

**COLLEGE OF MVLS  
LEARNING AND TEACHING PLAN 2009 – 14**

The strategic objectives in Learning and Teaching are:

1. Ensure admissions policies including UCAS tariffs are recruiting optimum number and quality of students
2. Increase international undergraduate student numbers
3. Support the University and School Widening Participation Initiatives.
4. Implement strategies to sustain retention levels and year 1 continuation rates
5. Share good practice in assessment and feedback
6. Explore further opportunities for work experience within courses
7. Explore further opportunities to enhance graduate attributes
8. Promote innovation within curricula
9. Develop opportunities for e-learning in curricula
10. Ensure improvement in accommodation at College sites
11. Provide support to staff implementing initiatives to improve student satisfaction
12. Establish equitable distribution of resources and workload models across the College
13. Support scholarship among College staff who focus on learning and teaching
14. Establish procedures for timely approval of new/amended PGT courses at College Boards of Studies
15. Support College Graduate School Board in increasing numbers of PGT international students.

Learning and Teaching in MVLS will continue to focus on three broad areas in 2013 – 14. These are Sharing Best Practice, Internationalization and Graduate Attributes.

A.SHARING BEST PRACTICE will be taken forward in the following areas:

1. Admissions
  - We will develop a policy for use in all of the professional programmes in the College for providing standard feedback to unsuccessful applicants.
  - We will develop a standard process for use across the College in dealing with requests for information.
  - We will develop a standard process for use across the College in dealing with complaints about admission decisions.
  - We will work closely with RIO in developing these processes and in setting admission targets and tariffs for entry to subjects in the College.
2. E-learning
  - Following two large whole College meetings on this topic last year, we will work closely with the Vice Principal for learning and Teaching and the Director of TELT to implement the University e-learning strategy in MVLS. In doing so, we will ensure that the needs of staff and students in the College are met and that innovation is encouraged.
  - We will engage with the new Director of Operations in MVLS at an early stage to ensure that College support is optimum.

### 3. Student progression

- We will arrange a whole College meeting to share best practice in convening School Progress Committees to follow-up two successful workshops held in 2011.

### 4. Fitness to practice

- We will convene a meeting with Aberdeen, Dundee, Edinburgh and St Andrews Universities to share best practice in making Fitness to Practice decisions across all professional programmes – medicine, dentistry, nursing, veterinary medicine, clinical psychology etc.

### 5. Supporting teachers in Scholarship

- We will continue to hold several annual events open to all College staff to encourage and support scholarship e.g. the School of Medicine have arranged a meeting on “Recognising and measuring excellence in teaching” on 4.12.13 which will involve an international speaker, that will be open to the whole College.
- We will re-energise the Community for Educational Scholarship

## B. INTERNATIONALIZATION

- We will work with the two new College leads for Internationalization to help them reach the College’s aspirations for internationalization
- We will arrange an exchange of medical students in fourth year between Glasgow University and Orebro University in Sweden.
- We will arrange a student exchange for vet students in final year with the University of Purdue, USA.

## C. GRADUATE ATTRIBUTES

- We will work with the College Graduate Attributes Champion to support her in taking forward this agenda with undergraduate students.
- We will continue to operate the Head of College Scholars List Scheme to encourage those undergraduate students who have the aptitude and desire to pursue an academic/research career.
- We will work with the new College Dean for Graduate Studies and the Chair of the Graduate Education Committee to produce a skills matrix for postgraduate taught students that will use a portfolio approach and recognizes that these students will be competing in a global market.

## **COLLEGE OF MVLS LEARNING AND TEACHING PLAN**

### **1. Vision**

The College of MVLS aspires to be recognised as the leader in learning and teaching in the Life Sciences and the health professions – Dentistry, Medicine, Nursing and Veterinary Medicine – in the UK. It will achieve this by meeting or exceeding each of the relevant University Key Performance Indicators and additional objectives that will achieve the University Learning and Teaching Strategy vision *“of a motivated, vibrant, diverse community of learners and teachers working in partnership to develop confident, skilled and highly valued graduates equipped for a knowledge based society, enabled by a learning culture that values teaching and is shaped by our research rich environment”*.

