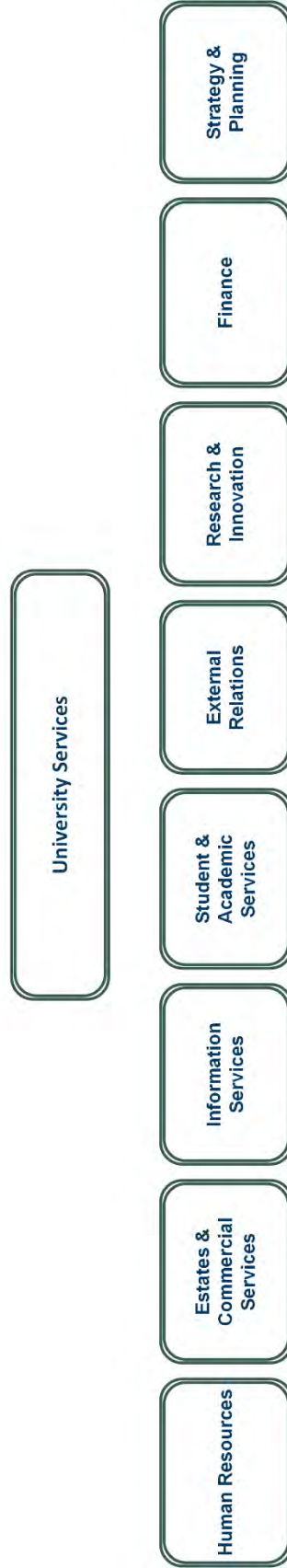
## **Appendix 3: University Services Structure and Leadership**

The diagrams in this Appendix illustrate the structure of University Services and the leadership responsibilities within (including the membership of the Professional Services Group).

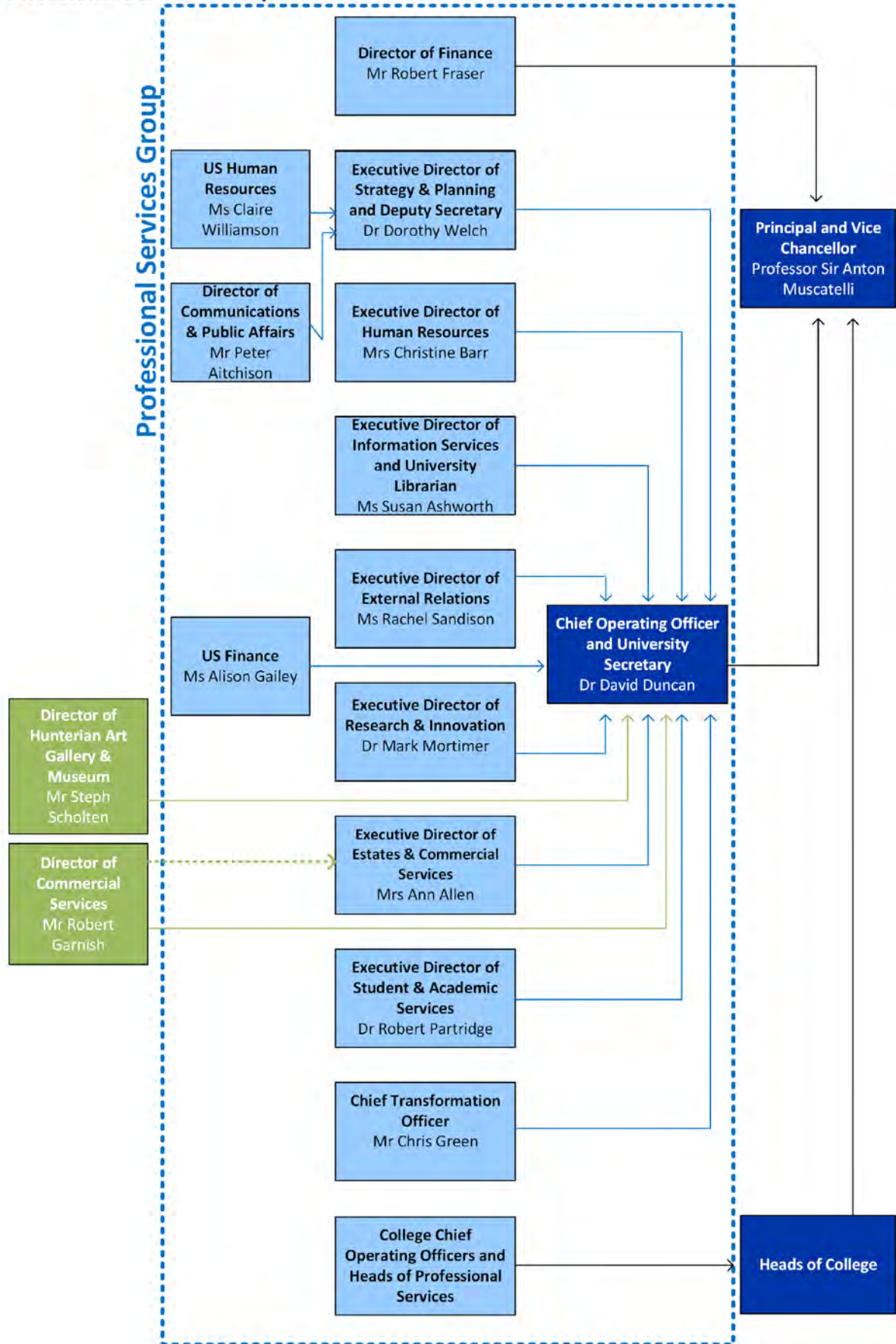
**Diagram 1:** University Services Directorates

