Dear Colleague,

Welcome to the 2017/18 School of Engineering Staff Handbook. The Handbook is a browseable overview of the essential information that you will need for the academic year, and I hope that you will find it useful. As ever, more information is available at the many online links provided. This Handbook will be especially valuable to new staff.

The School is dedicated to the highest standards in both teaching and research. We have five excellent research divisions: Aerospace Sciences, Biomedical Engineering, Electronics and Nanoscale Engineering, Infrastructure & Environment and Systems, Power & Energy. Full information on the School’s research activity is located on our home website at: glasgow.ac.uk/schools/engineering/research

The School is well supported and has a School Office, Teaching Office, Research/Finance/HR Office, Technical Support Services and an IT Support team. We also have three members of staff from the College Research Support Team based in the School.

All academic staff should maintain a web profile on the Internet. Guidance (Managing your research profile: Training and registration) can be found on page 21 of this Staff Handbook and also online at: glasgow.ac.uk/schools/engineering/informationforstaff

School Staff meetings are held on a regular basis and convened by the Head of School. All members of staff are encouraged to participate in these meetings. A number of executive committees have been set up to support the smooth running of the School and provide effective communication (see page 25).

Information regarding all aspects of the administration of the School and who to speak to for advice is given in this handbook but can also be found on the School intranet pages at: glasgow.ac.uk/schools/engineering/informationforstaff

Frequent informal discussion with colleagues is essential to academic life. Please take the opportunity to meet colleagues by making use of the School’s Common Rooms that are located on Level 2 (Room 210), Rankine Building and Level 8 (Room 811), James Watt Building South. There are kitchen facilities available in both buildings: Level 5 (Room 513A), Rankine Building and Level 6 (Room 527B), James Watt Building South.

All members of staff should be fully aware of the Health and Safety Policies of the School and a link can be found on the School website at: glasgow.ac.uk/schools/engineering/informationforstaff. Please also note that should you be involved in an emergency and require an immediate response from the University Security staff, then please call 4444 from any phone on campus.

I would like to take this opportunity to wish you a successful year ahead.

Professor David Cumming
Head of School

INTRODUCTION

The School of Engineering
Teaching Aids
Structure and Assessment of Degree Programmes
Guide to the Grading Scheme
Rules for Progression and Graduation
Feedback and Annual Course Monitoring
Capstone projects
Academic Conduct
Formal Appeals
Research
Research Strategy & Policy
Early Career Development Programme
Publicising your research and teaching
School and University Policies
Important Dates for your Diary
Useful Contacts
Checklists
Key Contacts
INTRODUCTION

The University of Glasgow, founded in 1451, is the second oldest university in Scotland and the fourth oldest in the UK. With over 25,000 students it is also one of the largest and offers study in a wide range of subjects at all levels in four Colleges. The University is set in the West End of Glasgow, overlooking Kelvingrove Park and the River Kelvin, and close to the Botanic Gardens and some areas of delightful Victorian architecture. Glasgow itself is one of the world’s outstanding Victorian cities. Although its growth was based on heavy industry and shipping, it now has a quite different cosmopolitan atmosphere and its status as a centre of culture has been confirmed by being European City of Culture in 1999, European City of Architecture and Design 1999 and the first UK UNESCO City of Music in 2008. Most of Scotland’s National performing arts companies (Opera, Ballet, Theatre and Orchestra) are based here. Glasgow hosted the 2014 Commonwealth Games and many venues throughout the city were developed or upgraded including the Sir Chris Hoy Velodrome, Emirates Arena and The Hydro. It is only a short distance from Edinburgh, the Scottish capital, and the spectacular scenery and opportunities for outdoor recreation offered by the Western Highlands are within easy reach.

THE SCHOOL OF ENGINEERING

The University is structured into Colleges and Schools. Professor David Cumming is Head of the School of Engineering and Professor Colin McInnes is the Deputy Head of School. The School is part of the College of Science and Engineering, and Professor Muffy Calder is Head of College.

Unlike many other Schools, Engineering has separate structures for research and teaching. Professor Richard Hogg is Director of Research and has overall responsibility for research strategy within the School. Research staff are line managed through five Research Divisions, each with a Head of Research Division:

- Aerospace Sciences: Professor Kostas Kontis
- Biomedical Engineering: Professor Manuel Salmeron-Sanchez
- Environment & Infrastructure: Professor Bill Sloan
- Electronics & Nanoscale Engineering: Professor Robert Hasfiled
- Systems, Power & Energy: Professor Margaret Lucas

Administrative support for research applications and awards throughout the School is provided by the College Research Support Office which is located in room S20, Frankline Building. Their role is to support academic staff through the whole process of applying for research grants (more information can be found on page 13).

Contact details for the College Research Support Office:
Phone: 0141 330 3340/3341/3342
Email: Roger.Conway@glasgow.ac.uk (Institute of Development and Research) Susan.Milsey@glasgow.ac.uk (Research Coordinators) Jennifer.Wilson@glasgow.ac.uk (Postgraduate Research Students)

Dr Donald Ballance is Convenor of Learning and Teaching and has overall responsibility for teaching within the School. Dr Euan McCookin is the Convenor for Postgraduate Taught Programmes and is responsible for the MSc programmes within the School. Dr Tony Kelly is the Convenor for Postgraduate Research Students and is responsible for these students across the School. Teaching has been organised into five Disciplines, each with a Head of Discipline:

- Aerospace Engineering: Dr Marco Vezza
- Biomedical Engineering: Dr Heinrich Golits
- Civil Engineering: Fiona Bradley
- Electronics and Electrical Engineering: Professor Scott Roy
- Mechanical Engineering: Dr Donald Ballance

Administrative support for teaching throughout the School is provided by the Teaching Office, located in Room S20 of the James Watt Building (w/c 20 Aug). The Teaching Office Help Desk is the location for you to arrange for students to collect any documents that are not issued by lecturers directly, for students to submit and uplift assignments, and for any general enquiries related to teaching.

Contact details for the School Teaching Office are:
Phone: 0141 330 7544/3369/3720
Email: Timothy.balchin@glasgow.ac.uk

In addition to delivering our engineering Degree Programmes in Glasgow, the School of Engineering also delivers Degree Programmes overseas in Singapore (in conjunction with the Singapore Institute of Technology) and China (in conjunction with the University of Electronic Science and Technology of China (UESTC) in Chengdu).

STAFF

The School of Engineering has over 100 academic staff members and a similar number of administrative, technical and support staff. A full list of staff in the School, including contact details, is available on the University website at glasgow.ac.uk/schools/engineering/staff. Note that the four digits after 0141 330 xxx are the internal extension number for any member of staff.

SESSION DATES

Session dates are published at glasgow.ac.uk/services/senateoffice/sessiondates. In the 2017-2018 academic year, the core teaching weeks of the autumn and spring semesters are:

- w/c 18 Sep – 20 Nov: regular teaching on Glasgow campus
- w/c 27 Nov – 19 Dec: week 11 (revision lectures or revision office hours)
- w/c 8 Jan – 12 Mar: regular teaching on Glasgow campus
- w/c 19 Mar – 20 Apr: week 11 (revision lectures or revision office hours)

You should note that you are expected to be in attendance at the University at all times during each semester. If you are planning time away from the University during the semester (e.g. for a research trip or invited talk) this must be approved by your line manager and it should not affect your teaching commitments. Staff typically ensure cover with academic colleagues on a reciprocal basis before seeking approval to miss a lecture slot. If, due to illness or any other reason, you are not available for your scheduled teaching, you must alert the Teaching Office immediately so that the students are kept fully informed. Any business or annual leave absences should be recorded and approved through Core HR by your line manager at humanresources.islas@glasgow.ac.uk.

TEACHING AIDS

Moodle

The University’s online virtual learning environment is called Moodle. You log into this from MyGlasgow.glasgow.ac.uk/myglasgow/staff or directly at moodle.gla.ac.uk. Each course has a Moodle page and students are automatically enrolled once they have registered for the course in MyCampus – usually this commences at the end of August each academic year.

Important course information should be posted on Moodle for any courses you are teaching: course notes, tutorial sheets, marking information and criteria, general feedback to students, and links to additional resources. The University’s Inclusive Learning Policy requires staff to make materials available to students at least one working day in advance, and most staff do this by posting material on Moodle.

Moodle is also a good way to be innovative in your teaching in ways that benefit both you and the students you teach: for instance by setting up online discussion groups, quizzing, or electronic submission of lab and project reports which can be automatically checked for plagiarism on your behalf. Make good use of its time saving options!

In addition to course Moodle sites, there are a number of other Moodle sites which are organised on a Discipline or Degree Programme basis. Your username and password are the same as that used to access MyCampus, log in to computers on campus, and access your University email.

Key contacts:
- James Sharp & Ken McColl

MyCampus

MyCampus is the University of Glasgow’s student information and management system that is used by staff and students throughout the year.

MyCampus:

- shows the courses that make up a student’s curriculum, including a description of each course and the teaching staff involved, and permits students to select options;
- allows students to pick their own timetable for classes where a choice is available (typically laboratories or tutorials) and shows students and staff an overall timetable for their classes;
- compares student results with the progress regulations so that they can see whether they need to take resits;
- provides the system for reporting when their studies are affected by illness or personal difficulties.

You should contact the Teaching Office (Karen McFarlane) who will arrange for you to have access to MyCampus and you can find more information at glasgow.ac.uk/myglasgow/staff. You will also be required to undertake the MyCampus Fundamentals Training, details can be found at glasgow.ac.uk/myglasgow/staff/academy/mycampustraining.

In the unlikely event that a change has to be made to some aspect of your teaching during the term itself, make sure that you co-ordinate this through the Teaching Office, as well as notifying students in lectures and on Moodle. This will ensure that all the automated student helps, which are synchronised to MyCampus, match what you are telling them, avoiding student confusion and discontent.

