

Before completing this report please refer to:

[Guidance on Completion and Submission of Annual Monitoring Reports.](#)  
[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 full CAMS for from the undergraduate SAMS and an addendum detailing any further information that specifically relating to 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*)

The report was generated after consideration of the SAMs which reflect the AMRs for the programmes and 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. Within SLS and SVM, while it was reported that staff were engaging with QA there were instances of late, minimal or no submission of AMRs from some courses.

Please provide any contextual factors at the time of reporting (*eg University restructuring, local factors*)

For the School of Life Sciences the SAMS was generated by the Head of School (Prof R Aitken). The MBChB curriculum has undergone a significant change in structure over the last year. A new curriculum starting with years 1 and 5 will be run in SVM in academic session 2013-14.

### Good Practice

Reflect on good practice identified through Annual Monitoring, including examples that might be disseminated to School, College, wider University. This may include good practice on teaching, learning or assessment, student support, contribution of support staff.

*(Bullet points will suffice; please note the name of the School and the name of the staff member who can be contacted to provide further information)*

In all schools examples of good practice were provided. These are split into two areas (School (MS medicine/NS nursing/DS Dentistry/SVM veterinary medicine/SLS life sciences), contact person)

#### Teaching and Learning

- Peer observation in PBL (MS, Margaret-Ann Flynn Vivian Binnie) and peer assisted learning (MS, Vivian Binnie; NS, Graham McIntosh, Ann Marie.Rice)
- Integrated pre-clinical curriculum (MS, Susan Jamieson)
- Case-based Learning in MBChB3 – (MS, Malcolm Shepherd; SVM, Fiona Dowell).
- Podcasting Lectures/clinical skills demonstrations, using Echo 360 and iTunesU (MS, Aileen Sherry, Alna Robb, William Miller; DS, Andrew Crothers).

- Curriculum mapping (MS, Alan Jardine).
- 'Hub & Spoke' approach to incorporating clinical teaching into clinical placements using innovative, interactive work books (NS, Diane Willis)
- Student involvement in applicant selection process (NS, Graham McIntosh).
- Skype Tutorials (NS, Rhian Davies).
- Use of an e-learning tutorial to reinforce teaching of practical clinical skills (SVM, Matt Denwood)

#### Assessment and Feedback

- e assessment via Turnitin and Grademark. (MS, Carol Ditchfield; SVM, Fiona Dowell/Gordon McLeod, SLS, Kevin O'Dell), peerwise and aropa (SVM, Gordon McLeod; SLS, Mary Tatner, Elaine Huston, Dorothy Aidulis, Mary McVey) moodle (SLS, Mary McVey, Maureen Griffiths, Chris Findlay, Michelle Welsh)
- Use of an individual feedback form as a focus for discussion, in combination with a register (MS, Susan Jamieson; DS Andrew Crowther)
- Use of borderline regression for standard setting (OSCEs) (MS, Brian Stewart).
- Comparison of and feedback to examiners, of marking performance in OSCEs leading to remedial training if required (MS, Kevin Henretty).
- Use of an IT computerised system to provides markers with feedback on their marking and how it relates to others with the aim of increasing consistency (MS, Joanne Burke).
- Use of a self-marked mock written examination, Feedback involves the whole class and teachers from the subspecialties who go over the model answers and answer questions. Students gain further knowledge of the assessment process (DS, Kurt Naudi).
- ePortfolios using the Mahara platform (MS, William Miller; DS,?; SVM, Jenny Hammond/Godron McLeod).
- Appointment of a Learning Technologist, to support development of e learning (SVM).
- Handheld barcode readers for recording student attendance at compulsory course events and to survey lecture attendance (SLS, Dr Maureen Griffiths).
- The use of scanning and ICR systems for summative assessment including coursework and end of course exams (SLS, Ron Baxendale, Ian Reid).

## 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)

This was not easy to assess directly from the SARS, however it was clear that SSLCs are being used and that through canvassing for issues, prior to meetings, these can be made more efficient and effective. In all reports it could be seen that QA is not seen as an 'annual event' and that it is completed concurrently with teaching through the year. This continual engagement can occur using formal mechanisms whereby students opinions are collected and dynamic changes made to course delivery or via an 'open door policy' and through the approachability of the staff which encourages students to offer early feedback and enables a prompt response to any issues raised.

