



Before completing this report please refer to:

[Code of Practice on the Annual Monitoring Process.](#)

An undergraduate College Annual Monitoring Summary (CAMS) should be completed for all provision within a College following receipt of School Annual Monitoring Summaries (SAMS) from School Quality Officers.

Colleges should compile a CAMS for Undergraduate and a CAMS for Postgraduate provision.

Factual Data

Please describe the methods used to produce this report (*eg School Annual Monitoring Summaries (SAMS), consultations with School Quality Officers (SQOs), sampling of course and programme AMRs, reference to minutes of meetings, College Learning & Teaching Plan and Learning & Teaching Strategy, correlations with internal and external student experience surveys, discussions at relevant committees etc*) (suggested word limit of c.250 words)

The report was generated after consideration of the school annual monitoring summaries which reflect the AMRs for the courses run within the three schools within the college and consultation with relevant members of staff where required. During the course of the year the minutes of the staff student liaison meetings, for the three schools, were sampled and these also informed the generation of this summary report.

Please provide any contextual factors at the time of reporting (*eg University restructuring, local factors*) (suggested word limit of c.250 words)

There had been a significant turnover in the quality assurance officers within the college over the last year, staff serving the roles of subject and school quality officer were often new to these posts. For the School of Life Sciences the SAMS was generated by the Head of School (Prof R Aitken). The MBChB curriculum is in the process of significant change, in part, as a result of the feedback received through the NSS. This means that there is significant change within the curriculum and reflective statistics are not and will not be directly comparable in some instances both with regard to session 2011-12 and future years. The BVMS curriculum is also in a period of change with the introduction of 4 'vertically' streamed yrs courses in 2011-12 which will be followed in 2013-14 with the phased introduction (2013, yrs 1 and 5; 2014 yr2; 2015 yr 3; 2016 yr4) of a redesigned curriculum.

Reflection

Engaging and Supporting Students in their Learning

Please evaluate the effectiveness of the mechanisms used for obtaining and responding to feedback from students (e.g. questionnaires, Staff-Student Liaison Committees (SSLCs), Moodle quiz) (suggested word limit of c.250 words)

It is apparent that, across the College, a number of different mechanisms are utilised to collect student feedback. Outside of the SSLC meetings which would appear to continue to serve a very useful role, student questionnaires remain one of the most used methods (standardised and subject specific). It was highlighted that this method was used in close association with major changes to programme structure (MBChB1 and 2) and this should be encouraged as it provides a means of canvassing opinion from the majority of the affected class. In addition to questionnaires, focus groups were also widely used and it was noted that they provided a means to 'drill down' on areas raised by students providing a more in depth understanding of student's perceptions and issues. It should be noted that both Moodle quizzes and the electronic voting systems, more normally associated with enhancing teaching, are also being used, effectively, to collect student feedback. The mechanisms

noted above are also supplemented with more informal methods and one to one discussions between students and staff which indicates confidence and trust between students and staff.

Relative to the SSLC meetings, within the School of Medicine it is commendable that the minutes, including resultant actions, are posted on the student website and Moodle, this practice should be encouraged in the Schools of Veterinary Medicine and Life Sciences.

Equality and Diversity

Please comment on any Equality and Diversity issues identified in Annual Monitoring and how they will be/have been addressed (*suggested word limit of c.250 words*)

Within the three schools no significant issues relating to equality and diversity were identified that had not been addressed or were within the control of the School/College/University to address. It was noted that in Life Sciences special Moodle groups had successfully been established to help students with vision problems. It was noted that left handed students had reported feeling disadvantaged with regard to vocational training placements (BDS), however, as allocation of placements is conducted by NHS Education for Scotland it is out with University control.

The School/College and University are asked to consider the costs of intercalation of degrees within the MBChB, as it was felt that students from low income backgrounds did not see this as a option due to financial constraints and thus is an equality and diversity issue.