**Diagram 2:** Leadership and Professional Services Group (PSG)

**University Services Directorates**



Professional Services Group



## Appendix 4: ELIR Student Focus Group - 19 September 2018

The focus group included a discussion around the role of ELIR within the QEF, the RA and its contents and scope. There was a presentation on the contextual themes proposed. Participants agreed that the themes were appropriate and reflected student priorities.

The focus group discussion was then based around the three of the four contextual themes proposed as part of ELIR 4 preparations. Student were presented with 'propositions' around each theme (taken from the draft RA) and then discussed what was working well – and what wasn't – around each theme. They were then asked how the University might improve their experience.

What follows below is an accurate account of the discussion that took place – this text was agreed with students before they left the workshop.

### What is working well?

#### *A&F*

- Student valued the opportunity to have 1-1 feedback sessions/meetings with staff to help them understand feedback more fully. Students recognised the difficulties of this approach when dealing with large cohorts and suggested this is perhaps most appropriate to honours-level courses.
- Immediate formative feedback in practical sessions/labs is helpful and students value this. This has been replicated in seminar contexts [maths and stats] where student are given immediate advice feedback on the use of particular approaches to their work. Relies on having helpers/demonstrators available who are well briefed. Less suited to essay based work.

#### *Support and engagement*

- Carers' lunch was well received – this is an SRC initiative.
- Support services generally good, but the issue is knowing that they are available and what they can offer.
- Senior international support was very good. Helped international students organise event related to fraud and phishing etc.
- Class reps were good sources of information support, but clarity is need on the part of staff in understanding their role. E.g. sometimes staff go to students in general for their views, rather than through reps. Local awareness raising needed.
- SRC advice centre was really good for advising about targeted support – students valued having one place to go and staff who could point them in the right direction.
- Drop in sessions at Counselling and Psychological Services are good – but student aware of waiting times to access services through other routes.
- Information is often helpful on individual Service Websites – but again hard to find on University website or through search function. This collates information in a way which

promotes research or other areas and doesn't get people to the information they are looking for (i.e. like Google does).

- University is good at student engagement – staff are helpful. There is a feeling that the University genuinely has the best interests of students in mind and that they are not complacent about their satisfaction. The University takes its responsibilities to students seriously.

### ***Infrastructure and study-space***

- General feeling that the quality of L&T and study space was of high quality and the right type of space.
- Pop-up study spaces (SRC) was a welcome initiative and students felt this also made them aware of new spaces that they were unaware of previously.
- Parent space on 4<sup>th</sup> floor of Library is really good.

### **What isn't working?**

#### ***A&F***

- Lack of uniformity. Both in terms of timeliness and also quality. Discrepancy between markers – need more consistency. Some are: 'you got this wrong'. Others: helpful feedback on what could be improved/changed. Prevalent for GTA feedback in particular.
- Quality of feedback not always suited for 'feed-forward' purpose. Does not provide enough information on how to improve and emphasis is on outcomes/grades.
- Feedback is sometimes related to, for example, timeliness of submission rather than the content of the work and is therefore inappropriate for learning purposes. Examples included cases where there was good cause. Feedback must be related to the work submitted and how things can be improved going forward.
- In relation to timeliness, there is disparity between what students expect and what staff actually do. Need to manage expectations more effectively.
- Need to be informed about when feedback is given. Penalty for students, not for staff for late submission. A feeling that accountability lacking on one side of the partnership between staff and students.