Key contact: Karen McFarlane
LABORATORY DEMONSTRATORS AND TUTORS

The School of Engineering funds a significant number of PhD student demonstrating and tutoring hours each year to support your lab sessions. Unfortunately, this resource is limited by the number of PhD students coming forward. To ameliorate the situation:

- think carefully when filling in the spreadsheet on demonstrating needs circulated by the Teaching Office at the beginning of August each year — make sure that your requests are well judged to optimise student learning;
- ensure that you make the best use of your support;
- Demonstrators are paid to attend both general University training and specific training that you are required to give before they start. They will be expecting such training, and being proto-academics will of course leave their own revision of the lab material until just before your training session. However, this is far better than leaving their revision of the lab material until just before the lab itself and then following you around picking up the concepts needed to appear like a professional in the next lab, whilst ignoring students in this one. Students will notice this as poor teaching practice, whereas well trained lab demonstrators make you look good.
- Good lab demonstrators are also a source of useful feedback to students, and you should explicitly flag to students that this is one source of feedback provided by the University;
- encourage your own PhD students to work as demonstrators wherever possible — teaching experience is always good on a student’s CV and the rigour of explaining technical material is a benefit to new researchers (please note that RCUK have an expectation that the total hours spent should not exceed six hours in any week);
- your Head of Discipline may allow exceptional undergraduate students to help in demonstrating, if it can be shown that this work will have no effect on their own studies — if an undergraduate student contacts you, direct them to your Head of Discipline.

Please note: All demonstrators are employed by the School via the Teaching Office. Each demonstrator must be in possession of a contract before they can undertake ANY demonstrating. If a student does not have a contract in place before their teaching commitments begin, it will not be possible to pay them.

ADVISERS OF STUDIES

Each student is allocated an Adviser of Studies who provides advice throughout the year to students who experience any kind of difficulties which might impinge on their studies. All academic members of staff are expected to serve as Advisers of Studies unless they have significant other management or administrative responsibilities. Whilst the MyCampus system reduces the workload of Advisers, you will be the human face of the University for students who are facing difficulties. In practice much of the work of Advisers is giving general degree advice, explaining University rules on progression and graduation, and putting students in touch with the right Student Services, e.g. the Advice Centre.

There is a Chief Adviser of Studies, Dr Douglas Thomson. He will provide you with initial training, a useful Adviser’s Handbook (https://www.gla.ac.uk/schools/engineering/default.asp - under ‘Documents/School Information’ and timely e-mails of advice at critical junctures during the academic year. As an Adviser you are expected to meet with your advisees at the start of Semester 1 and then to be available to them, if required, throughout the session. Please respond promptly to requests for advice or meetings, and if you cannot see an advisee due to other activities or responsibilities, please refer the student to your Senior Adviser or the Chief Adviser. Senior Advisers for each Teaching Discipline are your best source of detailed advice; they will be expecting questions from new Advisers.

Chief Adviser

Dr Douglas Thomson
Douglas.Thomson@glasgow.ac.uk

Senior Adviser PGT Programmes

Dr Euan McGookin
Euan.McGookin@glasgow.ac.uk

Senior Adviser Aeronautical Engineering

Dr Richard Green
Richard.Green@glasgow.ac.uk

Senior Adviser Biomedical Engineering

Dr Manlio Tassieri
Manlio.Tassieri@glasgow.ac.uk

Senior Adviser Civil Engineering

Dr Trevor Davies
Trevor.Davies@glasgow.ac.uk

Senior Adviser Electronics and Electrical Engineering

Calum Cossar
Calum.Cossar@glasgow.ac.uk

Senior Adviser Mechanical Engineering

Dr Phil Dobson
Phillip.Dobson@glasgow.ac.uk

STRUCTURE AND ASSESSMENT OF DEGREE PROGRAMMES

TERMINOLOGY — PROGRAMMES, COURSES AND CREDITS

Common words such as ‘course’ can be used in different ways so here is a brief list of usage at Glasgow University.

- A degree programme is the complete curriculum that leads to a degree, such as BEng in Aerospace Engineering or MEng in Mechanical Engineering.
- Each programme is divided into courses, each of which is self-contained with its own instruction and assessment.
- Each course has a level, which is roughly the same as its year in the curriculum, and is often shown by a number at the end of the name of the course. For example, ‘Applied Mechanics 1’ is a level 1 course and appears in the first year of the curriculum for undergraduates.
- Masters level courses may have an ‘M’ instead of a number.
- The size of courses is measured in credits. Most taught courses carry 10 or 20 credits but projects may be larger.
- Students are awarded the credits for a course if they complete all the compulsory work and assessments; typically this means that they must attend laboratories and tutorials, submit assignments and attend examinations (the details are given in the specification for each course and will be explained by the lecturer or convener).
- Students do not have to ‘pass’ the course to be awarded the credits. In other words, credits are a measure of quantity, not quality.
- The usual academic year for undergraduates (September–June) carries 120 credits, and the usual academic year for MSc students (September–September) carries 120 credits of taught courses plus a 60-credit MSc project.

Formally 1 credit = 10 learning hours. The total time that a typical student is expected to spend on a course. Thus a 10 credit course demands 100 learning hours. In many cases the timetabled classes (lectures, laboratories, tutorials) come to about 30 hours so students are expected to spend more than double that time working on the material in their own time — reviewing lecture notes, going over difficult points with the aid of a textbook, working through tutorial sheets, writing laboratory reports and revising for the examination.

A number of qualifications are available from the University of Glasgow, depending upon the level achieved and the number of credits studied. Table 1 indicates the minimum number of credits required for each qualification and the number of years typically required to achieve this qualification. It also details the Scottish Credit and Qualifications Framework (SCQF) level. In practice, the CertHE, DipHE, BSc(Ord), PgDip and PgCert are normally ‘exit awards’, obtained by the minority of students who cannot progress to obtain a BEng, MEng or MSc degrees.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Abbreviation</th>
<th>Total credits required</th>
<th>Years of Study</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education</td>
<td>CertHE</td>
<td>120</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>DipHE</td>
<td>240</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Bachelor of Science in Engineering (Ordinary)</td>
<td>BSc (Ord)</td>
<td>360</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor of Engineering</td>
<td>BEng</td>
<td>480</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Master of Engineering</td>
<td>MEng</td>
<td>500</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>PgCert</td>
<td>120</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>PgDip</td>
<td>120</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Master of Science</td>
<td>MSc</td>
<td>180</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 1: Qualifications
GUIDE TO THE GRADING SCHEME

Students are awarded a grade at the end of each course, following a meeting of the School Board of Examiners to approve the results. If a student asks you for their course or final examination results (as opposed to the continuous assessment grades given out for work during the course) you must not provide this information and should point them to their student record on MyCampus.

Assessment is governed by the University’s Code of Assessment, which is part of the University Calendar. It is the responsibility of each course coordinator to ensure that final exam scripts are checked by another academic (your fellow academic if the course is a ‘two-hander’, or a colleague assigned directly by the Head of Discipline), and then that all the marks are returned to the School Learning & Teaching Office using a spreadsheet for examination results (normally, before the marking deadlines (nominally, the first week of the Spring semester, and the last week of May). The course-coordinator returns by email a spreadsheet with the results of each component of assessment (in grades ‘A1’–’H’, or percentages—of course flagging which types are being returned) and the weighting of each component in the final reckoning (e.g. “The exam, graded by percentage, weightings 0.7 and lab report, graded on 0.2”, scale, weighting 0.5”). The Learning & Teaching Office then prepares the results for the Exam Board.

Each grade also has a number of Grade Points (0–22) associated with it. These are used to calculate a student’s average performance, which is needed to check their progress and for graduation.

SUBMITTING GRADING

It is the responsibility of each course coordinator to ensure that final exam scripts are checked by another academic (your fellow academic if the course is a ‘two-hander’, or a colleague assigned directly by the Head of Discipline), and then that all the marks are returned to the School Learning & Teaching Office using a spreadsheet for examination results (normally, before the marking deadlines (nominally, the first week of the Spring semester, and the last week of May). The course-coordinator returns by email a spreadsheet with the results of each component of assessment (in grades ‘A1’–’H’, or percentages—of course flagging which types are being returned) and the weighting of each component in the final reckoning (e.g. “The exam, graded by percentage, weightings 0.7 and lab report, graded on 0.2”, scale, weighting 0.5”). The Learning & Teaching Office then prepares the results for the Exam Board.

If a student fails to hand in required assignments or does not attend the final exam, then give CW as a grade. Note that students can resit each component of assessment within an academic year, so even if a student fails to return an assignment during term, they have another chance to ‘resit’ this assignment before the beginning of the next academic year in order to ‘raise’ the CW to a useful grade. Academic staff often have students resubmit coursework over the summer. In very rare circumstances a piece of work cannot be resubmitted (e.g. a group report with a mix of contributions, a semiconductor fabrication exercise with limited classroom availability, etc.). The lack of real opportunity must be noted in the course specification / documentation, and students who fail to submit such work are given CR as a grade. After submission of course results, the Learning & Teaching office will check with the Good Cause Committee, who may authorise a change to MV (approved absence) for some students in the final published results.

RULES FOR PROGRESSION AND GRADUATION

An undergraduate student’s results at the end of each academic year must meet certain requirements for them to progress in their degree programme. There are similar requirements for graduation. These are set out in the University Calendar.

UNDERGRADUATE PROGRESSION

For most undergraduate degrees a student’s results in each academic year must satisfy these conditions for progression to the next year in BE/Eng:

- minimum grade of D3 in every course;
- minimum grade of D3 in the best 100 credits;
- average GPA of at least 9.0.

Some degrees taught jointly with other schools (Civil Engineering with Architecture and Electronics with Music) require D3 in all courses because 20 credits at E1 in one of the subjects could be a serious problem.

The same rules apply for progression in MEng but a student’s GPA must be at least 14.0; this rule is advisory at the end of years 1 and 2 but is enforced thereafter. This means that only to MEng is effectively determined at the end of year 3.