It was noted that, within the School of Life Sciences, some special needs students needed to record lectures and while this form of support was not disputed, it was questioned as to whether such technology is being used by other students who choose not to attend lectures. It was suggested that this was an area where policy needs to be developed by the University.

Closing Loops

Please comment on progress in addressing key issues from the previous session, including whether staff and students have been informed of the responses to the issues that they raised

Proposed change	Enacted/ Ongoing	Staff & students notified (Y/N)
A series of changes to the MBChB curriculum were proposed and some of the changes implemented for session 2011-12	Enacted	yes
Introduction of Moodle as the VLE for MBChB1, with development to improve student feedback	Enacted	yes
Revisions to BSc Med Sci programme, expansion of specialist options and recruitment of external students to this programme	Enacted	Yes
Development of e-learning to support BSc Med Sci students furth of Glasgow	Ongoing	yes
Refurbishment of teaching spaces, timetabling, increased numbers of preclinical teaching staff within dentistry	Enacted	Yes
Patient supply in some clinical discipline areas (dentistry) has been limited; discussions are ongoing between the NHS and clinical academic staff.	Ongoing	yes
Multiple proposed changes within the Bachelor of Nursing course had been suggested that have now been addressed, including greater use of Moodle, greater development of management skills, interactions with Law School.	Enacted	Yes

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Review and major changes to the Graduate Diploma in Lymphoedema Management / Graduate Diploma in Chronic Oedema Management.	Enacted	Yes
Appointment of staff to support e-learning/learning technology; education; teaching within small animal, equine and production animal medicine and additional administrative support for the new BVMS curriculum. Posts have been approved and either have been or are in the process of being filled	Enacted	Yes
Groundwork for introduction of CMIS to improve teaching space utilisation and flexibility and efficiency of timetabling for teaching at Garscube.	Ongoing	Yes
Development of database to facilitate processing of examination marks and the use of examination data entry using scanning technologies.	Enacted	Yes
Refurbishment of teaching facilities (McCall, anatomy laboratory, Cochno house lower level –completed; AHTC Teaching laboratory2, Cochno farm- ongoing,)	Ongoing	Yes
Electronic voting system hardware available at School of Veterinary Medicine.	Enacted	Yes
Discussion with Senate Office relating to use of Schedule B descriptors for assessment of clinical skills within the BVMS programme.	Ongoing	No
Laboratory refurbishments in the Boyd Orr (enacted) and Thomson buildings (ongoing)	Ongoing	Yes
Replacement of key staff and recruitment of new staff within School of Life Sciences	Ongoing	Yes
Issues of student attendance at lectures within the School of Life Sciences	Ongoing	Yes

Please describe the strategy for communicating responses to issues raised in this year's Annual Monitoring Reports to staff and students (*suggested word limit of c.250 words*)

Issues raised should be divisible into School/Subject, College and University level actions. Issues to be dealt with at School/Subject level should be reported back to staff and students by the School/Subject quality officer, to course leaders and through course information documents, the staff student liaison committee and email, as appropriate. Issues identified for College level action will be discussed at the College Learning and Teaching committee and the College quality officer will report back to the relevant School quality officer for dissemination as appropriate. Executive summaries of College Learning and Teaching Committee discussions are to be made publicly available. Issue to be addressed at the University level will be reported back through the College quality officer to the School/Subject quality officers within the College for further dissemination.