### ***Support and engagement***

- Students don't always know where to go to get support.
- Staff often do not know how to advise students about where to go to gain support. It can be discouraging for students. You don't want to explain your problem in detail to strangers – can prevent people seeking support too.
- Advising teams are an issue – for most students you are only put in contact with an *individual* at honours (College of Arts) and for the rest of the time it is with a team of advisers. No 1-on-1 relationship which is very important to students.

- Advisers aren't proactive about contacting students. Many were allocated advisers through a list, but there was no follow up from the individuals to introduce themselves or the type of concerns/issues/advice that could be raised/asked for.
- Advisors of Studies are often the first point of contact for students – they need to know how and where to refer student to further information/support/guidance. Some Advisers are a bit reluctant to advise – not always well suited or enthusiastic about the role. Consistent standard for training or responsibilities of role?

### ***Infrastructure and study-space***

- Obvious pressure on space. Students in 3<sup>rd</sup> and 4<sup>th</sup> year won't benefit from Learning and Teaching Hub. Students at later stages of study feel at points neglected – that it is about the future and not the here and now. Library like “Black Friday” at exam time.
- Teaching spaces are all over the campus. Relates to scheduling of L&T spaces and distance between. In context of space utilisation and choices of courses this was understood to be difficult/complex. It remained an issue for some students.
- Linked to above. Some teaching spaces are inappropriate/too small – linked to the issue of space utilisation. Are room capacities realistic and closely matched to numbers in each class?
- Only four plugs for laptops in level 4 Annexe of Library – this should be taken account of in campus developments. Solution is not to hang plugs from the ceiling.

### **How can we improve (large crossover with ‘what isn't working’ above)?**

#### ***A&F***

- Need clearer advice about how we can improve our work. In large cohorts, feedback on written/summative assessments is often the only source of feedback and therefore assessment for learning is important.
- Need more uniformity – in terms of timescales for return and quality of feedback. Acknowledgement that feedback in different disciplines would take different forms, but the functions of feedback could be standardised to a greater extent?
- Assessed tutorials – feedback half way through would be good, rather than at end.
- Linked to above. PGR students cited examples of being encouraged and supported by supervisors only to be told they weren't progressing well enough at Annual Progress Review (APR). Need more honest and formative feedback from supervisors before and between APR.
- Consistency and accountability – lecturers and staff aren't held to account for late feedback. Role of feedback calendars here?
- Have people to call on to improve academic writing (sounding board) – could be other more experienced students. Students indicated a willingness to ‘give back’ in this context.

### ***Support and engagement***

- Hard to find support. Support is good when you find it. Need to target students with support messages. Particularly those with identified characteristics that might place the 'at risk'.
- Information needs to be sent to specific students, *and* all students. Perhaps with differentiated messages. Not all student will have identified/registered as needing additional support and therefore general messages remained important so as not to miss these individuals.
- You tick a box to say that you are a carer – can this data needs to be used to target students?
- Signposting for students needs to be improved – where to go and for what. Flow chart was mentioned as a possibility or web based 'what do you need' system. Linked to purpose of Avanti/enterprise/service management platform.
- Students need to have repeat messages about Disability Services and other offerings. Not just once at start of studies when they are taking in lots of info already. Highlight who to contact.
- More support for international students to bridge gap between different education systems and curriculum content – assumptions are made about underpinning knowledge and pedagogical cultures, and cultures in general.
- Heard that waiting list for Counselling and Psychological Services is long – this perhaps puts student off finding support in the first instance.
- Need more visibility of Counselling and Psychological Services – posters in service but not around University.
- University website could be more helpful. Hard to search and find relevant information, although when found pages can often be helpful. Improving search function would be a big step forward.
- MyCampus/MyGlasgow landing page should have a list of things that would be relevant to students – don't highlight one off events or things that are only relevant at certain times of year.
- Counselling services should be advertised in Mandarin, not just English. There is a Chinese language counselling service that is advertised in English.

