School of Physics & Astronomy

Class & Lab Head Guidance

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THE DUTIES OF A CLASS/LAB HEAD – A TIMELINE PART 2

NOTE:

- Timeline discussed here assumes course you are running lasts through Semester 1 and 2.

- Details of duties etc is broadly identical if your course only runs for one semester, but specifics for times may differ. If you are uncertain about timings, please consult previous class head, or feel free to speak to myself or the School's Convenor of Learning & Teaching.

If your course had a formal degree examination in December you will need to:

- Prepare exam results for the January exam board

- Attend the January meeting of the Good Cause Committee

The deadline for the return of exam results for December exams is usually around the end of January.

This will be explored in more detail when we get to "May".

Teaching usually begins on the first Monday of the New Year, so you need to hit the ground running here.

- If your course starts in January, then you will need to run an Induction session

- If your course is continuing from Semester 1, then you just need to make sure everyone remembers to come back! A message to Moodle is usually all you need here.

Once the course is up and running, your role reverts back to supervisor …

- Keep an eye on attendance
- Keep an eye on performance/engagement in any assessments
- Respond to any student queries
- Make sure lecturers are uploading notes, responding to queries, etc
- Post regular messages to class if there are important events coming.
- Making decisions on any GCCs

If you are seeing students who are missing a lot of the course, make sure to pro-actively try to engage with them.

- An email is usually sufficient to get things going.
- If you struggle to make contact, though, you should get in touch with the student's Adviser of Studies and/or the School's Student Support Officer

ASTRONOMY & PHYSICS EDUCATION

- All teaching spaces are controlled centrally via the CTT system.

  - At this time of year the School's TST will get in touch with you about what rooms you will need in the next academic year, and what times/days/etc.

  - In the majority of cases all you will need to do is tell them to duplicate the current year's provision.

  - If you do want to make changes, this is when you need to do it.

- If you want to make changes to your course - e.g. alter the content or change the balance of assessment components – you will need the approval of the School's Learning & Teaching Committee (LTC).

- To ensure there is time to properly discuss – and get approval for – changes you need to alert the LTC at this time of year.

    - LTC may decide that the change is minor enough that you can go ahead and make the changes on your own
    - LTC may decide that the change requires a formal discussion, in which case you will be asked to bring you proposal to a meeting of the Committee.

- Exact meeting times of the LTC vary from year to year, but <u>the absolute latest that changes can be considered is the June preceding the academic year you want to bring in the changes.</u>

- Consider putting on revision sessions if you think it is appropriate.

- Make sure your students know where and when their exams are.

- University will make blanket announcements with these details, but it does no harm to make sure you have also sent one.

- Students registered with the SDS who have additional entitlements for assessments will be informed by TST of the details.

- This is the main exam diet for most of our courses

- TST/ Technician Team will make contact to establish what support you need

    - Who will be doing the marking of papers?

    - How do you want the marks processed?

    - Who will be the "responsible adult" for each exam?

    - Who will moderate the marking?

- TST will then coordinate with your markers to make sure everyone knows what they are doing and when to do it. Doesn't hurt to tell your markers yourself too.

Exam boards usually meet in the first week of June, preceded by the Good Cause Claim Committee. There are many actions associated with these …

Everything here is driven by the University's Code of Assessment.

- What is discussed here is a cut down version of the CoA.
- If you want to read the whole thing …

  - The Code of Assessment
    https://www.gla.ac.uk/myglasgow/apg/policies/assessment/codeofassessment/

  - Guide to using the Code of Assessment
    https://www.gla.ac.uk/media/Media_275332_smxx.pdf

  - Student Guide to Code of Assessment
    https://www.gla.ac.uk/media/Media_106264_smxx.pdf

Once everything is marked you need to …

- Moderate the marking

- Check for any Good Cause Claims relating to the exam

- Compile the overall course grades

- Assemble everything into an understandable spreadsheet

- Attend the exam board to summarise the results

- Upload results to MyCampus via Gradebook

- Make sure results are double-checked once uploaded

- Send Resit Paper(s) to TST for upload.

- Decide how you will mark the resits.

- Discuss support you will need with TST.

- Assign "Responsible Adults" for resit paper(s)

- Compile resit exam results for resit exam board which will meet late August.

Course enrolment opens through MyCampus

- ~10th August for continuing undergraduate students
- ~15th August for MSc students
- ~20th August for new undergraduate students

Before this happens you must ensure that the course is set up correctly within MyCampus

- Is there an enrolment section associated with the course?
- Are all the different class sections in place?
- Are the capacities for those sections correct?

All of this should have been set up with support from the TST in February/March.

Learning & Teaching Committee: Convenor Sarah Croke sarah.croke@glasgow.ac.uk

Teaching Support Team: Lead by Lynne Stewart phas-teachingsupport@glasgow.ac.uk

Technician Team: Led by Tom Queen phas-teaching-techs@glasgow.ac.uk

Student Support Officer: Mara Dougall phas-studentsupport@glasgow.ac.uk

Senior Adviser of Studies for School: Jörg Götte phas-senioradviser@glasgow.ac.uk

Good Cause queries: Me peter.sneddon@glasgow.ac.uk

General queries: Also me peter.sneddon@glasgow.ac.uk