### Equality and Diversity

Please comment on any Equality and Diversity issues identified in Annual Monitoring and how they will be/have been addressed. For example, where there is a policy or other issue that requires attentions.

While no issues were raised relative to the professional programmes, it was noted that a proactive

policy was being initiated in the dental school where they are appointing an Equality and Diversity Officer. The School of Medicine also noted that there was Prayer room provision and openness to requests to accommodate religious observance.

In the SLS SAMS it was noted that courses had been timetabled in lecture theatres (one in the Adam Smith Building) where wheelchair access was virtually impossible. In another example, lectures had been timetabled where wheelchair-bound students could only be accommodated at the back of the theatre (James Watt 354), but from this location visibility of the screen was constrained.

### 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)
In all reports a list of proposed changes from the previous SAMS was included	In all cases, the issues were noted as being done, enacted or ongoing.	In all cases, it was noted that staff and students had been notified of the changes.

Please describe the strategy for communicating responses to issues raised in this year's Annual Monitoring Reports to staff and students

The schools indicated that the SAMS would, or had been discussed, at the Staff-Student Liaison Committee and was or had been tabled at the School L and T meeting. One school also noted that the SAMS would be disseminated through publication on Moodle, circulated to course leaders and discussed at a School executive meeting.

### 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*)

This section of the SAMS was completed in individual ways by the three schools, a detailed digest of exam performance, a commentary on external examiners reports and an overview of the School pattern of results. This is part may reflect comments included in the SAMS concerning the pre-population of forms, for the course leaders, with relevant statistics, the timing of report submission and the number of course taught within a school.

In SLS it was noted that there was increasing levels of attainment in many pre-Honours and some honours courses. It was proposed that this reflected strategic deployment of effort by students, concentrating on prerequisite courses where competition for entry to honours was high. It was also noted that better attainment was reported in many courses (Honours and pre-Honours) and this observation was contrasted with the observation that lecture attendance declines steadily through the session.

In SVM the courses that saw significant increases and decreases in performance were listed after a statistical analysis. In some but NOT ALL instances potential reasons for change

were identified/suggested e.g. improvements - due to introduction of Peerwise, changes in examination format, provision of formative feedback that highlighted common technical errors during practical classes, improvements to standard setting process, change in assessment load. Decreased performance - due to a requirement to pass both components of the end of year examination (ie no compensation), high academic load, short interval between 1<sup>st</sup> & 2<sup>nd</sup> diet examinations. It was noted that some of these issues leading to poor performance would be resolved in the new curriculum.

Where no change had taken place in either teaching or assessment, the changes in the results profiles were attributed to 'cohort differences'.

In the School of Medicine it was reported that the External Examiners were positive and complimentary about the programmes but they had raised a series of minor issues many had been dealt with but some of note were:-

MBCbB

- re OSCE to encourage use of more questions that tested applied knowledge, as opposed to factual recall.

BDS

- Compensation between Modified Essay Question/Multiple Short Answer paper and the MCQ paper.

BN /BN (Hons) programme/Graduate Certificate in Burns and Plastic Surgery Care.

- More transparency regarding marking schedules
- Too many (4) short assessments.

It was noted, in each case, that these have been changed or are being investigated by the relevant teaching teams/schools.

## Engagement with Strategy

### College Learning and Teaching Plan

Please comment on the progress made by Schools this session with the identified aspects of the College Learning & Teaching plan.

*(This will require discussion with colleagues)*

*Topic: 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.*

The proportions of international students varies dramatically across the schools within MVLS, as such the interpretation/application of 'internationalisation' also differs between schools. The Dental School indicated that it had convened a working group to examine and formulate recommendations on all matters pertinent to internationalisation.

In all schools it is evident that international issues are already or are being actively embedded within the curriculum e.g within SLS some courses cover infectious diseases of the Tropics, issues of access to clean drinking water and sustainable methods for disinfection. In SVM the new curriculum will allow introduction of more international aspects of veterinary medicine through defined research tasks, generation of wikis (for all students) that will cover animal care and veterinary medicine in an international context. In addition, students will be able to choose self-directed learning assignments and international "selectives" in Final Year. In SM, within the MBCbB programme, global health issues including HIV, Diarrhoea, Malaria, Measles, TB, Typhoid, Dengue fever are core elements within the curriculum and a new intercalated module started in 2011-12 on global health; within the BN, students analyse, relative to the UK, and present information about health

care systems, their funding and policies in other countries around the world.