### ***Infrastructure and study-space***

- Need more availability of study space – quality is good, just more needed.
- More microwaves to heat up food – this is good, but if the University is going to do it, do it properly. More available and in service.
- More USB charging points in Library/other spaces – often plug socket not needed for phones/tablets.
- Bigger desks in basement of Library – don't be tempted to get more spaces by shrinking desks.
- Don't have wires hanging down from ceiling on Level 3 of the Library.



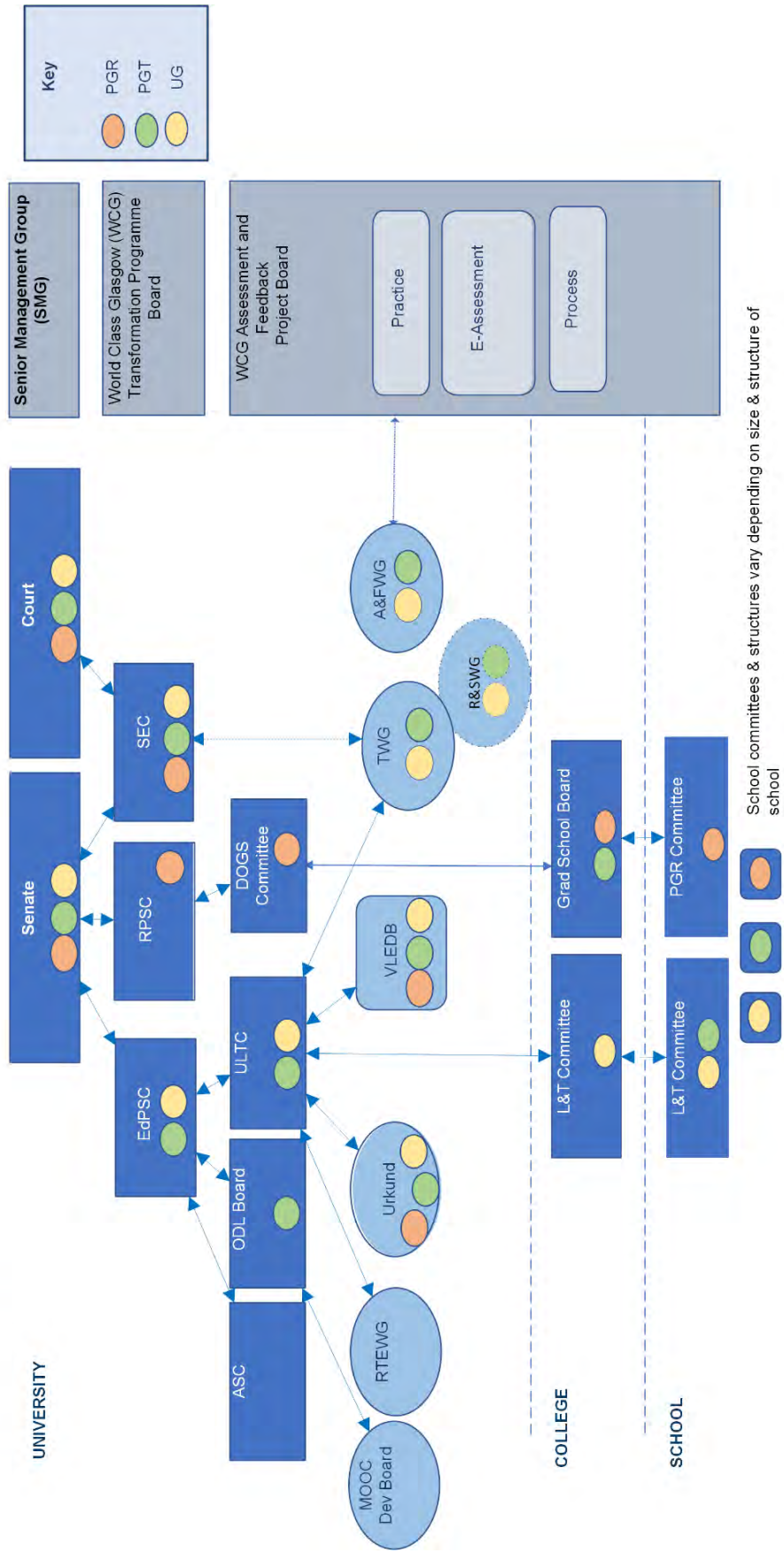
## Appendix 5: L&T and Enhancement Oversight

The diagram in this Appendix illustrates the structures that perform an oversight role for enhancement in relation to different types of study: undergraduate; postgraduate (taught); postgraduate (research).