Undergraduate students may rest courses in years 1–3 to meet the progression rules (i.e. if the overall course grade was below D3). Typically students only rest the final exam, but unless the course specification and documentation specifically disallow it, they should be given the opportunity to resit each component of the course. The best results for each component are then combined, and the overall course result returned to the Learning & Teaching Office. This result will appear on the student transcript, but for the purposes of progression, it is capped at B, corresponding to D3. Only results from a student’s first attempt on any course are carried forward to calculate their honours degree classification and thus it should be noted that if they have a CW recorded in third year at the first attempt then the course will contribute nothing to their overall degree classification—the ret and the raising the CW are useful for progression only.

The School Good Cause Committee (staffed by the Senior Advisers) meets after each tranche of examinations (second week of Jan, last week of May, and last week of August after final resits) to consider whether students should be exempted from any examinations due to personal circumstances, and therefore have the subsequent resit counted as their first attempt. If you know of students with difficulties, it is important to encourage them to upload information to the MyCampus system before these meetings. Advisers are then informed of the outcomes for their students.

In September, after the Good Cause meeting, the Progress Committee (again staffed by Senior Advisers) meets to decide whether a student:
- can make normal progress to the next year of study;
- may transfer to another qualification (e.g. MEng to BE/Eng);
- is offered the opportunity to repeat some courses in order to progress—although there is no automatic right to any further reassessment beyond the first rest; should be excluded from further study, in which case they will be considered for the awards of ESOR (Ordinary Engineering Studies), Diploma of Higher Education (Engineering Studies) or Certificate of Higher Education (Engineering Studies).

Again, if you have Advisers who cannot progress normally, both you and they will be informed. Students have the right of formal appeal to the College against the decisions of the Progress Committee. The Code of Procedure for Appeals is laid out in the University Calendar.

Table 2: Mapping of percentage marks to grades and verbal descriptors of grades from Code of Assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>%</th>
<th>Primary verbal descriptors for attainment of Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1–22</td>
<td>84–100</td>
<td>Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures</td>
</tr>
<tr>
<td>B</td>
<td>1–17</td>
<td>67–69</td>
<td>Conclusion of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding</td>
</tr>
<tr>
<td>C</td>
<td>1–14</td>
<td>57–59</td>
<td>Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumstantial range of evidence and displaying a variable depth of understanding</td>
</tr>
<tr>
<td>D</td>
<td>1–11</td>
<td>47–49</td>
<td>Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure</td>
</tr>
<tr>
<td>E</td>
<td>1–8</td>
<td>37–39</td>
<td>Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations</td>
</tr>
<tr>
<td>F</td>
<td>1–5</td>
<td>27–29</td>
<td>Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions</td>
</tr>
<tr>
<td>G</td>
<td>1–2</td>
<td>15–19</td>
<td>Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed argumentation</td>
</tr>
<tr>
<td>H</td>
<td>0</td>
<td>0–9</td>
<td>No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as in evidence being directionless and fragmentary</td>
</tr>
</tbody>
</table>

In order to be awarded the credits and to gain one of the grades in Table 2, students must have completed a course satisfactorily. If they have not been awarded the credits for a variety of reasons other results are used. For example:

- **MV** — Approved Absence (Historically ‘Medical Voucher’). This means that a student had medical or personal circumstances which prevented them from taking the exam at first sitting and they can take the resit without penalty;
- **CW** — Deferred Result. This means the School has not been able to give a student a grade at the usual time. The reasons range from study circumstances, and therefore have the subsequent resit counted as their first attempt. If you know of students with difficulties, it is important to encourage them to upload information to the MyCampus system before these meetings. Advisers are then informed of the outcomes for their students.

If your course is not on the list, it is often important to encourage them to upload information to the MyCampus system before these meetings. Advisers are then informed of the outcomes for their students.

In September, after the Good Cause meeting, the Progress Committee (again staffed by Senior Advisers) meets to decide whether a student:
- can make normal progress to the next year of study;
- may transfer to another qualification (e.g. MEng to BE/Eng);
- is offered the opportunity to resit courses in order to progress—although there is no automatic right to any further reassessment beyond the first resit; should be excluded from further study, in which case they will be considered for the awards of ESOR (Ordinary Engineering Studies), Diploma of Higher Education (Engineering Studies) or Certificate of Higher Education (Engineering Studies).

If, for any reason, you have Advisers who cannot progress normally, both you and they will be informed. Students have the right of formal appeal to the College against the decisions of the Progress Committee. The Code of Procedure for Appeals is laid out in the University Calendar.

If you take over a course from another academic, make sure that you pick up their previous spreadsheet of exam and continuous assessment results, so that you can deal correctly with any resitting students.
UNDERGRADUATE GRADUATION
The University has general requirements for graduation, and BEng or MEng have extra rules that are similar to those for progression:

- minimum grade of E3 in every course in the final year;
- minimum grade of D3 in the best 100 credits in the final year;
- minimum grade of D3 in your major individual project at the first attempt.

These rules are set by the Engineering Council for accredited degrees. Students will be considered for a degree of BSc (Honours) in Engineering, which is not accredited. If they meet the university’s standard requirements but not the extra rules. Note that they require a minimum grade of D3 in their major individual project for any honours degree.

CLASSIFICATION OF HONOURS DEGREES
The honours degree classification is calculated from a weighted average of the student’s first results from year 3 and beyond:

- for BEng degrees the weighting is 30:70 from years 3 and 4 except for Electronic and Software Engineering, for which the weighting is 20:60;
- for all MEng degrees the weighting is 20:40:40 from years 3, 4 and 5.

Table 3 gives the bands for classifications based upon the weighted GPA as detailed above.

<table>
<thead>
<tr>
<th>Honours Weighted GPA</th>
<th>Honours Degree Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.0–22.0</td>
<td>first class</td>
</tr>
<tr>
<td>17.1–17.9</td>
<td>either first of upper second class (discretion)</td>
</tr>
<tr>
<td>16.0–17.0</td>
<td>upper second class</td>
</tr>
<tr>
<td>14.1–14.9</td>
<td>either upper second class or lower second class (discretion)</td>
</tr>
<tr>
<td>12.0–14.0</td>
<td>lower second class</td>
</tr>
<tr>
<td>11.1–11.9</td>
<td>either lower second or third class (discretion)</td>
</tr>
<tr>
<td>9.0–11.0</td>
<td>third class</td>
</tr>
<tr>
<td>8.1–8.9</td>
<td>either third class or fail (discretion)</td>
</tr>
<tr>
<td>6.0–8.0</td>
<td>Fail – will probably qualify for an alternate ‘exit award’</td>
</tr>
</tbody>
</table>

Table 3: Mapping of Weighted GPA to Honours Degree Classification

In exercising discretion the Exam Board is guided by the criteria set out in Section 2.7 of the Code of Assessment.

TAUGHT POSTGRADUATE (MSc) PROGRESSION
As taught postgraduate MSc degrees only last a single year, ‘progression’ means whether a student is permitted to progress to complete an Individual Project (EN500559P) or Management Dissertation during the summer. These progression rules are summarised as follows:

- minimum grade of E3 in every taught course;
- minimum grade of D3 in the best 100 credits of taught courses;
- grade point average (GPA) of D3 in 120 credits of taught courses.

However, some degrees can commence in January, meaning students will only have taken 60 credits of taught courses, and some students may be so close to the borderline that it is almost certain that after resits they will qualify as an MSc. So students are typically allowed to progress if there is a reasonable prospect that they can reach the standard required following any outstanding assessment opportunities (including resits). The PGT Progress Committee, staffed by the Advising team, meets during the second week of June and decides whether a student:

- can make normal progress to the individual project;
- can make progress to the individual project, whilst noting that graduation with an MSc requires success in a small number of credits;
- is debarred from the individual project until they successfully improve course grades at resit (consequently requiring a September to December project and delayed graduation);
- should be excluded from further study, and considered for the awards of Postgraduate Certificate or Postgraduate Diploma.

The purpose of the regulations is to avoid students wasting time and money studying for a degree that they have little chance of obtaining. The decisions of the PGT Progress Committee are designed to be for the long-term benefit of students. However, students have the right of appeal to the College against the decisions of the Progress Committee. The Code of Procedure for Appeals is laid out in the University Calendar.

TAUGHT POSTGRADUATE (MSc) GRADUATION
The University has general requirements for graduation with a taught postgraduate qualification:

- PG Certificate:
  - Average aggregation score of D3 (9) or better in 60 credits
  - All at least 60 of these credits above D3 (9).

- PG Diploma:
  - Average aggregation score of D3 (9) or better in 120 credits
  - At least 80 of these credits above D3 (9).

- MSc:
  - Average aggregation score (GPA) of D3 (9) or better for taught courses
  - 100 credits at Grade D3 or better (>9)
  - All credits at Grade E3 or above (>6)
  - D3 or better (>6) in dissertation (individual project)

- MSc with Merit:
  - Average aggregation score (GPA) of B3 (15) for taught courses, at first attempt
  - Discretion between 14.1 and 14.9
  - Grade E3 (9) for dissertation (individual project)

- MSc with Distinction:
  - Average aggregation score of A5 (18) for taught courses, at first attempt
  - Discretion between 17.1 and 17.9
  - Grade A5 (18) for dissertation (individual project)

Example:

In the above example:

- Grade Point Average over 120 taught subject credits (GPA) = (20 x 126) / 1440 = 12
- Student also receives a project grade of C3 = 9

In this case the student would qualify for the MSc degree.

DISCRETION (MERIT AND DISTINCTION)
The PGT exam board only have discretion when the GPA for the taught courses falls within the range 14.1 – 14.9 (MSc with Merit) or 17.1 – 17.9 (MSc with Distinction). No discretion can be applied in relation to the grade required for the individual project or management dissertation.