Commentary on Results

Please comment on the results patterns identified in SAMS and any issues which have been noted by Subjects or External Examiners (*Please identify any deviations from the College norm which may require the attention of the College or the University*) (*suggested word limit of c.250 words*)

Relative to the grade profiles achieved, comments were present in the SAMS for the Schools of Veterinary Medicine and Life Sciences. Within the School of Life Sciences an elevation in grades had been noted in several Levels 1 and 2 pre-Honours courses. As the stringency of assessment was unchanged for these courses, it had been concluded that the change reflected greater engagement and diligence on behalf of students, or a more strategic approach to exam preparation, bearing in mind the regulatory changes enacted under the Generic Undergraduate Regulations. Interestingly however, within the School of Veterinary Medicine, where the quality officer reported significant changes in the grade profiles of 6

courses, that spanned all 5 years of the BVMS curriculum, it was noted that there had been an increase in grades E-G in one first year course. As with the School of Life Sciences as this course had not undergone any changes in assessment in this instance the course leaders had concluded that the changes in the grade profile had represented a decrease in the ability of students entering the programme. While a decrease in the grade profile was seen in some of the other courses from the BVMS programme there was a significant increase in the proportion of A grades being awarded in other courses. It was recognised that some of these changes had come about as a result of changes in assessment and it was noted by the School quality officer that improvements to the discriminatory power of questions and standard setting will be implemented for 2012-13 to prevent further grade migration. High rates of grades E-G were also recorded for 2 related courses on the BSc Veterinary Bioscience Programme, the external examiner however had indicated that he was happy with the assessments used and changes have been introduced for 2012-13 to familiarise students with the assessment methods prior to the end of course examination.

There was widespread support for the conduct of courses from the External Examiners across the three Schools. Minor comments raised by the external examiners included the annotation of scripts (i.e. provision of feedback) within MBChB and the School of Life Sciences; blueprinting of assessments within MBChB (enacted), merging of papers within BDS1 to reduce administrative processes, refinement of cut-off grades in BDS3, consistency of grading where numeric grades are used (BDS), inconsistencies and the use of aggregate scores from the 22 point scale *versus* grades with secondary bands *versus* primary grades with “+” or “-“ to denote higher or lower secondary bands (School of Life Sciences); projects that are poorly designed and provide little opportunity for the student to develop independent research skills (School of Life Sciences).

Overall, the discrepancies in grade profiles relative to what would be expected (and previous years results) and the comments from the external examiners were minor and have either been addressed already or appear to be addressable at Subject/School level.

Engagement with Strategy

College Learning and Teaching Plan

Schools have been asked to reflect on the following aspects of the College Learning and Teaching Plan through the School Annual Monitoring Summary:

- How is your school furthering internationalisation? This does not just mean with regard to student recruitment but also embedding international issues within the curriculum and supporting international students.
- How is your school developing opportunities for e-learning within the curriculum?
- How well is the University of Glasgow Code of Assessment working and being used by your school?

Please comment on the topics above and any additional aspects of College Learning and Teaching Plan, as relevant.

Internationalisation

There is clear evidence that the Schools within the College are actively engaging with internationalisation at a number of different levels. With regard to student recruitment, the School of Veterinary Medicine’s BVMS programme has a high international student intake (~1/3) and is proactive in establishing links with countries outside the EU (e.g. USA, Hong Kong, Malaysia, Botswana). While the ability to recruit international students within the School of Medicine is restricted, there is an annual intake of 12 international students entering Year 3 from the International Medical University (IMU in Malaysia) and this number is projected to increase to 15. There are also discussions underway relative to admission of

4 Kuwaiti school leaver's to MBChB1. The School of Life Sciences is working with polytechnics in Singapore to admit students of sufficient quality into some level 3 programmes and through links with Glasgow International College admits an additional 4-5 international students onto programmes of study each year. The recruitment of international students is facilitated via offering interviews in student's home countries, where members of the admissions/recruitment teams travel (MBChB and BVMS) and/or via skype.(BDS, MBChB).

In addition to the recruitment of international students to study complete programmes at the University of Glasgow, the School of Life Sciences through the Principia consortium of liberal arts colleges in the US attract around 20 students/year for single semester study and the MBChB programme attracts a further 100 students/yr to do short term electives at the University of Glasgow.