### Glossary for diagram:

- **EdPSC** Education Policy & Strategy Committee
- **RPSC** Research Policy & Strategy Committee
- **SEC** Student Experience Committee
- **ASC** Academic Standards Committee
- **ODL Board** Online Distance Learning Board
- **MOOC** (Massive Open Online Course) Development Board
- **ULTC** University Learning & Teaching Committee
- **DOGS Comm** Deans of Graduate Studies Committee
- **RETWG** Recognising Excellence in Teaching Working Group (now winding down)
- **Urkund** A working group that looked at the relative merits of Urkund and Turnitin
- **VLEDB** Virtual Learning Environment Development Board (our VLE is Moodle).
- **TWG** Transitions Working Group and into that reports:
  - R&SWG – Retention and Success Working Group
  - A&FWG – Assessment & Feedback Work

L&T and Enhancement Oversight



## Appendix 6: L&T Development Fund – Funded Projects

Year	Project title	Lead Area	Theme	Total Award
2013-14	Using e-learning to enhance traditional "dissection room" anatomy	Life Sciences	Assessment and Feedback	£ 3,000.00
2013-14	Evidencing Employability: e-portfolios for promoting professional practice	Humanities	Graduate Attributes	£ 12,549.00
2013-14	Introducing skills-based teaching to physics pre-university summer school	Physics and Astronomy	Graduate Attributes	£ 2,410.00
2013-14	Narrating the Archive: A pilot study into student use of archives in Glasgow	Geographical and Earth Sciences	Graduate Attributes	£ 932.00
2013-14	Enhancing and consolidating approaches to the reward and recognition of excellence in teaching at University of Glasgow	LEADS	Recognising Excellence in Teaching	£ 20,012.00
2013-14	Enhancing awareness of mental health and learning disability in the undergraduate curriculum	Medicine, Dentistry and Nursing	Student support	£ 2,902.80
2013-14	Developing a Video Resource on Academic Integrity	Adam Smith Business School	Student support	£ 598.65
2013-14	Improving Students' Mastery of Biology Laboratory Techniques Using Digital Media Technology	Life Sciences	TELT	£ 3,000.00
2013-14	An on-line model for alternative pre-entry student support and engagement. Articulating course expectations, aiming to impact on access, confidence and retention	Life Sciences	Transitions/Retention	£ 12,000.00
2013-14	Supporting GIC Students' Transition to Year 2 on the MA Social Sciences: Acculturation	College of Social Sciences	Transitions/Retention	£ 10,570.00

	Strategies, Social Media and Mentoring			
2013-15	Academic Skills to Employability: Supporting the Personal and Professional Development of International Taught Postgraduates	Adam Smith Business School	Graduate Attributes	£ 7,625.00
2013-15	The burden of learning case law: using technology to enhance student acquisition of foundational legal knowledge	Law	TELT	£ 1,350.00
2014-15	You call that a lab report? This is a lab report! What students think and what lecturers want	LEADS	Assessment and Feedback	£ 4,562.00
2014-15	Formative assessment provision for students in Biological Sciences	Life Sciences	Assessment and Feedback	£ 2,400.00
2014-15	Mathematics revision resources for students in the Education	Education	Assessment and Feedback	£ 2,400.00
2014-15	Using e-portfolios to improve students' perceptions and use of feedback	Psychology	Assessment and Feedback	£ 6,610.00
2014-15	Formative assessment provision for students studying electronics	Engineering	Assessment and Feedback	£ 2,400.00
2014-15	Development of an integrated curriculum in quantitative skills for biology: background work package	Institute of Biodiversity, Animal Health and Comparative Medicine	Curricular innovation	£ 4,000.00
2014-15	Framing the student journey: using LinkedIn to increase student engagement with the development of graduate attributes	College of Social Sciences	Graduate Attributes	£ 13,196.00
2014-15	Developing critical thinking through personalised learning	University Library	Graduate Attributes	£ 10,000.00

