

University of Glasgow

College of Science & Engineering

This is a list of actions, identified and in progress, responding to issues relating to the NSS 2016. It has not yet been updated to address the revised set of questions for NSS 2017. The College will develop further actions to address the new sections on Learning opportunities, Learning community and Student voice. Items in blue are also likely to be part of the College Learning and Teaching Plan but have not yet been agreed by CLTC and CMG.

Area for action	Actions in progress	Proposed date for completion
College and University	Seek to have plans identified more precisely in NSS return so that students on Designated Degrees, Combined Degrees and other distinct cohorts can be identified. (With Planning and Business Intelligence)	November 2016
	Discuss future of combined programmes with CoA and CoSS. Aim to improve the experience of students on the most valuable programmes, while discontinuing programmes of lesser educational value and which give students a substandard experience.	November 2016
	Seek to improve communication with Estates and Buildings and IT Services so that effective consultation takes place for <i>all</i> refurbishment projects, reflecting best practice. (With the Space Management and Timetabling Team)	December 2016
	Review procedures for allocating lecture rooms so that travelling time is taken into account and that facilities are better matched to users' needs. Efficient use of the estate must be balanced against developing a sense of belonging to a subject and the experience of students and staff. (With the Space Management and Timetabling Team)	December 2016
	Explore whether all staff who interact with students should include at least one objective to improve the student experience in their P&DR; this could be a cascaded objective. Develop examples that are SMART and clearly applicable to different job roles.	March 2017
	Reduce the volume of NSS reminders to students at times when they are concentrating on other tasks (notably projects for many programmes in CoSE). (With Planning and Business Intelligence)	January 2017
	Enhance leadership training for staff with managerial roles in teaching, including current and future convenors of learning and teaching and others in similar roles. (With Human Resources)	
	Continue to seek development of a student-focussed repository for individual and group feedback. (With Learning Technology)	
Longer term, explore whether assessment and feedback timetables can be supported centrally, so that students can see merged timetables for all their subjects and courses.		

	(With Student Lifecycle Support & Development)	
College actions outwith NSS	Coordinate development of online courses and programmes across college to pool expertise.	November 2017
	Implement new MSc regulations in Engineering to meet requirements of professional accreditation; may be rolled out further in future years.	September 2017
	Improve control of recruitment, balancing college targets against capacities of individual subjects. (With MaRIO)	December 2016
	Continue to improve course information available to students, both current and prospective, and make it more visible.	July 2017
	Review PGT portfolio to concentrate on successful programmes and withdraw others.	December 2016
	Improve resilience, effectiveness and efficiency of support for teaching, including wider use of e-assessment tools.	March 2017
	Re-invigorate employability strategy.	March 2017
	Explore ways of improving student resilience, with the long-term aim of reducing the number of presentations to CaPS with low-level stress. (Needs broadly based actions)	
All Schools in College	Develop assessment and feedback timetables that (a) can be economically introduced, (b) enhance educational value and (c) can be monitored efficiently.	October 2016
	Review procedures for staff–student committees to encourage positive, strategic discussions rather than reaction to short-term problems.	October 2016
	Promote Assessment and Feedback Toolkit .	Continuing
	Implement ideas to take forward from College L&T Away Day (2016 June 14)	Continuing
	Ensure that all courses provide the opportunity for some form of individual or group feedback, not just worked solutions to assignments.	December 2016
	Make all staff aware of the significance of teaching for schools' income and the potential impact of TEF, which is heavily based on NSS. (Heads of School)	School meetings
	Re-emphasise the importance of specialised training for all GTAs on the material that they teach.	October 2016
	Review cover sheets for submission of assignments to add a question 'On what aspect would you like feedback?' where appropriate; consider also adding 'How have you changed your approach to this work in the light of previous feedback?' Also emphasise value of feedback on skills rather than specific exercise.	January 2017

	<p>Hold an event to encourage participation in NSS at an appropriate time (varies by School but perhaps at the end of projects) Warn students that reminders from the organisers of NSS are outwith our control and can be ignored until they feel comfortable to complete the NSS.</p> <p>Arrange an event to make staff aware of readily available technology that supports assessment and feedback, such as features of Moodle.</p> <p>Horizon scanning: investigate practice in respected departments with high NSS scores, within CoSE, within UoG or elsewhere.</p>	<p>January 2017</p> <p>December 2016</p> <p>December 2016</p>
Chemistry	<p>Work with Timetabling to improve teaching accommodation allocation so that students are not required to travel excessive distances to unsuitable rooms, giving a poor experience for staff and students alike.</p> <p>Improve availability of social space within Joseph Black Building.</p> <p>Introduce a “standardised” feedback form developed in conjunction with our students.</p> <p>Enhance feedback to students from interim report on project: “What’s Good, What needs attention”.</p> <p>Increase level of supervision provided to literature project students; these students may feel dissatisfied with the project that they have been offered.</p> <p>Longer term, review the way in which the School uses the academic year to reduce fragmentation of time and improve coherence.</p>	<p>January 2017</p> <p>September 2017</p> <p>January 2017</p> <p>January 2017</p> <p>Completed</p>
Computing Science	<p>Run workshop with staff to encourage them to consider alternative forms of assessment, enabling faster turnaround of marks while maintaining or improving the feedback quality.</p> <p>Encourage students to accept that personalised feedback, while excellent, can only be provided at a cost; more feedback, and more often, can be provided using more generic methods.</p> <p>Use teaching office to deal with students’ queries where possible and alleviate the load on the senior adviser. Consider whether fewer staff should be advisers.</p> <p>Improve resilience of support for teaching by streamlining processes and improving documentation</p>	<p>Completed</p> <p>Continuing</p> <p>Completed</p> <p>Continuing</p>
Engineering	<p>Improve coordination of jointly organised courses. Evidence exists that students on degree programmes that span across disciplines within the School, or are jointly run with either Schools or institutions general have lower satisfaction levels.</p>	<p>November 2016</p>