Once students have been admitted, effort is expended to ensure that the students have a positive experience while studying at Glasgow through recognition of and sensitivity to the particular needs of international students studying away from home particularly if there are tensions within their home country, the provision of suitable prayer rooms and accommodation of religious observance (MBChB, BVMS, BDS), provision of an networking arrangements for international students on campus (BN, BVMS). In all three Schools support is provided for international students, in the School of Life Sciences this takes the form of a well-developed support structure (specific Advisers handle ERASMUS students, general Advisers offer support and guidance) and in all Schools course teams and teaching staff that are approachable and available to handle students who may struggle with concepts delivered in a language that is not their own.

Our own students are also encouraged to undertake an international experience. Within the School of Life Sciences, opportunities for study abroad are now featured at Level 1 and Level 2 induction events and a Moodle site has been specifically developed to provide information for students. In addition students have opportunities for field work, research projects and in some cases the delivery of core course material overseas. In the School of Medicine students are actively encouraged and supported to take overseas electives (~120MBChB students take an overseas elective each year) and in the School of Veterinary Medicine, students can undertake extramural studies overseas and the new BVMS programme is being designed to reflect the diverse origins, and therefore learning needs of students, with the introduction of 'selectives' in the final year of the programme which may be conducted internationally.

In all Schools, the curricula content continuously evolves and it is indicated that in all three Schools within the College, one element of change across the teaching provision is growth of the international dimension to the subjects being taught.

Development of e-learning opportunities.

The Schools within the College can evidence active engagement with the development of e-learning resources. Moodle is now used in all three Schools and use has increased from a 'depository' for lecture notes, to more active support for learning through use of quizzes, chat rooms, virtual tutorials, Moodle work groups, lecture podcasts, recorded demonstrations of clinical procedure. In addition the Schools are actively using Moodle as an assessment tool for example with peer assessment and the submission of assessed course work. The School of Veterinary Medicine (BSc Vet BioSci) and School of Medicine (BSc MedSci) are also at the forefront of developing the use of Moodle 2.

In addition to the use of Moodle, other e-learning initiatives in the College include the development and use of Peerwise and Aropa, access to online resources for off campus use

such as Anatomy TV, BMJ Best Practice, production of podcasts relating to clinical skills that are available from iTunesU, extensive use of the electronic voting systems and virtual microscopy using a 3D projection system. Finally the digital design studios 3D virtual human body will become available in autumn 2012.

Use of the Code of Assessment

The Code of Assessment is used in all schools, It was noted in the external examiners comments that some misuse of the code still occurs (scripts marked with grades with secondary bands *versus* primary grades with “+” or “-“ to denote higher or lower secondary bands *versus* use of aggregate scores from the 22 point scale). In the Schools delivering professional courses, knowledge based assessments are graded according to Schedule A and competence in clinical skills, which is paramount for safe practice, is assessed using Schedule B. The use of the two Schedules continues to raise problems, in some programmes, and it was noted by the School Veterinary Medicine that the suitability of Schedule B descriptors was questioned by at least one external examiners; the metric for calculating the credit rating of a course can result in very high values; and regulations that permit students to reattempt assessments to achieve a higher grade do not correspond with a single assessment being constructed by the integration of a number of different items.

University Learning & Teaching Strategy

Schools have been asked to reflect on the following through School Annual Monitoring Summary in relation to the University Learning and Teaching Strategy:

- To what extent have Graduate Attributes been embedded in courses and programmes delivered in your School?¹

Please comment on the topic above and any additional aspects of the University Learning and Teaching Strategy, as relevant.

Assessment and feedback

Extensive use is being made of the Turnitin tool for online submission of coursework and return of work with feedback to students within the School of Life Sciences and the School of Veterinary Medicine (BSc Vet biosci) . Other initiatives include the use of “comments” in Word to embed feedback in coursework.