When a candidate’s overall GPA for the taught courses falls within one of the permitted discretion zones, School of Engineering policy is that the board check the course grade profile of the candidate (details of course grade profile can be found in Chapter 2 of the Code of Assessment). If there are more credits, achieved at the first attempt, or at above the threshold then the candidate should be promoted. So for MSc with Merit, if 60 or more taught credits are at 15 or above then a Merit classification should be awarded.
ACCESS TO EXAM SCRIPTS

Students may view their Exam Scripts in the Learning & Teaching Office, under controlled conditions, after marks are published. Students who wish to view their scripts should contact the Learning & Teaching Office directly.

- December Exam diet: Afternoons from 1pm-4pm for two weeks following the publication of the results in late January/early February
- April/May Exam diet: Afternoons from 1pm-3pm for one week following the publication of the results in June, and then afternoons from 2pm-3pm for one week just prior to the results in July.
- Rest Exam diet: Afternoons from 1pm-3pm for one week following the publication of the results in late August/early September.

Exact dates each session are advertised to students and staff by the Learning & Teaching office. Students are not allowed to access to their scripts outwith these times, and it is not possible to have the scripts scanned for transfer outside the campus.

Occasionally students may ask for specific feedback on their own examination answers, to better revise for a resit, or to better prepare them for the next year of studies. University policy is that staff should be available to give feedback to all students. Staff may give feedback to other students if they wish (they should check with the student in-class to ensure they also wish this feedback). In addition, students who understand clearly where they can improve are also more likely to produce better work, and is more fun for both the student and the lecturer.

FEEback AND ANnuAl couRSE MonitoryNG

The quality of our degrees and the student experience is driven by feedback. Feedback we give to our students, how we respond to feedback from students and others (directly and in Annual Course Monitoring), and the feedback we give to the University.

FEEDBACK TO STUDENTS

Final year students fill in a questionnaire on their degrees before they graduate. This is called the National Student Survey, and is a marker by which we are judged. Historically all Universities have scored poorly in the questions regarding feedback:

- Feedback on my work has been prompt.
- I have received detailed comments on my work.
- Feedback on my work has helped me clarify things I did not understand.

However, recently a number of Universities have scored significantly better in these areas, enhancing both student satisfaction, and league table placings (which tend to lead directly to a higher reputation in the world).

In addition, students who understand clearly where they can improve are also more likely to produce better work, and is more fun for both the student and the lecturer.

There are a number of recognised ways to give good feedback to students: (glasgow.ac.uk/myglasgow/leads/aftoolkit/studentinfo/feedback):

- Always fill in comments in the feedback box on the cover page submitted with lab reports - even if it is simply "detailed feedback given inside" and notes scribbled in the lab book itself.
- Feedback doesn't need to be voluminous, but does need to be specific and positive (i.e. focus on how a student could improve rather than on how badly they did). "Referencing was done well", "you will improve by making the abstract a summary of introduction, work done, results, conclusions written for someone who will not read the full report", "I could be improved, see suggestions at webpage".
- Use the School hand-in-and-feedback returned calendar to help you get feedback responses to students promptly.
- Rename tutorials as feedback sessions (with the ‘+ve’ spin of reminding students that tutorials are supposed to give feedback on revision work they’ve already done, not just a chance to copy answers from the board).
- When giving over class tests or giving any other general feedback in lectures, explicitly flag that this is feedback, and make it obvious (‘if you thought this course was easy, you were part of 60% of the class’).
- Explicitly tell students that lab sessions are a way to get feedback on their understanding from lab demonstrators, and it is their responsibility to use them as such.
- Volunteer to give students comments on a single draft of their project reports, and schedule this so that you can do it promptly (otherwise they will get the draft to you so close to hand-in deadline that you won’t have time to help!)
- It is University policy to post general feedback on exam results examinations - to be helpful a template for such feedback will be e-mailed to you after the exam boards as a reminder. It should of course be titled ‘feedback on exam final exam’ and posted on Moodle.

ACCESS TO STUDENTS, EXTERNAL EXAMINERS, AND ACADEMICS

There are a number of ways in which we get feedback on our own teaching, including:

- Volume and type of questions from students after lectures,
- Comments made at Student Liaison Committee meetings (roughly in the middle of each teaching semester),
- Comments on the questionnaires handed out physically or via Moodle 2.5 of the way through each teaching block, and
- Comments on the supervised students on our exams.

Feedback of this kind should be acted upon immediately. Comments made by students in preparation for Staff Student Liaison Committee are e-mailed directly to staff for their responses to be tabled at the Committee itself. Responses should be polite and helpful in tone, even when explaining why a request might not be in the long term benefit of students. Lecturers should comment in class responding to feedback questionnaires - although some of those comments will be thanking students for suggesting changes for next year's cohort.

EXAM BOARDs, ACRM BOARDs

Twice a year (2nd week of the Spring Semester and first week of June) staff have the opportunity to recommend sign-off of exam results at an Internal Exam Board and review how they have responded to feedback at an Annual Course Monitoring (ACM) held in the same meeting.

The job of an ACM is to identify issues and good practice in courses within a Discipline, and propose improvements. All staff who have taught in the Discipline during the previous semester attend and make a short oral report on their course, with the course coordinator taking the lead. It is rare for staff not to attend, but if so they send a written report in advance of the meeting. The report flags areas of particular success, how previous initiatives fared, feedback from students, Staff Student Liaison, and External examiners, course exam results, and proposed actions for next year.

Specific justification and future actions need to be proposed if a course has average exam results outside of a normal bound (50%-70% or Code of Assessment 11.5-17.5), a significant change in average exam results (±10% or Code of Assessment ±3) a poor pass rate (≤50%) or issues raised in student feedback.

Because it is attended by all teaching staff, the ACM is an opportunity to broadcast successful initiatives across the Discipline, and for staff to suggest solutions to problems that might not have been considered by the course team. It is always supportive in nature.

The ACM is also an opportunity for academic staff to feed back to the central University issues and good practice. The Quality Officer for the School is in attendance at all Discipline ACM meetings, and collates a report for the University flagging perceived weaknesses in regulations / the estate etc., and advertising good teaching ideas that can be tried across the whole University.

SUGGESTING PROJECT TOPICS

Staff from the Learning & Teaching Officer will prompt you, in early September for BEng/MEng projects and early January for MSc projects, to suggest or update possible project titles and descriptions at: webapps.eng.gla.ac.uk/lecture/index.php.

Typically staff submit three or more topics for undergraduate and PGT students, for a total of at least six projects. Project topics are not limited to your current research and are an opportunity for creativity. You supply a title that will attract good students, and a -100 word description that describes the project, its importance, and indicates the benefits to the student of carrying out the project.

A pre-requisite skills box is also available for a few words to deter unqualified students (if “good programming skills” deters everyone).

Normally a project should be aimed at a single applicant. Staff with experience can suggest project areas for multiple students, as they will have the skill to make it unmistakably clear which topics within the area are ‘owned’ by each individual, and reduce the temptation for students plagiarising project reports must be written and submitted individually).

You should not limit applicable programmes to your own teaching area. For instance a single project might quite reasonably be carried out by E&E, or Medics, or Sustainable Energy students, and should be flagged as open to all of these. Currently the number of Sustainable Energy MSc students outpaces the staff in that area, so ‘Sustainable Energy Friendly’ projects are always welcome.

In describing projects, note the difference between level 4 and level 5. A BEng undergraduate project at level 4 should be a ‘substantial individual project which involves engineering analysis and design choices, integrating knowledge of a range of engineering disciplines’. A MEng / MSc project should push further. Such projects ‘consider factors external to the specific engineering discipline including the effect of commercial constraints. Often they develop novel or innovative designs, deal with unfamiliar problems, or have a research component. They typically involve understanding the limitations of current practice or analysis, and consider how to circumvent these limitations. It is possible to write a project description that can apply to both BEng and MEng/MSc projects, but it is easier for the student to understand what is expected of them if different project descriptions are written for each level.

A semi-automatic multistage process managed by the Teaching Office matches supervisors to supervisors once project titles have been released to students. If your project titles did not attract much interest your 1st supervisor responsibilities may end up being light, and in compensation you will be assigned more 2nd supervisor responsibilities to ensure that the overall project load is fair for all academic staff.

CAPSTONE PROJECTS

In addition to your teaching responsibilities during the regular semesters, you will be assigned as first or second supervisor for a number of BEng, MEng and MSc project students. These individual projects, taken in the final year of a course, are referred to as ‘capstone’ projects by the Accreditation bodies, and allow students to integrate knowledge and skills they have obtained over the course of their studies.

FEEDBACK FROM STUDENTS, EXTERNAL EXAMINERS, AND ACADEMICS

There are a number of ways in which we get feedback on our own teaching, including:

- Volume and type of questions from students after lectures, comments made at Student Liaison Committee meetings (roughly in the middle of each teaching semester),
- Comments on the questionnaires handed out physically or via Moodle 2.5 of the way through each teaching block, and
- Comments on the supervising students on our exams.

Some of this feedback should be acted upon immediately. Comments made by students in preparation for Staff Student Liaison Committee are e-mailed directly to staff for their responses to be tabled at the Committee itself. Responses should be polite and helpful in tone, even when explaining why a request might not be in the long term benefit of students. Lecturers should comment in class responding to feedback questionnaires - although some of those comments will be thanking students for suggesting changes for next year's cohort.

Note: Product Design Engineering projects are administered by Glasgow School of Art and are not covered here.

2 These descriptions are paraphrased from the IE7’s Guidance on Meeting AHEPS Learning Outcomes.
GU68 TRUST

BEng PROJECTS

MEng PROJECTS

RESPONSIBILITIES OF MENG INDUSTRIAL PLACEMENT SUPERVISORS

ACCOUNTING IN EXAMINATIONS

Penalties for late submission of coursework

Students on industrial placement may be more susceptible to feeling unsupported than those in Glasgow — even if the actual levels of support are objectively similar. As an assigned academic supervisor for a student on industrial placement:

- take the initiative in contacting the student as soon as you are informed by the Teaching Office — a simple email of introduction to student and industrial supervisor is fine, and the Teaching Office will copy you a template text;
- ensure that you reply promptly to receiving preliminary and interim reports, and make it clear that you have actually read those reports;
- suggest to the student that they send you a fortnightly status report (or copy you into their regular reports to their industrial supervisor) and comment if anything in these reports strikes you as noteworthy;
- don’t hesitate to flag concerns to the project coordinators or Teaching office if the student raises concerns that you are unsure how to handle.