SVM has a diverse international student population (major countries represented include, USA, Hong Kong, Singapore Malaysia and Botswana). SVM has also recently begun exploration of relationships with Japanese veterinary schools. SM has an annual intake of 12 international students entering Yr 3 of the MBChB programme many of whom come from Malaysia. The school is currently discussing a proposal to provide 4 Kuwait school leaver's with entry to MBChB1. To aide international students SM is opening its University Second First Degree Fund to all students, including international graduate entrants.

In all schools it was noted that opportunities for short term international experiences were actively encouraged and supported for their students. In addition the schools all indicated existing schemes or developing plans to welcome international students to Glasgow e.g More than 120 international medical students do an elective in Glasgow as part of the MBChB and an exchange scheme involving a 5-week summer school has been introduced with Sun Yat-sen University to promote and expand international understanding and to enhance educational opportunities for students at both institutions; A new student exchange programme has also been initiated between the nursing school and the University of Queensland.

### **University Learning & Teaching Strategy**

Summary of College and School initiatives and the progress made in the current academic session in relation to the topics that follow:

#### *Assessment and Feedback*

The SARS indicated that all areas of the college are committed to improving assessments used and are making determined efforts to improve feedback.

Initiatives are in place to help students prepare for assessments, including means to improve, writing skills, their understanding of what is required in an assessment and how they are graded. These initiatives include the self-marking of a mock examination, peer learning/assessment and the development of MCQs. These initiatives are in many instances underpinned by the development and use of electronic resources such as moodle, Mahara, peerwise and aropa. The SD is also looking at application of an electronic educational tool LIFTUP, the longitudinal integrative foundation training undergraduate postgraduate pathway which has been developed at Liverpool dental school which will enable direct input of student activity data.

It is interesting to note that across the college there is increased use of formative assessments and continual assessment and a note of requests from students for such exercises.

On the 'academic side' of assessment, within the professional programmes it was noted that the use of curriculum mapping and standard setting are being increased and new methods of standard setting are being trialled. Within the SM there are initiatives in place to increase the consistency in OSCE and SSCs grading, whereby markers are provided with feedback on their marking, compared to others and additional training provided where deviations are observed.

The improvement of feedback is being achieved through the use of defined turnaround times for assessments, self-marked mock examination alongside an academic lead review of the answers, one to one feedback sessions using specifically designed forms and following Direct Observation of Procedural Skills assessments both of which run alongside a register system.

*Embedding Graduate Attribute development in our provision*

The position across the schools within MVLS with regard to graduate attributes varies, within the professional programmes their curriculum is in a large part designed around graduate attributes, as stipulated by the relevant professional bodies, whereas within SLS it is not enforced but it was reported that staff who are aware of Graduate Attributes see the development of these skills as embedded within existing provision.

Examples of how graduate attributes are being developed from across MVLS noted communication skills training, reflective learning through the use of portfolios, peer teaching and assessment, Ethical awareness, interview training, CV development, PDP etc.

## Improvement Plans

### Managing the Learning Environment

Provide a summary of the suitability of the teaching spaces and equipment used this year, including a bullet point list of unresolved issues requiring the attention of the College or the University\* (*Please give specific details of room locations, the precise nature of the problem and the remedy that you seek*)

Issue	For the attention of: (School, College, University)
Introduce additional formative assessments in MBChB	SM
Introduce electronic case based learning tutorials and increase use of moodle in MBChB (in particular Yr 3).	SM
Continue to explore how to increase BSc (Med Sci) Clinical Medicine numbers and recruit external students, including from specific international territories.  In addition to encourage BSc (Med Sci) Clinical Medicine students to consider placements and external opportunities.	SM
Support for dental students to secure Vocational Training Posts.	SM
Development of e-learning and assessment within the BN and Lymphoedema programmes.	SM
Increased demonstrators PBL facilitators.	SM
A more powerful PC in Rm D51 of dental school to support increased use of new teaching & learning software (Camtasia, Echo 360, Mudbox) on Moodle 2.	SM
Staffing provision, lecturers, demonstrators, teaching technicians/technical support, delivery of clinical skills training within SVM	SVM
Additional screens for microscopy in practical classes	SVM
Whiteboards in the computer cluster at Garscube	SVM
Clearer guidance on teaching commitment expected of research institute staff.	MVLS
The AHTC lecture theatre within the Weipers centre at Garscube is not suitable for purpose as the seating extends too far forward	SVS, MVLS