### **2. Narrative**

The current University of Glasgow L+T Strategy was approved at Education Policy and Strategy Committee on 13<sup>th</sup> December 2010 and Senate of the University on 3.2.11. The following themes were identified as short term Institutional priorities:

- Student Retention
- Assessment and Feedback
- Recruitment and Admissions
- Embedding Graduate Attribute development in our provision
- Sustainable Postgraduate Taught Growth
- Innovation in our provision

The College of MVLS is the largest College in the University and has the largest student population. It also has four professional courses: Dentistry, Medicine, Nursing and Veterinary medicine. These courses have to meet the regulations and requirements of their professional regulators as well as meeting the University KPIs. The new College structure provides an unprecedented opportunity to combine and build on the strengths of colleagues mainly involved in learning and teaching across the Schools and Institutes that comprise the College.

## **Strengths**

Currently collaboration across disciplines e.g. Life Sciences and Medicine, Veterinary Medicine and Life Sciences.

High UCAS tariffs in Dentistry, Medicine and Veterinary Medicine and increasing tariffs in Life Sciences and Nursing possible because of large volume of applicants.

High year 1 progression rates across the College and very high in Dentistry, Medicine and Veterinary Medicine.

Excellent job prospects in Dentistry, Medicine and Veterinary Medicine and good job prospects in other courses.

## **Weaknesses**

Poor satisfaction in Undergraduate Medical course related to poor relationship with hospital based NHS teachers.

## **Opportunities**

Several areas where further collaboration across College in undergraduate teaching possible.

Further work experience opportunities possible and being investigated.

## **Threats**

Current economic climate may reduce job prospects of graduates.

Increasing numbers in courses too much could lead to reduced student satisfaction.

### 3.Strategic Objectives Objective

Objective	Measure	Timescale
SE1. Ensure admissions policies including UCAS tariffs are recruiting optimum number and quality of students. (KPI -UCAS Entry Tariff from 412 to 430 in 2014/15).	UCAS Entry Tariff	Admission in 2011-12 <sup>1</sup> (current performance 447)
SE2. Increase international undergraduate student numbers. (KPI-Population will increase from 2500 to 3750 in 2014/15 College target 874 in 2011 and 994 in 2014)	International student Population	2014/15 <sup>2</sup> (current UG +PG =726)

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#### <sup>1</sup>UG Entry Tariff

Dental School **Highers:** AAAAB with at least AABB at first sitting, **A-levels:** AAB with at least BBB at first sitting

Life Sciences **Highers:** Applications will be considered from all applicants who achieved a minimum of BBBB/ABB at their first sitting (fifth year). Applicants who achieved AAAB at their first sitting will immediately receive an unconditional offer. Applicants who achieved between BBBB/ABB and AABB at their first sitting may receive a conditional or unconditional offer once all applications have been reviewed, in March 2011. Applicants who will be sitting their Highers for the first time in 2011 will receive a conditional offer based on the achievement of AAAB. **A-levels:** ABB, preferably with two science subjects **IB:** 32 points including two science subjects

Medicine **Highers:** AAAAB at first sitting **A-levels:** AAB at first sitting

Nursing **Highers:** BBBB\_ A-levels: BBB

Vet Medicine **Highers:** AAABB at first sitting **A-levels:** AAB at first sitting

Veterinary Biosciences **Highers:** ABBB at one sitting **A-levels:** BBB at one sitting **IB:** 32 points

<sup>2</sup> The College is currently limited in how much it can contribute to this KPI in terms of undergraduate students because undergraduate international students capped in medicine (18) and dentistry (3). However, Life Sciences is targeting the overseas market with bespoke courses and vigorous outreach and Nursing is exploring contracts with several universities who wish to develop their nursing provision including Malaysia, Singapore, Tanzania and Libya. Veterinary Medicine is expecting to increase number of international undergraduates modestly until ceiling of 240 – 250 reached (could only increase above this level with additional staff and facilities).

SE3.Support the University and School Widening Participation Initiatives	Number of students admitted from non-Traditional schools	Ongoing <sup>3</sup>
SE4.Implement strategies to sustain retention levels and year 1 continuation rates (KPI improve year 1 continuation rates from 91% in 2009/10 to 94% in 2014/15)	Continuation after year 1	2014/15 <sup>4</sup>  (current College 88%)
SE5. Share good practice in assessment and feedback	Q on Assessment and Feedback in NSS	Ongoing <sup>5</sup>
SE6. Explore further opportunities for work experience within courses (KPI percentage of students in employment or undertaking further study six months after graduation remains over 94%).	Job Prospects	Ongoing <sup>6</sup> (current College 94.5%)

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<sup>3</sup> Dental School – partnership with Stowe College and SWAP established. 4 students admitted in 2009. Medical School also has partnership with Stowe College and SWAP. Nursing has made links with Stowe College for SWAP programme and negotiated development of a course to enhance preparation for our programme. Vet med participates in SWAP and the Gateway programme set up by VetNetLNN- specifically funded to address Widening participation.