	<p>Improve the operation of Staff-Student Liaison Committees so that they are conducted in a more positive manner rather than the complaints approach that currently dominates.</p>	November 2016
	<p>Continue to hold Learning and Teaching days within the School to encourage greater commitment to teaching from staff. A serious attitude problem exists with some staff who have a poor relationship with students. The importance of all staff interacting well with students needs to be emphasised and this will be taken forward through P&DR in the longer term.</p>	June 2017
	<p>A study will be undertaken to look at the detail of feedback provided to students, and the context in which the feedback is used. A number of staff have commented unfavourably on the amount of feedback provided which is not picked up by students. Consideration will be given to the mode of feedback and the style of feedback given. This will emphasise the feed-forward nature of the comments from staff rather than only the feedback.</p>	June 2017
	<p>A review of project supervision and organisation across the School will be undertaken to identify the opportunities emphasising the feedback that students get during their projects. A discussion on expected levels of supervision will be undertaken and guidance to staff on feedback to students will be developed.</p>	June 2017
	<p>With the recent, long overdue, introduction of a section in Feedback in Course Specification documents, the opportunity will be taken to review the feedback mechanisms in place in all courses, particularly the later years courses where it appears that little written feedback is given. The issue of ensuring that students develop as independent learners will need to be safeguarded if more support is made available to final year students.</p>	June 2017
	<p>Following the successful introduction of marking grids for final year projects, consideration will be given to developing similar marking schemes for other common areas of activities. This will hopefully improve students' understanding of the marking criteria.</p>	June 2017
	<p>Building on the success of Civil Engineering in turning round their NSS scores the following organisational, structural and operational issues will be tackled in other disciplines:</p> <ul style="list-style-type: none"> • revise the structure of the curriculum to ensure that it is clear to students at all times how a particular course fits into the overall degree structure. • ensure that all staff are using the Teaching Office for organisational and administrative support where possible • ensure that issues related to teaching by specific individuals are considered seriously and dealt with through the line management structures within the School; feedback will be given to students that we take such issues seriously although changes may not be immediate 	Continuing

	<ul style="list-style-type: none"> ensure that all disciplines hold an options day to publicise the options available in the later years of each degree programme ensure that each discipline holds welcome back meetings with students in each year of their degree programme to put their progress into context and highlight the challenges of the year ahead. 	
Geographical & Earth Sciences	<p>Requesting Geography Externals to investigate any differences/issues between Human and Physical cohorts in Geography (during new Jan/Feb visit).</p> <p>Early identification of issues of concern to students by regular meetings with class reps, and survey of L3 students (Student Life Survey?).</p> <p>Reduce inconsistencies and organisational issues by providing all staff with University assessment and feedback guides, promoting use of Assessment and Feedback Toolkit, and entirely online submission.</p> <p>Re-release feedback from previous assessments, when this is beneficial to students for future assessments.</p> <p>Review range of degree programmes with the aim of discussing continuation of problematic or under-recruiting joint degrees with CoA and CoSS.</p> <p>Update feedback and assessment timetables with indicators of progression.</p>	<p>March 2017</p> <p>Throughout 2016-17 and feeding forward into 2017-18</p> <p>Oct 2016</p> <p>As appropriate during academic year</p> <p>Dec 2016</p> <p>Oct 2016</p>
Mathematics & Statistics	<p>Once broken down by degree plan, this year's NSS results showed a considerable contrast between the satisfaction of students on Single Honours plans (95% satisfaction for Mathematics and 100% for Statistics) and the (reverse-engineered) levels of satisfaction of other students (75%). We intend to investigate this further at meetings targeted at students on Combined Honours plans with subjects outside the School; the number of students on such programmes is already around 50% and is increasing year on year for our subjects.</p>	<p>March 2017</p>
Physics & Astronomy	<p>Encourage class heads and advisors of studies to be more proactive in providing support to students.</p> <p>Teaching of specific problem-solving skills and student presentations to be given more weight by class heads.</p> <p>Explain the marking and moderation process for laboratories in Physics 3 to students and enhance training of demonstrators to reduce inconsistency.</p> <p>Present case for greater resources to support teaching of significantly larger classes (well above recruitment target).</p>	<p>Completed</p> <p>Continuing</p> <p>Completed</p> <p>November 2016</p>
Psychology	<p>Continue cross year/course programme core review, allowing for much more integrated and distributed opportunities for feedback.</p> <p>Introduce new role Director of Learning Enhancement to focus specifically on developing programmes.</p>	<p>June 2017</p> <p>Completed</p>

Enhance induction for all year cohorts so that students can see we are making changes based on their feedback.	Completed
Introduce additional coursework opportunities in Level 4 options to alleviate the predominance of exams-only assessment.	March 2017
Introduce new option courses in L4 on Advanced Statistics and Clinical Psychology to address student requests.	March 2017
Integrate Designated Degree into Honours Reading Party to enhance their sense of being part of the community.	December 2016
Improve explanation of careers opportunities to students on the Designated Degree.	December 2016