making use of the AV equipment difficult.	
Development of an expanded Basic Life Support Training Facility within the DS. This facility will be in an integrated development with a small Clinical Research facility and funds drawn from a variety of University, NHS and charitable trust sources.	SM, MVLS, University
Additional small group teaching spaces needed, this has been exacerbated by the delay in the GLASS building but the reductions in the size of the GLASS building will also potentially impact on future provision.	SVS, MVLS, University
Improvement of cattle restraint provision and student wash facilities at Cochno farm, for reasons of health and safety as well as teaching provision.	SVS, MVLS, University
Enrolment and financial registration on mycampus	University
More re reliable WiFi access across campus.	University
Provision of extra screens half way down the James Watt 354 lecture theatre to allow use of this space by students in wheelchairs in line with the university policy on equality and diversity.	University
Development of Cochno house to create large group teaching spaces	University
Upgrading IT provision in all teaching spaces.	University
Centrally imposed limitations on access to full functionality of Moodle and Mahara and slow implementation of available bug fixes is severely constraining innovation and the ability to personalise the learning experience for students. Examples will be provided if required.	University
<p>Problems with Central Room Booking Service</p> <ul style="list-style-type: none"> <li>• Allocation of rooms has been in some instances several weeks into the semester, this delays release of a finalised timetable;</li> <li>• start of 2pm lectures delayed because McGregor building was locked;</li> <li>• 2 hour teaching blocks that were split between two locations leading to delays and creating particular difficulties for students with mobility problems</li> <li>• darkened rooms for lectures requiring projection of images (e.g. allocation of Hunter Halls would be inappropriate.)</li> <li>• allocation of rooms without a blackboard where this is essential for teaching</li> <li>• allocation to rooms with insufficient seating</li> </ul>	University

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

### Key themes identified in Annual Monitoring

Please highlight the key themes for opportunities for development identified through Annual Monitoring, whether, 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	Identified by: (Staff, Students, External Examiners)	Correlation with the findings of other internal or external feedback mechanisms? (e.g. NSS, ISB, FYSLES)
Increased engagement with e learning and assessment, however it was noted that to be effective this needs to be supported with appropriate infrastructure (equipment and expertise)	All categories, all schools	
Staffing remains a concern both with regard to staff replacement and the distribution of workload.	All categories, all schools	
My campus	Staff, all schools	NSS, organisation scores

## External

### QAA Enhancement Themes

Please comment on the prevalence of Schools' engagement with the enhancement themes and proposals for promoting wider engagement where relevant *(This will require discussion with SQOs)*

The schools within MVLS are all actively promoting wider engagement and have increased numbers of students coming through these initiatives onto their programmes.

### 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)*

The schools in MVLS are actively developing new collaborative arrangements with international schools.

### 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)*



BVMS underwent accediation visits by the RCVS and AVMA during this session. The programme has maintained accreditation but details of the reports have not been released.

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

It was clear from reports that teaching teams found the discussions, student feedback and external examiners' comments that are integral to the Annual Monitoring process valuable in their efforts to improve the quality their teaching provision.

It is clear that the schools are engaging with the annual monitoring process on a 'day to day' basis and that issues identified are often dealt with long before the formal reporting process is completed. There is an element, therefore, that consider the Annual monitoring process as an administrative exercise. The timing of the annual monitoring cycle remains an issue although it is generally accepted that there is no 'ideal' time within the academic year due to the timing of formal assessments and differences in timing of assessments, student intake etc between schools.

Please comment on the SQOs' evaluation of the quality of colleagues' engagement with reflection on good practice

This was generally very good and excellent examples of good practice across MVLS were submitted.

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*)

One report noted that 'the current structure of the "Progress" and "Improvement Plans" sections does not lend itself to displaying the information in particularly compact way'.

An additional report noted 'the general perception is that (structure or content of the AMR forms) was more straightforward and concentrates on relevant key areas.'

### 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*)

### Quality Officers Forum

Please comment on the effectiveness of the University's Quality Officers Forum.

**Thank you very much for providing this information**