MSc PROJECTS

MSc Projects take place during the summer (May to September), normally at Glasgow. Selection and allocation is organised at the beginning of the Spring Semester (usually in January and February). This allows preparatory work and background reading to be undertaken prior to the May exam diet. Students submit a project outline document, including aims, objectives, resources needed and Gantt chart in the last week of May (directly after the Spring exams), after which the main activity of the project begins. Ensure that you arrange to meet your supervisees regularly, academics are busy and students always assume that they will have “more to report if they delay meeting for another week”, which can lead to the project going off track — especially for students used to long summer vacations.

The final assessment of the project is in three parts. The first is the continual assessment by the first supervisor throughout the project (20%). The second is a poster which is assessed at the Poster Conferences at the end of the project (20%, usually in September). The third assessment component is the report or dissertation (60%). The poster and report are assessed by both the 1st and 2nd Supervisors.

Students taking the Engineering and Management degrees programmes are offered the opportunity of proposing a dissertation through the Adam Smith Business School. There are only a limited number of dissertations accepted by the Business School and selection depends on performance in the management courses studied in Semester 1. Students starting their studies in January are not considered for a management dissertation.

ACADEMIC CONDUCT

Final examinations are the major assessment for most courses and it is essential that they take place under fair conditions for all students. The University has therefore drawn up rules to prevent cheating, sends a reminder of the rules to each student before each exam period, and will take severe action against any student who breaks these rules. However final degree examinations are supervised by independent invigilators, and infringements are normally dealt with by the University centrally. Locally, an academic may only see that a student has been given a ‘07’ result for a course — i.e. that the award of a grade has been delayed for some reason. The full regulations on exam conduct are set out in the University Calendar. (glasgow.ac.uk/myglasgow/senateoffice/policies/calendar)

It is more likely that you will experience students submitting late coursework, or copying from others in reports, as examples of poor academic conduct. Noted below is the information given to students regarding such misdemeanours, and comments on your role.

GU68 TRUST welcomes applications from students who are in the final year of their undergraduate degree and would benefit from financial support for practical or experimental project work. This includes Biomedical Engineering, Electronics and Electrical Engineering, Mechanical Engineering, Aerospace Engineering, and Civil Engineering students on the MSc, degree run in conjunction with the Glasgow School of Art. The Trust’s website is at guengtrust.org.uk and the School contact is Professor Andrew Knox (Andrew.Knox@glasgow.ac.uk).

BEng Projects take place during the final teaching year (in practice from October to April) at Glasgow. Initial selection of five project choices by students is made in the last week of September, with the aim to complete project allocations by the end of the first week in October. Students who wish to suggest their own project title may do so, but they need to have agreement from a supervisor in advance; so students may approach you to discuss this, and obtain your agreement to supervise. Don’t hesitate to suggest changes and improvements to their project description so that they can start with a practical/feasible project; often such students over-promises.

A preliminary report, including project aims, a brief project description and a Gantt chart, is due one month into the project, mainly to ensure that the student is working, and that the student and supervisor are in concert. An interim report is made in the second week of the Spring term, which acts to refocus after the Christmas holidays. This is a brief report of work done, conclusions drawn, work still to do, and an outline of the contents of the final report. Neither of these reports is for credit, and so there is a temptation to let them slip. Avoid this, as they are a proven defence against projects going off track, and may save you considerable effort and grief in the long run.

The final assessment of the project consists of three parts. The first is the continual assessment by the first supervisor throughout the project (20%). The second is an oral presentation close to the end of the project (10% in late March). The third assessment component is the written report (65%, in mid-April — limited to 40 pages). The oral presentation and report are assessed by both First and Second Supervisors.

As with any other capstone project, the report itself and the assessment comments made supervisees on the report and oral presentation are a prime source for External Examiners and Accreditors when auditing the quality of our degrees and the professionalism of academics in examining. Finding assessment comments on challenging projects makes Externals and Accreditors happy. This is not an area in which to take shortcuts.

MEng Projects are of two flavours; the first takes place in Glasgow, during the 1st semester of students’ final year. Initial selection of five project choices by students is made in the first week of August (before the teaching term starts), with the aim to complete project allocations by the end of August, so that the whole teaching semester is spent working on the project. Students have academics as 1st and 2nd supervisors, and are required to submit a preliminary report at the end of September and an interim report at the end of October. The structure and purpose of these reports are as for the BEng (noted above).

The second form of project consists of an extended (typically six months, July to December) placement in industry. Students are encouraged to find projects going off track — especially for students used to long summer vacations.

The final assessment of either flavour project consists of three parts. The first is the continual assessment by the first supervisor throughout the project (20%). The second form of project (noted above), you must include pertinent written comments when assessing reports, at the very least to create a solid audit trail. Further project options include:

- Biomedical Engineering, Electronics and Electrical Engineering, Mechanical Engineering, Aerospace Engineering, and Civil Engineering students on the MSc, degree run in conjunction with the Glasgow School of Art;
- GU68 TRUST welcomes applications from students who are in the final year of their undergraduate degree and would benefit from financial support for practical or experimental project work.
modified grade, and a note that the material was submitted late (a note which includes the original raw grade). Typically when continuous assessment work is returned to a student, you should clearly indicate the raw grade and the final grade awarded at the final submission penalty has been applied, so that the student understands the intrinsic quality of their submission, as well as knowing the final grade they obtained.

If a student notifies you in advance that they cannot submit work due to circumstances beyond their control, you are authorised to grant a deferral of up to three days. (If they notify you after the deadline, then they must convince you both that the deferral is justified, and that there were good reasons why they could not tell you in advance).

If a student requests a referral of more than three days, they must upload reasons and evidence to the MyCampus Good Cause system, and the Chief Adviser must sign off on the deferral to ensure fairness across the School.

PLAGIARISM

In most courses, students will be asked to submit work for assessment, sometimes individually and sometimes in prescribed groups. It is expected that this work has been undertaken by those who submitted it. The submission of any other person’s work is plagiarism, a form of cheating defined by the University below.

A range of penalties may be applied when plagiarism is detected depending on the severity of the plagiarism. In all cases a student’s Adviser will be informed. A severe view is taken of plagiarism in levels 3 and above, where marks contribute to your final degree classification. Cheating in examinations is also treated very seriously.

The Introduction to the University’s statement on plagiarism, part of the University Calendar, is as follows.

“31.1 The University’s degrees and other academic awards are given in recognition of a student’s personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student’s own effort.

31.2 Plagiarism is defined as the submission or presentation of work, in any form, which is not one’s own, without acknowledgement of the sources. Plagiarism includes inappropriate collaboration with others. Typical causes of plagiarism can arise from a student using his or her own previous work (termed auto-plagiarism or self-plagiarism). Autoplagiarism includes using work that has already been submitted for assessment at this University or for any other academic award.

31.3 The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism. Work may be considered to be plagiarised if it consists of:

- a direct quotation;
- a close paraphrase;
- an unacknowledged summary of a source;
- direct copying or transcription.

With regard to essays, reports and dissertations, the rule is: if information or ideas are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline, and any direct quotation must be placed in quotation marks and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation otherwise it will be considered as plagiarism. Schools should provide guidance on other appropriate use of references in examination conditions.

31.4 Plagiarism is considered to be an act of fraudulence and an offence against University discipline. Alleged plagiarism, at whatever stage of a student’s studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.

31.5 The University reserves the right to use plagiarism detection systems, which may be externally based, in the interests of improving academic standards when assessing student work.

See glasgow.ac.uk/services/academic/plagiarism for additional information.

In practice, if you are accepting electronic versions of lab reports, project reports or essays, you should have students submit in Moodle using URIKUND plagiarism detection software.

You create an Assignment in Moodle, and then in the submission settings for the activity set the Require students click submit button to No (which allows students an infinite number of drafts before the final submission deadline) and the Require that students accept the submission statement to Yes (which requires the student to sign off that this is their own work). Then enable the URIKUND plagiarism plugin, leaving all its preferences to the default settings.

University policy is that students should be allowed to submit draft material to URIKUND in order to help them learn good referencing practice. Academics may allow a more limited number of draft submissions if they desire, but there should always be at least one.

If you discover possible plagiarism, either in an electronically or physically submitted piece of work, it must be investigated at School level for level 1 & 2 students, and reported to Senate for Honours and MSc students. Contact Prof Liz Tanner (School Plagiarism Officer) and let the Learning & Teaching Office know the situation. They will give you further detailed advice.

Key contacts: Liz Tanner & Karen McIlvaney

FORMAL APPEALS

A student has the right of appeal against:

a) exclusion from further study;

b) a decision of the Examination Board.

The Code of Procedure for Appeals is laid out in the University Calendar, pga.ac.uk/services/senateoffice/calendar. A student must initiate their appeal within 10 working days of publication of the result or decision against which they are appealing.

(a) EXCLUSION FROM FURTHER STUDY

The progress of undergraduate students is reviewed annually by the School Progress Committee. If a student fails to meet the progress requirements this Committee may decide that he or she is not allowed to register for the following session, or may be required to register for a different qualification. Students can formally appeal to the College against the decisions of the School Progress Committee but they will not accept any evidence that could reasonably have been submitted to the School earlier.

(b) A DECISION OF THE EXAMINATION BOARD

Students may appeal against a grade awarded in an examination or the class of Honours awarded. In this case, the Calendar states clearly that an appeal will not be entertained against marks or decisions of examiners, or other matters of academic judgement, but only on the grounds of unfair procedure or medical evidence.