Graduate attributes

The need to develop graduate attributes within courses differs greatly between the Schools as the professional programmes by their very nature have long had graduate attributes heavily embedded with the core courses. For example communication skills training are a feature of MBChB, BDS BVMS and BN and these skills are assessed at various points throughout their respective programmes. Students undertaking the BVMS, MBChB, BDS and BN, are also using portfolios to log activities and reflect on their learning and ethics and professionalism are embedded throughout the programmes.

In the science based courses i.e. the BSc Vet Biosci programme which is taught by the School of Veterinary Medicine and within the School of Life Sciences programmes, graduate attributes is an area that has been highlighted for development. It should be noted that graduate attributes are identifiable within these programmes e.g. tutorials and small group

¹ resources and information can be found:

<http://www.gla.ac.uk/services/learningteaching/goodpracticeresources/graduateattributesemployabilityandpdp/>

teaching allow space to reflect on a students practice, with their peers. Presentation skills are acquired by participation in various group activities such as poster and oral presentations and many courses now place emphasis on data analysis, problem solving, numerical approaches to biology and team working.

Standard penalties on Late Submission of Coursework

The implementation of this policy has had little impact on either staff or students within the College. It was noted that it was a useful tool for imposing sanctions on students and worked well when it had been properly explained to the students.

Writing skills

Limited impact from LTDF projects in 2011-12 but independent work is guiding students on the use of bibliographic and reference management software in Level 1 courses within the School of Life Sciences with catch-up work in Honours. It was noted that students within the School of Life Sciences would benefit from enhanced writing skills but it needs to be embedded in courses in a manner that makes evident to students the value and benefits of engagement. To some extent, a “toolbox” approach that allows staff to take generic approaches and tailor them to the context and ethos of the course is probably the optimal approach. Within the School of Medicine it was suggested that the College/School could support the development of student academic writing by making the teaching staff more aware of the available writing skills support/ resources/courses that are on offer to our students so that this advice can be passed to these students. The School of Veterinary Medicine broadly agreed with the opinions of the other two Schools but highlighted the need to identify students that would benefit from such support early in their University career and the development of a consistent approach for penalising poor written skills in formative and summative assessments.

Development opportunities

Managing the Learning Environment

Please:

- Comment on the general suitability of learning spaces utilised
- Comment on the responsiveness of Estates and Buildings, IT Services or College in resolving issues reported
- Provide a bullet point list of unresolved issues requiring the attention of the College or the University

PLEASE NOTE: any issues which can be dealt with immediately should be reported to Estates and Buildings, IT Services or College (as appropriate)

(Please give specific details of room locations, the precise nature of the problem and the remedy that you seek)

Issue/Comment	For the attention of: (College, University)
Estates matters	
Increase access to large capacity lecture theatres (MBChB)	University
Earlier confirmation of room bookings so that teaching can be planned before staff start to go off during the summer (MBChB)	University
Access to the Western Infirmary Lecture Theatre for Year 2 (which wasn't possible in 2011-2012) (MBChB)	University
Improve the accommodation and invest in AVT/IT kits with support	University

for the Gardiner Institute and Tennent lecture theatres at the Western Infirmary.	
Provide appropriate venues for the interactive teaching in the BN2 Health Promotion course; fixed seating lectures theatres were not conducive to group work	University
Provide appropriate quiet air conditioning facilities in the small anatomy lecture theatre (BN)	University
Provide accommodation with beds/plinths for several days to accommodate the expanding Lymphoedema programme (BN)	University
Ensure halls are available for summative assessment events (eg Class Tests) in normal teaching time.	University
Temperature control in the Anatomy lecture theatre (Thomson Building 236) was regarded as poor (Level 2 Essential Genetics; BIOL 2008).	University
Temperature control in the Ilay lecture theatre.	University

Key themes, actions or issues identified in Annual Monitoring

Please highlight the key themes, actions or issues identified through Annual Monitoring, whether the theme represents good practice or an opportunity to develop, who identified the issues and any correlations with the findings of internal and external feedback mechanisms. *(Please identify the School(s) in brackets)*

