



Before completing this report please refer to:

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

A 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 single CAMS for all Undergraduate and 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*)

This report was compiled from SAMS (Computing Science, Engineering, and Mathematics and Statistics) and directly from AMRs (Physics and Astronomy, and Psychology).

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

This is the first year for which separate undergraduate and taught postgraduate reports were produced. Therefore this PGT CAMS is brief, it concentrates on College and University level issues and should be read as an addendum to the undergraduate CAMS presented to the November meeting of ASC.

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*)

In general, for undergraduate students Staff-Student Liaison Committees, SSLCs, have proved to be the most effective organised method for students to report problems and for staff to bring issues to the attention of students. When the numbers on PGT degrees are low, informal discussions are often found to work better.

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*)

None reported.

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

At local i.e. school level, most issues had either been resolved or action was continuing.

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*)

Local action is monitored by school L+T committees. Outcomes from the school L+T Committees are usually disseminated primarily via SSLCs. Similarly, the College reports, CAMS, are discussed at College L+T and then circulated to the School L+T Committees and to the SQOs. The School L+T Committees should consider how best to ensure that this information reaches subject/discipline levels.

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*)

In most instances the numbers of students on PGT programmes within schools are not statistically significant. Most reports however have stated that the results were similar to those of previous years.

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:

- The College wishes to extend the global scope of the education we offer either by attracting foreign students to our PGT programmes or by offering our undergraduate programmes abroad in locations such as Singapore. What impact has this had within your school?
- The College hopes to improve efficiency by allowing more sharing of courses between schools where appropriate. Has this yet had an impact in your school?
- To enhance the student experience the College is continuing with implementation of the new advising system and attempting to rectify the initial deficiencies of MyCampus. How have staff managed to cope with these challenges?

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

Schools are actively engaged in extending their PGT provision in a sustainable way but several reports refer to the difficulty of assessing the educational attainment and prior experience of international candidates.

The intrinsic complexity of school timetables represents a practical but significant impediment to the sharing of courses across schools. This problem is exacerbated because staff find the method extracting generic timetabling information from MyCampus to be either impossible or arcane.

Advisers are frustrated by the deficiencies of MyCampus. Because they spend so much time working around the failings of the software, they are prevented from devoting the time necessary to give considered academic advice to students. They are also disillusioned by the lack of reasonable improvements in the usability of the system for both staff and students. Although this comment is quoted from the November undergraduate report, the intervening months without visible improvement make it all the more apposite.

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.

This question was comprehensively answered in the reports for undergraduate courses. Several of the SAMS reiterate that graduate attributes are an integral part of all their degree programmes.

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)

¹ resources and information can be found:

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

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)
MyCampus	¶ Poor interface, difficulty of extracting data, generating general timetables.	Staff and students	University
New Advising System	¶ Coupled with MyCampus.	Staff – cannot deliver academic advice while overloaded by MyCampus	University
More teaching admin support needed.	¶ Would also help mitigate the effects of MyCampus.	Staff	College/Schools
Sharing of courses with both PGT and UG	Made crowding in lecture rooms worse.	Students	University
Variable quality of international intake	§ Problem	Staff	College/University
January intake	§ Problem	Staff	College/University
Project supervision over the summer period	§ Problem	Staff	College/University
Wrong advise from the Fraser Building	§ Problem	Staff	University
Induction session CS	§ Good practice	Staff	University
Learning and teaching Portal CS	§ Good practice	Staff	University

¶ Issues previously reported in undergraduate CAMS but repeated frequently in PGT SAMS.

§ Extracts from SAMS with further details on page 6.

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)*

Not mentioned / not relevant.

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)*

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)*

Engineering : Since the introduction of the new ACM process in session 2010-11 there has been very active staff engagement as a result of streamlining of the administrative overhead and increased focus on the core area of course review through ACM meetings at Discipline level. Staff have reacted positively to the requirement to contribute to this process through attendance at the meetings and providing responses to course related issues raised.

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)*

Maths and Stats : In general, the staff engaged more fully with the Annual Monitoring process this year. The report forms were shorter and more clearly structured, which helped considerably.

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)*

Quality Officers Forum

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

Thank you very much for providing this information

3 Issues raised by Engineering

1 The School attracts a high percentage of international students into its PGT programmes (approx 60% of September starts). A concern remains, however, over the quality of the international intake, a matter which has been taken up with RIO, and has led to greater scrutiny of applications within Engineering.

2 The January intake of PGT students is being driven mainly by the School of Engineering. The University should decide if this is an intake model it wishes to promote and, if so, should support it accordingly. Issues which have emerged during 2011-12 regarding the Universities ability to cope with January start students relate to:

- My campus
- University accommodation
- Fees for Sports and recreation centre
- Financial clarity
- Semester 1 courses still not being examined or assessed in December

Registry not supporting resit exams abroad, except in August

3 There is concern over the number of projects that require supervision over the summer period, given the significant increase in student/staff ratios at a time of growth of the PGT population

Issues raised by Computing Science

Students who need to pass resit exams to progress to the masters project stage normally start their project in September and finish in December. Thus they need to enrol for the following academic year. It was not possible for us to record this using MyCampus, and the university support team took a long time before this happened. This caused problems with student access to resources needed for their projects.

One student in this situation was mistakenly told by the advice service in the Fraser Building that he had to return to his home country and reapply for a visa, which could have had serious consequences if he had followed that advice.

One part time student qualified for the MScIT with Merit based on the assessment criteria when he started in his first year. The original criteria for the MScIT could not be encoded in a MyCampus plan and so a similar formula was used. This student did not qualify under the new rules and was erroneously told that he needed to pass an additional course. It would be useful to be able to, in practice, associate more than one plan with the MScIT programme to cope with part time students and future rule changes.

2 Examples of Good Practice mentioned by Computing Science

1 Our induction programme - providing a week of formatively assessed revision sessions - continues to be a useful mechanism to gauge the level of readiness of students to undertake our challenging MSc degrees. The induction week not only allows students to assess their own competence against our standards, but also permits overseas students to settle in, to discuss their course choices with staff, and to ensure that they know where to get the information required for their studies. In addition, the week is very useful for staff to get to know the students and for the students to get to know us. Moreover, those who feel that they cannot cope with the demands of the MSc CS+ degrees can request to transfer to the MSc IT degree – about half-a-dozen of students chose to transfer to the MSc IT degree in September 2011, therefore reducing the number of withdrawals and/or failures [Contact Iadh Ounis for information about the induction programme]

2 Our Learning and Teaching Committee portal continues to be a great asset, helping to automate many processes that were previously undertaken manually by admin staff and lecturers.