A student who feels that he or she has grounds for an appeal should first seek advice. The Students’ Representative Council (SRC) Advice Centre has written an excellent leaflet on Appeals, available on the web glasgowstudent.net/advice/academic/appeals. Here is its introduction:

-There are two grounds for appeal:
  • Unfair or defective procedure;
  • Failure to take into account medical or other adverse personal circumstances.

In other words, either the School has done something wrong in the way they have administered your course or exams, or else they haven’t made reasonable allowances for a medical or other personal problem.

COMPLAINTS PROCEDURE

The University has a Complaints Procedure and information can be found at glasgow.ac.uk/myglasgow/services/senateoffice/studentcodes/students/complaints. A Stage 1 complaint is called “frontline resolution” and should be investigated within 5 working days. If a student is not satisfied with the response we given at this stage, they can choose to take their complaint to Stage 2, which is a formal investigation. A Stage 2 complaint needs to be raised through the Senate Office.

90% Mechanical Engineering
MEng students in work/study
six months after finishing*

*UniStats 2017
RESEARCH & BUSINESS DEVELOPMENT
glasgow.ac.uk/colleges/scienceengineering/staff/researchsupport/researchbusinessdevelopment

The College Research and Business Development Managers are here to help research staff identify funding opportunities, develop proposals and support external engagement with a view to creating impact. If you have an idea or a more defined proposal and want help, please contact Lynne McCorriston (Ext. 2731), Linsey Robertson (Ext. 6055) or David Nisbet (Ext. 6962). Lynne, Linsey and David work directly for the College of Science & Engineering and are supported by the resources available through Research Strategy & Innovation Office (RSIO). They provide a ready source of information and support to you.

The team can often provide you with examples of successful proposals, template letters, hints and tips for developing proposals and are more than happy to review proposals and provide feedback. If you are working on a First Grant, a Fellowship, a multi-party proposal or a collaborative project with industry please do get in touch with them. The team are also the first point of contact for many local and national funding agencies, and often circulate calls and opportunities via a variety of mailing lists. Please contact them for information on which of these may be relevant to you.

FUNDING GUIDANCE
glasgow.ac.uk/colleges/scienceengineering/staff/researchsupport/researchbusinessdevelopment/fundingguidance

The College of Science & Engineering provides support resources on the primary funders (eg. UK Research Councils, European Research Council), strategic funding calls, mobility funds and grant costings.

The University has an institutional subscription to Research Professional, an online database of research funding opportunities and a source of international research policy and practice news. By creating your own profile, you can tailor funding and news searches, as well as set-up weekly alerts based on your interests.

SUPPORTING RESEARCH IMPACT
glasgow.ac.uk/services/researchstrategy/researchimpact

Impact is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.

The inclusion of research impact as an element in funding decisions and assessments of excellence at both institutional and individual levels means that we need to embed awareness and understanding, and best practice, into our research culture and activity across all disciplines. We do this in a number of ways:

Training and Guidance:  glasgow.ac.uk/colleges/scienceengineering/researchimpact/trainingandguidance
Funding Opportunities:  glasgow.ac.uk/colleges/scienceengineering/researchimpact/fundingopportunities

Our College also provides bespoke support and guidance on the impact of research activities. The Engineering and Physical Sciences Research Council (EPSRC) has awarded the University an Impact Acceleration Account (IAA) to increase the global impact of the University’s research through greater levels of external engagement and entrepreneurship. The IAA supports a range of interventions with a focus on investments that pump-prime wider knowledge exchange activities and impact generation of previously funded EPSRC research. The IAA aims to deliver this by focusing on four core objectives:

- Enterprise and entrepreneurship
- Partnership development
- Researcher mobility
- Capacity building and culture change

Further information on the EPSRC IAA and the live competitions can be found.

RESEARCH STRATEGY & POLICY
glasgow.ac.uk/services/rsio/researchstrategy/policies/researchstrategy

As a research-led institution, the University of Glasgow is committed to providing an environment that ensures our research is conducted to the highest quality standards. Central to this commitment is the development of an environment that recognises and supports research excellence. When embarking on a new research collaboration or taking on new staff or students (who may be lacking in experience in these areas) it is important to ensure that everyone has the same expectations for good research practice.

Face to face workshops on research integrity and data management are available through Employee and Organisational Development. These are appropriate for academic staff and research administrators as well as being highly recommended for new early career researchers.

The Research Integrity Advisor for the School is Prof David Cumming.

OPEN ACCESS
glasgow.ac.uk/services/openaccess

Open Access to research publications means making the full text freely available on the web. This is a requirement of REF, many funders, and good research practice. The library can provide support. All University of Glasgow academic and research staff who are acting as lead University of Glasgow authors should notify the library as soon as an article or conference proceeding is accepted. This can be achieved by forwarding the acceptance notification and a copy of the author’s final version (final agreed text before the publisher adds their logo) to researchstrategy@glasgow.ac.uk. The open access team will ensure its inclusion on Enlighten (see below). All papers should include acknowledgement of the funder(s) and funder grant reference. This should be in the format: ‘This work was supported by the . . . [grant number XXX].’
ENLIGHTEN
glasgow.ac.uk/services/enlighten

Enlighten is the University’s system for managing research publications. Details of all research publications must be recorded in Enlighten, as the data is used for a number of key purposes:

- Publishing worldwide the research carried out at the University of Glasgow;
- Populating staff pages with publications details;
- Providing publications details for the University’s REF return;
- Providing publications details for the Performance and Development Review process.

The University’s Publications Policy also requires staff to deposit the full text of journal articles and conference proceedings where this is permitted by publishers.

Full details of what you should deposit can be found here: glasgow.ac.uk/myglasgow/openaccess/managing-your-research-publications

RESEARCHER DEVELOPMENT
glasgow.ac.uk/services/lifeasasearcherdev

Researcher Development is a service that works in partnership with Colleges, Graduate Schools and key services (such as HR, Careers, the library and Employee & Organisational Development) to coordinate professional and career development opportunities for Postgraduate Researchers (PGRs) and early-career staff.

EARLY CAREER DEVELOPMENT PROGRAMME
glasgow.ac.uk/myglasgow/humanresources/aim/pay/ecdpa

The Early Career Development Programme (ECDP) is the University of Glasgow’s commitment to developing its early career academic staff. It aims to develop high achieving, high performing academics who will help the University to deliver its vision and ambitions supporting the strategic objective of being “a globally connected, globally influential University.”

The Programme will enable this by providing learning and development opportunities in all aspects of the academic role, allocating a mentor to provide support and advice, and setting annual objectives which enable academics to develop their skills and achievements with a view to meeting the criteria for promotion to Grade 9 within a defined timescale.

All Early Career Researchers are allocated a mentor by their School, and should speak with their line manager to ensure that this commitment is fulfilled.

The College of Science and Engineering also provides significant support for its Early Career Researchers.

RESEARCH SEMINARS

If you are hosting a visiting researcher, or have an idea of who you would like to see speak, please contact your Division’s Seminar Coordinator. The University has a central events webpage listing campus wide research seminars, allowing staff to see the goings on in Schools across campus.

It is intended to replace existing department- or school-specific methods for advertising events which make it difficult for staff and students to discover what relevant research may be being presented elsewhere on the campus and provide a single central location where all such event information can be accessed using your GULD.

If you find a group that hosts a lot of interesting talks, you can click the “Subscribe” button on any one of their talks (or on the group information page) to subscribe to that group.

You can also set up automated event reminder emails which are sent out roughly 24 hours and 2 hours before upcoming events.

If you prefer to receive reminders through a calendar application such as Cal, Outlook or Google Calendar, the system can provide a calendar feed (compatible with most common calendar apps) that will contain all the events that you have marked.

PRIZE COMMITTEE

The School is keen to ensure that its world-leading staff are recognised for their contributions to their respective field. The Prize Committee was established to provide dedicated support and guidance for those seeking to apply for awards/prizes, and to identify and highlight opportunities for members of staff across the School. Current membership:

- Robert Hadfield (Chair)
- Liz Tanner
- Colin McInnes
- Bill Sloan

STAFF WEB PROFILES

All research and teaching staff have a professional profile that is automatically created for them when they join the School. We encourage you to establish and maintain your profile, which can be an excellent promotional tool to present your research and teaching activities.

Before you can manage and update your profile, there are a few simple steps to complete:

- Locate your profile to confirm that it has been created;
- Watch the video tutorials and download the PDF training resources;
- Download and complete the registration form “Register to edit a research profile” and return it to: Web Team, Communications Office, 1 The Square, University of Glasgow G12 8QC;
- Receive your login details and password for accessing the University’s content management system, Terminal 4 - SiteManager (T4);
- Use the training materials and your T4 login to edit and update your research profile.

PUBLICISING YOUR RESEARCH AND TEACHING

In the News

The School wants to hear about your work! Each Research Division has a dedicated Web Editor who are always looking for content for our In the News’ webpage.

- Aerospace Sciences - Hossen Zare-Behjat
- Biomedical Engineering - Julien Reboud
- Electronics & Nanoscale Engineering - Louise Evans
- Infrastructure & Environment - Lukeas Kazimierczuk
- Systems, Power & Energy - Matteo Cerotti

It is important to flag these opportunities early as the School can then help to maximise the impact of your publicity. It could also help liaise with University’s Communications and Public Affairs Office to wider dissemination where appropriate (e.g. news on University main page, myGlasgow news, contacts with the press).

SOCIAL MEDIA

glasgow.ac.uk/myglasgow/staffbranding/digitalbranding/social/socialmedia

Social media provides a powerful means to improve the visibility of your research and to interact with peers, collaborators and stakeholders.

Platforms may include professional or personal blogs, Twitter, Facebook, Google+, YouTube and a broad range of professional networking sites, including LinkedIn and ResearchGate.

The University actively encourages members of its research community to engage responsibly and professionally with social media. However, as the barriers between personal and professional use of social media can be poorly defined, it is important to consider how your activity reflects on both your professional research integrity and the reputation of the University of Glasgow.