Key Themes, actions or issues	Good Practice or identified for attention	Identified by: (Staff, Students, External Examiners)	For the attention of: (University, College, School)
Human resources - Continued support and recognition for those whose primary function is Teaching and Learning, with opportunities for career development	Identified for attention	Staff	University and College
Human resources - Maintenance of the staffing establishment as year numbers increase; essential to provide the flexibility required as staff are required to perform diverse roles. In addition decrease the time taken from posts becoming vacant to being filled.	Identified for attention	Staff and students	University/College
Policy - To explore ways of generating additional places on the intercalating MBChB programme (limit 64) as the course continues to be oversubscribed. In addition, consideration of the financial	Identified for attention	Staff and students	University/College

aspects of undertaking an intercalated degree and how this impacts with regard to equality and diversity.			
Policy - Development of a coherent strategy for the delivery of video in lectures (BVMS)	Identified for attention	Staff	University
Policy - Development of a policy with regard to audio recording of lectures and the dissemination of such recordings (School of Life Sciences)	Identified for attention	Staff	University
Policy - Development of a policy on the use of webinars for teaching (BVMS)	Identified for attention	Staff	University
Procedure - The loss of departmental identity due to the restructuring means it is difficult to know who to approach to delivery Pre-clinical subjects (MBChB)	Identified for attention	staff	College
Application of technology to enhance student learning. These included the use of Moodle quizzes as an online assessment tool, Aropa and Peerwise to encourage deeper learning, a virtual microscopy system to reinforce pathology teaching, a virtual poster session to familiarise students with presenting material at conferences and the development of a wiki for teaching sheep and cattle breed identification and nutrition (School of Veterinary Medicine).	Good practice		University/College
GradeMark for feedback on extended essay assignments (School of Veterinary Medicine Dr Fiona Dowell)	Good Practice		University/College
Screencasting for feedback on a written assignment (School of Veterinary	Good Practice		University/College

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Medicine Dr Peter Hastie)			
The development and implementation of a MCQ writing group initiative which has been a great success and will continue to increase the bank of MCQs for the medical course (School of Medicine, Jonathon Fox)	Good Practice		University/College
The appointment of a MBChB Programme External Examiner to review the whole programme of assessments through the five years of the course (School of Medicine, Phil Cotton)	Good Practice		University/College
Blueprinting of assessment in the MBChB course which ensures adequate sampling of ILOs and also confirms the validity of the assessment methodology (School of Medicine, Carol Ditchfield)	Good Practice		University/College
Statistical analysis of BDS written paper results following the 2011 diet has allowed identification of reliably discriminatory questions. It also highlights questions which need to be modified and improved in terms of their educational value (School of Medicine, Laura Cross, Andrea Sherriff)	Good Practice		University/College
Podcasting Lectures – recording and streaming lecture based teaching for MBChB3 has proven an excellent development in consolidating student learning, (School of Medicine, Aileen Sherry)	Good practice		University/College
U-iTunes clinical skills - posting skills teaching resources on international forums has been a real innovation and one that we would like to develop further (School of Medicine, Alna Robb)	Good practice		University/College
E-blogging involves splitting	Good practice		University/College

<p>the students up into 8 groups and giving them a lecture topic which is broken down into sub questions for the students to engage with. The students in each group read up and post their thoughts and build on each other's answers (School of medicine, Robert Hoskins)</p>			
<p>Peer-Assisted Learning. Senior students (peer trainers) in their final year participated in delivering teaching (BDS, Vivian Binnie) and production of formative assessment material to junior students or peers (MBChB, Joanne Burke). Also run within the School of Veterinary Medicine</p>	<p>Good Practice</p>		<p>University</p>
<p>Electronic submission of coursework is also being rolled out. In some instances, this is being collected through Moodle for distribution to staff for marking using memory sticks (School of Life Sciences: Dr Chris Finlay); in others, Turnitin, working through the Moodle interface, is being used both to check for non-originality, but also for online marking, annotation and the return of work to students (School of Life Sciences: Dr Kevin O'Dell). Benefits include the objective imposition of deadlines for submission and the direct return of work to students (cf poor rates of collection of hard copy from staff offices and laboratories)</p>	<p>Good Practice</p>		<p>University/College</p>
<p>Automated marking systems used for MCQ assessment using optical character recognition systems to capture images of written work (this enables easy recovery of assessed work</p>	<p>Good practice</p>		<p>University/College</p>