	using the University of Glasgow's unique and distinctive collections			
2014-15	To investigate the impact of flip teaching approach on student experience, engagement and attainment	College of Social Sciences	Pedagogical innovation	£ 2,000.00
2014-15	Embedding social mobility within the curriculum: 'widening participation' in the Law	Law	Student Mobility	£ 9,188.00
2014-15	The development of a VLE resource to support students' learning of statistics and reduce statistics anxiety	Psychology	Student support	£ 5,962.65
2014-15	Analysis of digital media: supporting University-wide online learning via Moodle	Education	TELT	£ 10,000.00
2014-15	Development of an international case series for an existing bovine clinical case simulation programme	College of MVLS	TELT	£ 2,400.00
2014-15	Stepping into MOOCs: review of Glasgow's first two MOOCs	College of Social Sciences	TELT	£ 2,743.50
2014-15	A Moodle resource to orient intercalating medical humanities students	Critical Studies	TELT	£ 801.60
2014-15	Developing a multi-media open online resource to support the transition to academic writing	Language Centre EFL	Transitions/Retention	£ 1,195.84
2015-16	Improving student feedback using audio and video	College of Social Sciences	Assessment and Feedback	£ 2,919.30
2015-16	Leading enhancements in assessment and feedback (LEAF)	LEADS	Assessment and Feedback	£ 19,969.20
2015-16	Embedding professionalism - digital preservation	Humanities	Graduate Attributes	£ 3,000.00
2015-16	Supporting writing skills through assessment across the University	Critical Studies	Graduate Attributes	£ 6,935.42

2015-16	Support for academic English for non-native speakers: matching needs and provision	Critical Studies	Student support	£ 10,912.00
2015-16	The development of an interactive online course for statistics and an examination of statistics self-efficacy and anxiety in postgraduate students	MVLS	Student support	£ 1,659.44
2015-16	Supporting successful transitions of WP students through online engagement	University Services; College of Social Sciences	Transitions/Retention	£ 19,926.80
2015-17	GUIT: building a 'best practice' online community	Computing Science	Pedagogical innovation	£ 20,205.00
2015-17	Transitions to taught postgraduate study in the College of Science and Engineering	Physics and Astronomy	Transitions/Retention	£ 5,676.00
2016-17	Listening for success? Using audio to supplement written feedback in a taught MSc	College of MVLS	Assessment and Feedback	£ 2,535.02
2016-17	Ethics in Sports Science: the use of Twitter as an assessment tool	Life Sciences	Assessment and Feedback	£ 1,650.00
2016-17	BOLDER Blended and Online Learning Development Evaluation and Refinement - Capturing good practice and lessons learned to extend the reach of BOLD across the institution	LEADS	Curricular innovation	£ 2,960.00
2016-17	Employability - beyond the classroom	Psychology	Employability	£ 2,800.00
2016-17	Where am I now and where do I want to be? A roadmap for graduate attributes	Psychology	Graduate Attributes	£ 19,690.00
2016-17	Developing graduate attributes and employability in English Language	College of Arts	Graduate Attributes	£ 2,718.50

2016-17	The use of the mobile phone microscope as a way of enhancing student learning in the University of Glasgow	Education; Life Sciences	Pedagogical innovation	£ 3,260.00
2016-17	Developing a strategy for supporting active pedagogies	College of Arts	Pedagogical innovation	£ 3,000.00
2016-17	Development and evaluation of a life sciences mobile application as a pedagogical tool	College of MVLS	Pedagogical innovation	£ 1,200.00
2016-17	Teaching undergraduate dental students non-technical skills	Medicine, Dentistry and Nursing	Student Engagement	£ 2,960.00
2016-17	Investigation of student stress/anxiety	Psychology	Student support	£ 2,925.00
2016-17	Online academic skills development: enhancing the Student Learning Service's Moodle	LEADS	TEAL	£ 2,927.50
2016-17	Improving student learning experience using Echo 360	Adam Smith Business School	TEAL	£ 1,140.00
2016-17	Unmanned aerial vehicles in fieldwork teaching and learning	Geographical and Earth Sciences	TELT	£ 2,644.35
2016-17	Mobile Apps for Strengthening Style	Humanities	TELT	£ 2,459.00
2016-17	Supporting the transition of international students into undergraduate STEM subjects	Life Sciences; Glasgow International College	Transitions/Retention	£ 7,918.40
2016-17	Establishing a new scheme at GU to prepare pre-entry students, supporting their induction and transition into the University's learning environment, by informing and engaging their school teachers	Life Sciences	Transitions/Retention	£ 3,000.00