The University is very active on Facebook, Twitter, Instagram, Snapchat, YouTube and LinkedIn. The School has a Twitter and Facebook account, @UofGEngineering, and we encourage you to follow and engage with us!

EMAIL SIGNATURE

Your University email address is a professional communication from an accredited source and as such you should not miss the opportunity to promote your affiliations, staff profile and School (or personal) social media.

We would like you to consider adding the School website on your e-mail signature: glasgow.ac.uk/schoolsengineering and promote our Athena Swan Bronze Award (Logo).

You may want to consider including the Twitter site (which has a growing number of influential followers): Twitter: @UofGEngineering

Add any special interest group or event with which you are associated, or of course your personal website.

BUSINESS CARDS

You may require business cards to take to meetings with collaborators or industrial partners. The School Office will organise these for you – all you need to do is provide all the information you want printed on your cards. The contact is Katy Thomson by email at schoolsemails@glasgow.ac.uk.
OTHER RESOURCES
The University provides a variety of resources in its Brand Toolkit:

- Research Communications Toolkit: glasgow.ac.uk/myglasgow/staff/researchcomms
- Word letter template: glasgow.ac.uk/myglasgow/staff/brandguidelines/marketingtoolkit
- Powerpoint templates: glasgow.ac.uk/myglasgow/staff/brandguidelines/marketingtoolkit

SCHOOL AND UNIVERSITY POLICIES

HEALTH AND SAFETY POLICY

AIM
The School of Engineering oversees the health and safety of all staff and students while working or studying degree programmes within the School of Engineering.

ORGANISATION
The Head of the School of Engineering is responsible for safety within the School. He has appointed a Safety Committee to take care of the day-to-day implementation of safety matters.

The maintenance of protection for hazardous equipment and the condition of the laboratory environment is the responsibility of designated School technicians. The provision of local safety instructions and anything particular to any laboratory exercise is the responsibility of the relevant research leader, course leader or supervisor as appropriate. Academic staff who are running laboratories or directly supervising postgraduate students are responsible for safety in the laboratory. The Safety Committee carries out a monitoring function to ensure that appropriate safety information and procedures are available.

OBJECTIVES
The School undertakes to provide or specify the following in so far as is reasonably practicable:

- Provide safety instructions for staff and students;
- Provide protection for hazardous equipment;
- Provide local safety instructions;
- Provide instructions for labs;
- Specify safety clothing;
- Specify supervision required and provided;
- Inform students and staff of emergency services, e.g., first aid;
- Provide instruction on use of mains services;
- Provide instruction to staff about how to deal with problems which could arise during laboratory.

SAFETY INSTRUCTIONS

GENERAL

- Staff and students must read the School of Engineering Safety Handbook, available online via glasgow.ac.uk/schools/engineering/studentstaff/safety;
- Food must not be brought into laboratories;
- Clothing worn in laboratories must be appropriate, e.g., no trailing scarves;
- Everyone should behave in a calm manner while in the laboratories, e.g., no running;
- Students should not undertake any experiment without proper guidance and instruction from academic or technical staff;
- Local safety signs must be obeyed.

FIRE DISCOVERY

If you discover a fire:

- Warn anybody in the immediate vicinity;
- Use one of the "break glass" boxes to sound the alarm;
- Only attempt to fight the fire if doing so does not threaten your chance of escape should the fire get out of control.

There are fire extinguishers throughout the building.

PERFORMANCE AND DEVELOPMENT REVIEW

Performance and Development Review provides the opportunity for all staff and their line manager to reflect upon performance and development in the last year and agree objectives and development plans for the forthcoming year. For more information on this process, please refer to the HR website at glasgow.ac.uk/myglasgow/humanresources/allabouthr.

95% OF OUR RESEARCH HAS BEEN JUDGED TO BE “INTERNATIONALLY EXCELLENT” OR “WORLD-LEADING” (REF 2014)
DIGNITY AT WORK AND STUDY POLICY

The University is committed to protecting the dignity of students, staff and visitors in their interactions with others. You will find the Dignity at Work and Study Policy on the HR website at glasgow.ac.uk/myglasgow/humanresources/equalitydiversity/dignityworkstudyover and there is information on the Full Stop Campaign on this link too.

EQUALITY AND DIVERSITY TRAINING

The University is committed to promoting equality in all its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment.

We all need to be aware of our individual and collective responsibility in relation to equality following the introduction of the Equality Act 2010 and the University has developed a wide range of training resources for staff and students to address this. glasgow.ac.uk/myglasgow/humanresources/equalitydiversity/training.

ATHENA SWAN

The School of Engineering was successful in its application for Athena Swan Bronze in October 2016. This is a great achievement for the School and to our commitment to ensuring equality for all our staff and students. There is further information on the School’s website at: glasgow.ac.uk/schools/engineering/informationforstaff/athenaswan.

EQUAL OPPORTUNITIES

The University has adopted a code of practice on Equal Opportunities for students and staff. The University aims to ensure equality of opportunity for all its students in teaching, learning and assessment, and in the provision of services. The University aims to create conditions whereby students are treated solely on the basis of their merits, abilities and potential, regardless of age, socio-economic background, religious belief, ethnic origin, gender, marital or family status, sexual orientation or disability.

DISABILITY

The University is committed to developing an environment in which students with special needs can pursue their intellectual and personal development with appropriate support. If students have special needs, please contact the Student Disability Service glasgow.ac.uk/services/disability so that appropriate support can be arranged.

The disability co-ordinator for the School is Emma O’Donnell (emma.o'donnell@glasgow.ac.uk).

POLICY ON SMOKING

In accordance with the law, smoking is not permitted in any University building or official vehicle. All areas in all buildings are non-smoking.

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IMPORTANT DATES FOR YOUR DIARY

sharepoint.gla.ac.uk/schools/engineering/Lists/Calendar/calendar.aspx

SCHOOL STAFF MEETINGS

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Friday 27/10/17 (2pm)</td>
<td>Thursday 15th February 2018 (9.30am)</td>
</tr>
<tr>
<td></td>
<td>Friday 18th May 2018 (9.30am)</td>
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RESEARCH DIVISION MEETINGS

<table>
<thead>
<tr>
<th>Division</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Sciences</td>
<td>Tuesday 03/10/17</td>
<td>Wednesday 31/01/18 (Away Afternoon)</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>Wednesday 15/10/17 (Away Day)</td>
<td>TBC</td>
</tr>
<tr>
<td>Infrastructure &amp; Environment</td>
<td>TBC</td>
<td>TBC</td>
</tr>
<tr>
<td>Electronics &amp; Nanoscale Engineering</td>
<td>Wednesday 22/11/17</td>
<td>Away Day - Spring 2018 (TBC)</td>
</tr>
<tr>
<td>Systems Power &amp; Energy</td>
<td>Wednesday 25/10/17</td>
<td>Wednesday 21/02/18 (TBC)</td>
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DISCIPLINE MEETINGS

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>Aerospace Engineering</td>
<td>Thursday 14/09/17</td>
<td>Wednesday 14/02/18</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>Wednesday 04/10/17</td>
<td>Wednesday 31/01/18</td>
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<tr>
<td>Civil Engineering</td>
<td>Wednesday 06/09/17</td>
<td>Wednesday 08/05/18</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Tuesday 07/11/17</td>
<td>Tuesday 01/05/18</td>
</tr>
<tr>
<td>Electronics and Electrical Engineering</td>
<td>Wednesday 06/09/17</td>
<td>Wednesday 07/02/18</td>
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<tr>
<td>Mechanical Engineering</td>
<td>Wednesday 07/02/18</td>
<td>Wednesday 07/02/18</td>
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<tr>
<td>IESTC JAC</td>
<td>Tuesday 24/10/17</td>
<td>Thursday 12/04/18</td>
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L&T COMMITTEE KEY DATES

<table>
<thead>
<tr>
<th>L&amp;T COMMITTEE MEETINGS</th>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>L&amp;T Committee</td>
<td>Wednesday 04/12/17</td>
<td>Wednesday 10/01/18</td>
</tr>
<tr>
<td></td>
<td>Wednesday 01/11/17</td>
<td>Wednesday 07/03/18</td>
</tr>
<tr>
<td></td>
<td>Wednesday 10/11/17</td>
<td>Wednesday 19/04/18</td>
</tr>
<tr>
<td>Board of Studies</td>
<td>Wednesday 06/12/17</td>
<td>Wednesday 17/02/18</td>
</tr>
<tr>
<td>Final Curriculum Meeting</td>
<td>Wednesday 21/03/18</td>
<td></td>
</tr>
</tbody>
</table>
USEFUL CONTACTS

RESEARCH/HR OFFICE
The Research HR Office is located on Level 7 of the Rankine Building in Room 721. The administrative staff located in the Research HR Office are: Karen McNabney (Deputy Head of School Administration (Teaching)), Suzanne Robertson, Leslie Higgins, Fiona Morrison, Sharon McCredie, Emma O'Donnell, and Chengyang Wang. Examples of the support this office provides are:
• Administrative support for all UG/PGT programmes including TNE
• Staff and student support
• Programme and Course Approval support
• Plagiarism Report support
• Advisors of Study/Senior Advisor/Credit Advisor support
• Exam paper processing, Exam mark processing and awarding of degrees
• Support of School Committees, such as, Learning & Teaching Committee, Board of Studies, exam boards, mitigating circumstances, good cause, progress, discipline meetings and SSLC.
• Timetabling and class scheduling
• Final year projects – MEng placement monitoring, BEng projects, TNE projects, arranging presentations
• Student Questionnaires
• Accreditation and Periodic Subject Review Support
• Liaising with Senate Office on procedural and student matters
• Tier 4 attendance monitoring (UG/PGT)
• Co-ordination of additional needs for students

TECHNICAL SERVICES
The Technical Services Team provides a service that is provided across the School. The School has many facilities, such as our Mechanical and Electronics Workshops, to support research and teaching. There are IT support offices where you can get advice and help on both in room 548, James Watt South and in room 315 in the Rankine Building. Please note that there are links to much more information on the intranet at: web.eng.gla.ac.uk/techservices