<sup>4</sup> In 2008-9 – still present at December 2009 Sciences 91% (note can't separate Life Sciences from Science and Engineering), Medicine 97%, Dentistry 100%, Nursing 89%, Veterinary Medicine 97%, Total 91%. Life Sciences- plan to engage with students prior to arrival at University, improve coordination of extended induction programme, build on Moodle learning groups, participate in Science “early warning” project and improve methods to record attendance at lectures.

<sup>5</sup> Recognised as a significant challenge across whole University. First College meeting arranged on assessment on 26.11.10

<sup>6</sup> Veterinary Medicine owns and runs a farm – Cochno – and investment is required. Although in short term it may seem attractive to dispose of the farm this would have a long term impact on training and finances as the provision of facilities and experience afforded by Cochno would have to be outsourced.

SE7. Explore other opportunities to enhance graduate attributes	Job Prospects	Ongoing <sup>7</sup>
SE8. Promote innovation within curricula.	Reports from Periodic and professional body reviews	2013/14 and ongoing <sup>8</sup>
SE9. Develop opportunities for e-learning in curricula	Reports from Periodic and professional body reviews	2013/14 and ongoing <sup>9</sup>
SE10. Ensure improvement in accommodation at College sites (KPI-Condition of the non-residential estate in condition A or B will increase from 58% in 2009/10 to 75% in 2014/15).	Assessment of Facilities	2014/15 <sup>10</sup>
SE11. Provide support to staff implementing initiatives to improve	NSS results	2011/12 <sup>11</sup>

<sup>7</sup> Vet Med has a two day professional and life skills seminar that is currently funded by Careers Service money. Dental School working to produce e-portfolios for use across undergraduate/postgraduate boundary.

<sup>8</sup> Vet Med currently undergoing curricular review and will be reviewed by UK, European and American regulators in 2011/12, Medical School likely to be reviewed by GMC in next 2 or 3 years. Life Sciences will undergo periodic review

<sup>9</sup> Dental School are contributing to Confederated Learning Environment On-line (CLEO) with NHS Education and Universities of Aberdeen and Edinburgh. Also collaborating with Glasgow School of Art and Department of Anatomy and University of Dundee to establish a work programme for 2D and 3D digital visualisation. Medical School have appointed an e-learning development officer.

<sup>10</sup> Veterinary Medicine – urgent need for investment in learning and teaching facilities – estimated cost £3.8587M. Also urgent need for social and catering facilities – estimated cost £2.2m (more detail available). Dental School – several areas require refurbishment – estimated <£1m

<sup>11</sup> Percentage of students definitely agreeing or mostly agreeing with the statement: “Overall, I am satisfied with the quality of the course”.

In 2010, College 87%, Dental School (96%), Life Sciences(78-96\*), Medicine(64%), Nursing (100%), Vet Medicine(95%)

\*Multiple subjects rated separately in the survey.

Comment: Medicine is an outlier in receiving the lowest score in the University in 2010. It is expected that the 2011 survey result will be significantly improved in Medicine due to the steps taken to improve years 4 and 5 in 2009-10 session – (unfortunately implemented too late for the 2010 survey completed in January 2010). Continued improvement in the Undergraduate Medical School results depends on the success of initiatives to improve student experience in NHS teaching sites - 49 units in 24 hospitals.

student satisfaction. (KPI - maintain % mostly agreeing or definitely agreeing with “Overall I am satisfied with the quality of the course” in NSS >90%)		(current College 88%)
SE12. Establish equitable distribution of resources and workload Models across the College. (KPI - Increase percentage of staff who agree or strongly agree with the statement “I enjoy working at the University of Glasgow” in the staff satisfaction survey from 89% in 2009 to at least 94% in 2014)	Staff satisfaction	2011/12 <sup>12</sup>
SE13.Support scholarship among College staff who focus on learning and teaching	Staff satisfaction	2011/12 <sup>13</sup>
SE14.Establish procedures for timely approval of new/amended PGT courses at College L+T Committee.	Review of ACM	2010/11
SE15.Support College Graduate School Board in increasing numbers of PGT international students.	Review of ACM	See PG strategy

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<sup>12</sup> Work has begun on this.

<sup>13</sup> Further development of Community for Educational Scholarship and development of a programme of meetings required.