2017-18	Enhancing the assessment and feedback toolkit	LEADS	Assessment and Feedback	£ 2,928.00
2017-18	The ten things transgender people want you to know: a short film	Medicine, Dentistry and Nursing	Curricular innovation	£ 2,750.00
2017-18	Mapping and visualising thematic links within a UG Engineering degree programme	Engineering	Curricular innovation	£ 3,000.00
2017-18	GTA good practice symposium	Psychology	Development	£ 739.60
2017-18	Promoting employability with learning artefacts: supporting the alignment of undergraduate digital content with future career goals	Life Sciences	Employability	£ 1,680.00
2017-18	Understanding the experience of Graduate Teaching Assistants and identifying ways to support their developing graduate attributes	Psychology	Graduate Attributes	£ 2,944.00
2017-18	Composition in the classroom	College of Arts	Graduate Attributes	£ 2,985.14
2017-18	Peer-assisted study schemes (PASS) at Glasgow	LEADS	Personalised Learning	£ 2,978.00
2017-18	Using statistical opinion mining to make sense of student evaluation of teaching	Humanities	Student Engagement	£ 2,999.00
2017-18	Assessing the comprehensiveness of similarity-checking software	Psychology	Student support	£ 3,000.00
2017-18	Good practice guideline development for the staged introduction of blended learning: focusing on the global mental health (GMH) postgraduate programme	Medicine	Student support	£ 2,998.00



2017-18	Introducing digital chalk-talk micro-lectures and virtual patient learning to the flipped classroom 'Diabetes Acute Care Day'	Medicine, Dentistry and Nursing	TEAL	£ 1,206.00
2017-18	Evidence based co-created teaching tips for TEAL spaces	Social and Political Sciences	TEAL	£ 2,820.00
2017-18	MOOC content design framework: cross-institutional impact	Social Sciences	TELT	£ 2,989.00
2017-18	Using whiteboard animations to enhance student learning in Law	Law	TELT	£ 219.99
2017-18	The Emblem: using google art and culture platform for online exhibitions as a strategic tool for learning, teaching and impact	Modern Languages & Cultures	TELT	£ 2,823.00
2017-18	How to: Moodle active learning and teaching (MALT)	LEADS	TELT	£ 2,995.00
2018-19	Moodle quizzes as formative assessment: enhancing the VLEs of the Languages for International Mobility	Modern Languages & Cultures	Assessment and Feedback	£ 2,974.02
2018-19	Typing versus handwriting essays and short answer questions in exams	Life Sciences	Assessment and Feedback	£ 2,750.00
2018-19	Texts in the classroom: use of physical and electronic books in English Literature seminars	Critical Studies	Curricular innovation	£ 2,710.00
2018-19	Embedding LTGB equality into the curriculum and classroom	LEADS	Curricular innovation	£ 19,936.00
2018-19	Equipping Law students with social impact skills	Law	Graduate Attributes	£ 2,990.00
2018-19	The use of actors as a pedagogical tool for the development of research, clinical and employability skills	Psychology	Graduate Attributes	£ 2,580.00

2018 -19	Shortcuts into German grammar: student-led online materials	Modern Languages & Cultures	Personalised Learning	£ 803.70
2018 -19	Supporting international medical students intercalating at the University of Glasgow	Medicine, Dentistry and Nursing	Student support	£ 2,572.22
2018 -19	Bringing the field to the lab: low cost virtual reality (VR) technology to teach field skills in the classroom	Geographical & Earth Sciences	TELT	£ 2,992.39
			<b>Total</b>	<b>£ 396,163.03</b>

## Appendix 7: TNE Board

### Remit of the TNE Board

- Advise SMG and Court
- Oversee and monitor progress against the University's TNE strategy
- Oversee existing TNE operations and ensure that robust and appropriate regulatory and quality systems and risk identification, monitoring and management arrangements are in place. Receive and scrutinise annual reports on the operational functioning of each TNE venture
- Oversee negotiations and engagements with TNE partners, informed by relevant policies of national and regional governments and HEIs
- Monitor, keep abreast of, and share best practice
- Consider proposals for new TNE opportunities including business case, financial modelling, risk analysis
- Ensure appropriate operational arrangements are in place, including:
  - financial reporting on each activity
  - implications for staff working directly in TNE, e.g. personal tax
  - oversight of and staff engagement with University procedures including those for employment, PDR, promotion and professorial zoning, the creation of opportunity, scholarly expectations and other professional obligations and opportunities as they arise
  - institutional infrastructure, IT and other core service delivery systems on the home campus to accommodate TNE operations overseas
  - effective support for students on TNE programmes
- Monitor provision across all TNE operations to ensure consistency and identify opportunities for economies of scale
- Ensure planning is undertaken to accommodate new groups connected with the University, such as the substantial TNE alumni base that will begin to develop