EXTERNAL RELATIONS
The External Relations Team is located on Level 6 of the James Watt Building South in Room 620. The administrative staff in the External Relations Team are Laura Dickson, Katy Phillips, Alison Purde-Gore (based in the School Office), Ailid Macdonald, and Ellen Scott. Examples of the support this office provides are:
• Collaborations with international universities – teaching and research
• Supporting Trans-National Education – TNE – collaborative agreements; implementation of agreements; supporting fly-in-staff to LESTC with travel arrangements, visas and IT information; day-to-day coordination with TNE partner staff and associated tasks
• Support of TNE and School committees including Joint Management Boards, Operations Committees and School Executive Group
• Marketing materials to attract international students through agreements, such as 2+2 opportunities
• Summer Schools in Glasgow for students studying in Singapore and China
• Liaising across the University to embed TNE activity in University and College policies and procedures
• Supporting and arranging programmes of activity for visits from USG and international partners
• Graduations overseas – Singapore and China
• Support of TNE Deans
• Glasgow University Engineering Scholarship Scheme (GUESS) - glasgow.ac.uk/schools/engineering/guess

THE UNIVERSITY OF GLASGOW, IS THE ONLY ACCREDITED PROGRAMME OF ITS KIND IN SCOTLAND.
CHECKLIST FOR MANAGERS EXPECTING NEW EMPLOYEES

This is a check list of suggested preparations for welcoming new staff to the School of Engineering. The responsibility would be taken by the Line Manager with appropriate involvement of senior colleagues, such as the Head of Division and/or delegated assistant.

AS SOON AS OFFER ACCEPTED

- Confirm with HR Fixed Length or Fixed End Date.
  (Very important if Visa/working permissions are required, then this can be costly for new employee)
- Confirm with HR correct grant allocation

2-WEEKS PRIOR TO START DATE

- Doug Irons/Brian Robb/Bruce Robertson about office/lab allocation
- Check appropriateness and cleanliness of office space
- Computer system access organized with IT department
- Consultation with new staff member about IT requirements
- Order required computer equipment ahead of the start date
- Organize post box (Academic Positions Only)
- Schedule arrival time and location with new start
- Schedule meetings with core Admin Staff on first day/week
  (for example if it is an Academic Appointment you might want to schedule meetings with: Debbie Goldie, Karen McIlvaney, Karen Philips, Elaine McNamara, Ana Carneiro or Jacqueline Heuchan, Richard Hogg (Research), Tony Kelly (PHD Allocation and related matters), Robert Hazfield (Academic Community))

ON START DATE

- Make sure laptop and any equipment has arrived
- Meet new start at pre-organized location
- Line manager or deputy to take them to their office
- Escorted to Library Help Desk to collect ID
- Take the new employee to Lunch
- Introduce to colleagues with whom new employee will work
- Safety forms should be filled out
- Escort new employee to stationary supplies
- Schedule meetings with core Admin Staff on first day/week
- Provide copy of Staff Handbook

CHECKLIST FOR TEACHING IN SEMESTER 1

- If you are teaching a new course in Semester 1, has it been through the appropriate approval process (Donald Balance/Karen McIlnaney)
- Make sure your course moodle site for your teaching is rolled over
  (Ken McColl – IT Manager)
- Make sure your course moodle site for your teaching is updated
  (Ken McColl – IT Manager)
- Make sure if you require any demonstrators for your labs or tutorials that you have provided information of your requirements to the Teaching Office (Karen McIlvaney)
- Make sure you provide Karen McIlvaney with the information on your coursework hand-ins for the School’s Assessment and Feedback Calendar
- Let the Teaching Office know of any hand-ins dates for Semester 1 courses so that this can be added to the School’s Assessment and Feedback Calendar

CHECKLIST FOR TEACHING IN SEMESTER 2

- If you are teaching a new course in Semester 2, has it been through the appropriate approval process (Donald Balance/Karen McIlnaney)
- Make sure your course moodle site for your teaching is updated
  (Ken McColl – IT Manager)
- Make sure if you require any demonstrators for your labs or tutorials that you have provided information of your requirements to the Teaching Office (Karen McIlvaney)
- Make sure you provide Karen McIlvaney with the information on your coursework hand-ins for the School’s Assessment and Feedback Calendar
- Let the Teaching Office know of any hand-ins dates for Semester 2 courses so that this can be added to the School’s Assessment and Feedback Calendar

RANKED FIRST IN SCOTLAND FOR ELECTRONICS & ELECTRICAL ENGINEERING

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### KEY CONTACTS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td>Professor David Cumming</td>
<td>+44 (0)141 330 5658</td>
</tr>
<tr>
<td>Head of School Administration</td>
<td>Mrs Debbie Goldie</td>
<td>+44 (0)141 330 3146</td>
</tr>
<tr>
<td>Deputy Head of School</td>
<td>Professor Colin McInnes</td>
<td>+44 (0)141 330 8511</td>
</tr>
<tr>
<td>Director of Research</td>
<td>Professor Richard Hogg</td>
<td>+44 (0)141 330 5919</td>
</tr>
<tr>
<td>Convenor of Learning &amp; Teaching</td>
<td>Dr Donald Balancet</td>
<td>+44 (0)141 330 5187</td>
</tr>
<tr>
<td>Technical Resources Manager</td>
<td>Mr Douglas Irons</td>
<td>+44 (0)141 330 5251</td>
</tr>
<tr>
<td>Convenor of Graduate Studies</td>
<td>Dr Anthony Kelly</td>
<td>+44 (0)141 330 8443</td>
</tr>
<tr>
<td>Convenor of Postgraduate Taught Programmes</td>
<td>Dr Euan McGookin</td>
<td>+44 (0)141 330 6023</td>
</tr>
<tr>
<td>Deputy Head of School Administration (Teaching)</td>
<td>Karen McIlvaney</td>
<td>+44 (0)141 330 9674</td>
</tr>
<tr>
<td>Deputy Head of School Administration (Resource Management)</td>
<td>Karen Phillips</td>
<td>+44 (0)141 330 4928</td>
</tr>
<tr>
<td>External Relations Manager (TNE)</td>
<td>Laura Dickson</td>
<td>+44 (0)141 330 4437</td>
</tr>
<tr>
<td>Computer Manager</td>
<td>David Muir</td>
<td>+44 (0)141 330 5241</td>
</tr>
<tr>
<td>Computing Manager</td>
<td>Ken McColl</td>
<td>+44 (0)141 330 5238</td>
</tr>
<tr>
<td>Deputy Technical Services Manager</td>
<td>Brian Robb</td>
<td>+44 (0)141 330 4421</td>
</tr>
<tr>
<td>Chief Advisor</td>
<td>Douglas Thomson</td>
<td>+44 (0)141 330 6146</td>
</tr>
<tr>
<td>School Office</td>
<td><a href="mailto:schoolofengineering@glasgow.ac.uk">schoolofengineering@glasgow.ac.uk</a></td>
<td>+44 (0)141 330 2032</td>
</tr>
<tr>
<td>School Teaching Office</td>
<td><a href="mailto:Eng-teachingoffice@glasgow.ac.uk">Eng-teachingoffice@glasgow.ac.uk</a></td>
<td>+44 (0)141 330 7568</td>
</tr>
</tbody>
</table>

### HEADS OF RESEARCH DIVISION

<table>
<thead>
<tr>
<th>Division</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Sciences</td>
<td>Prof Konstantinos Kontis</td>
<td>+44 (0)141 330 4337</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>Prof Manuel Samaran Sanchez</td>
<td>+44 (0)141 330 5228</td>
</tr>
<tr>
<td>Electronics and Nanoscale Engineering</td>
<td>Prof Robert Hadfield</td>
<td>+44 (0)141 330 4629</td>
</tr>
<tr>
<td>Infrastructure &amp; Environment</td>
<td>Prof Bill Sloan</td>
<td>+44 (0)141 330 4076</td>
</tr>
<tr>
<td>Systems, Power &amp; Energy</td>
<td>Prof Margaret Lucas</td>
<td>+44 (0)141 330 4323</td>
</tr>
</tbody>
</table>

### HEADS OF DISCIPLINE

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering</td>
<td>Dr Marco Zizza</td>
<td>+44 (0)141 330 4107</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>Dr Henrik Gollee</td>
<td>+44 (0)141 330 4406</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Fiona Bradley</td>
<td>+44 (0)141 330 5211</td>
</tr>
<tr>
<td>Electronics &amp; Electrical Engineering</td>
<td>Prof Scott Roy</td>
<td>+44 (0)141 330 4796</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Dr Donald Balancet</td>
<td>+44 (0)141 330 5187</td>
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### COLLEGE RESEARCH SUPPORT OFFICE

<table>
<thead>
<tr>
<th>Division</th>
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<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Infrastructure &amp; Environment, Biomedical Engineering &amp; Systems, Power &amp; Energy</td>
<td>Ana Camero</td>
<td>+44 (0)141 330 7544</td>
</tr>
<tr>
<td>Electronics &amp; Nanoscale Engineering</td>
<td>Jacqueline Heuchan</td>
<td>+44 (0)141 330 3369</td>
</tr>
<tr>
<td>Aerospace Sciences</td>
<td>Andrew Wilson</td>
<td>+44 (0)141 330 3720</td>
</tr>
</tbody>
</table>

Business cards: schoolofengineering@glasgow.ac.uk
IT Support & Pull Printing: eng-itsupport@glasgow.ac.uk
Couriers: schoolofengineering@glasgow.ac.uk
Out of hours access (staff card activation): Rankine Building: Bruce Robertson, James Watt South Building: Doug Irons
Stationery: Shona.Ballantyne@glasgow.ac.uk
Security: security-main-campus@glasgow.ac.uk Tel: (0141) 330 4282/4444
RANKED IN THE TOP 100 UNIVERSITIES IN THE WORLD