through name or registration number) and to capture automatically the grades awarded for direct import to spreadsheets (<i>School of Life Sciences: Ian Reid</i>).			
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External

Collaborative Activity (where applicable)

Please comment on any additional arrangements that Schools may have put in place to monitor and support the learning experience of students on established UK or international collaborative programmes such as joint/double (dual) award arrangements or those involving students who have articulated onto a programme or course offered by the College from a partner institution. (*This may require discussion with SQOs*) (*suggested word limit of c.250 words*)

This has been addressed above under 'internationalisation'.

Reviews by Professional, Statutory and Regulatory Bodies (where applicable)

Please list the Subjects that have undergone professional accreditation/reaccreditation this year, including aspects of good practice and any areas of concern identified in accreditation reports submitted to the College Learning and Teaching Committee and how they will be/have been disseminated/addressed. (*This may require discussion with SQOs*) (*suggested word limit of c.250 words*)

NA

QA/QE Processes

Annual Monitoring

Please reflect on the quality of engagement with the Annual Monitoring process by Schools and proposed action, where relevant, to address any concerns (*suggested word limit of c.250 words*)

The three Schools provided extensive SAMS that evidence engagement with QA practices within all programmes run by the College. The timescale for completion of the reports remains challenging and comments remain that teaching staff are too busy after completion of the first diet of examinations to complete the reports and that completion at this time does not allow inclusion of all data as second diet results are not included.

Observations on the effectiveness of the University's Annual Monitoring process and how it might be improved (including process, structure and content of AMRs, role of SQOs) (*please refer to staff comments in AMRs and SAMS*) (*suggested word limit of c.250 words*)

Key to the success of annual monitoring is the need to attain timely actions resulting from the SAMs and CAMs. The process for 2010-11 did not work well as the CAMs were not presented to ASC until the second semester. The presentation of CAMs to ASC during first semester in 2012 is therefore a key aim. The new forms have been well received by the Schools and appear to capture the relevant data required for generation of the CAMs.

Periodic Subject Review (where applicable)

Please evaluate the effectiveness of arrangements for consulting with students during the preparation of Self Evaluation Reports (SERs) for Subjects undergoing Periodic Subject Review (formerly known as DPTLA) (*This will require discussion with SQOs*) (*suggested word limit of c.250 words*)

Medicine underwent PSR in session 2011-12.

The SER was sent to all student representatives in all year groups for consultation. A number of responses were obtained, many of which were positive, and the Medical School responded to any issues that were raised. Prior to asking students for their feedback, Learning and Teaching attended and explained the process at the staff student meetings so that the students were briefed and clear about what was involved. Therefore effective arrangements were put in place during the preparation stage of the report. When the PSR committee met they had input from approximately 30 students from all year groups with no Medical School staff being present.

It was felt therefore that the mechanism used for capturing students views was effective and raised a lot of valid issues for reflection and discussion.

Quality Officers Forum

Please comment on the effectiveness of the University's Quality Officers Forum. (*suggested word limit of c.250 words*)

Due to the delay in processing of CAMs for session 2010-2011, business was effectively late within the academic session so it is hard to say how effective the forum is relative to driving forward issues raised through the AMR process.

The forum, however, organised an effective training session relating to QA processes which was well attended by relevant staff.

Thank you very much for providing this information