### Membership

- Vice Principal (Internationalisation) – Convener
- Vice Principal (Academic & Educational Innovation)
- Deputy Secretary of Court
- Director of Finance or nominee
- TNE Deans
- Executive Director of HR or nominee
- Executive Director of External Relations
- Executive Director of Student and Academic Services
- Director of Senate Office
- Head of Academic Collaborations Office
- External Adviser

## Appendix 8: EMJMD Overview

<b>Title</b>	<b>Awarding Partners</b>	<b>First Cohort</b>	<b>No of Intakes</b>	<b>Current or Projected Student numbers</b>	<b>Note</b>
<b>International Master (IM) in Russian, Central and East European Studies (IMRCEES)</b>	Tartu University, Corvinus University, Jagiellonian University and KIMEP University	Sept 2012	5	216 – overall total	Replaced by IMCEERES
<b>IM in Adult Education for Social Change (IMAESC)</b>	University of Malta, Tallinn University, and Open University of Cyprus	Sept 2016	3	76 – overall total	Renewal bid successful in February 2018
<b>IM in Global Market, Local Creativities (GLOCAL)</b>	Erasmus University Rotterdam, University of Barcelona, and University of Gottingen	Sept 2017	3	78 – current total (first 2 cohorts)	Renewal bid in February 2019 to include a new partner
<b>IM in Security, Intelligence and Strategic Studies (IMSISS)</b>	Charles University, and Dublin City University	Sept 2017	3	104 - current total (first 2 cohorts)	Renewal bid in February 2019 to include Trento University
<b>IM in Central, East European, Russian and Eurasian Studies (IMCEERES)</b>	Tartu University, Corvinus University of Budapest, Ilia State University, Jagiellonian University, KIMEP University, Lobachevsky State University; and National University of	Sept 2018	3	95 (projected)	Renewal of IMRCEES

	Kyiv-Mohyla Academy				
<b>MSc Tourism, Development and Culture (TourDC)</b>	University of Malta, Lund University, and University Institute of Lisbon	Sept 2019	4	142 (projected)	Successful bid in February 2018
<b>IM in Children's Literature, Media and Culture (IMCLMC)</b>	Autonomous University of Barcelona, Tilburg University, Aarhus University, and University of Wroclaw	Sept 2019	4	144 (projected)	Successful bid in February 2018
<b>IM in South European Studies (EUROSUD)</b>	Autonomous University of Madrid , National and Kapodistrian University of Athens, LUISS, Aix-Marseille University	Sept 2019	4	114 (projected)	Successful bid in February 2018
<b>IM in Adult Education for Social Change (IMAESC)</b>	University of Malta, Tallinn University, Open University of Cyprus and Maynooth University	Sept 2019	4	119 (projected)	Renewal bid successful in February 2018
<b>IM in Education Policies for Global Development (GLOBED)</b>	Autonomous University of Barcelona (UAB), University of Bremen; and University of Cyprus	Sept 2019	4	83 (projected)	Consortium co-ordinated by UAB

## Appendix 9: Approvals Authority for Collaborations

Approvals Authority	Category of Collaboration
College	<ul style="list-style-type: none"> <li>▪ Articulation Arrangements - all</li> <li>▪ Joint, Double/Dual/Multiple research degrees with new UK partner</li> <li>▪ Joint, Double/Dual/Multiple research degrees with existing international partner</li> <li>▪ Joint, Double/Dual/Multiple taught degrees with new UK partner</li> <li>▪ Joint, Double/Dual/Multiple taught degrees with existing international partner</li> </ul>
EdPSC	<ul style="list-style-type: none"> <li>▪ Joint, Double/Dual/Multiple taught degrees with new international partner*</li> </ul>
RPSC	<ul style="list-style-type: none"> <li>▪ Joint, Double/Dual/Multiple research degrees with new international partner*</li> </ul>
Senate	<ul style="list-style-type: none"> <li>▪ Proposals with new international partner involving significant resources* (eg TNE)</li> </ul>
Court	<ul style="list-style-type: none"> <li>▪ Proposals with new international partner involving significant resources* (eg TNE)</li> <li>▪ Proposals with existing international partner involving significant resources (eg TNE)</li> </ul>

