

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*)

SAMS; minutes of SSL and other relevant committees, discussion with School Quality Officers: NSS; ISB

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

Relocation of Centre for Open Studies

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)

- Student peer review of essays prior to submission (ASBS, Suzanne McCallum)
- Students were given comprehensive and detailed feedback in response to the Student Feedback Questionnaire for the Sociology 1A course (SSPS, Robert Gibb)
- Using the preparation for tutorials as exam practice in Public Policy 1A and 2A courses (SSPS, Susan Deeley).
- Across Schools a variety of uses of Moodle was noted: quizzes, posting of lecture recordings, posting of digitised materials, electronic submission of assessments followed by grading and provision of feedback.
- A variety of different strategies (breakaway groups, presentations, whole group discussions) were used in Economic & Social History 1A tutorials which enhanced students' learning (SSPS, Rosemary Elliott).
- A common theme that emerged from the 16 individual external examiner reports was the quality of feedback provided by tutors to students, which enhanced the learning experience (COS).
- With an increasing number of Associate Tutors, quality assurance in marking has been considered through: a) distribution of anonymised previous assignments and feedback sheets to promote a shared understanding of the features for grades A/B/C/D/E/F (Education)
- Tutors employed 'study guides' in mapping out the course and providing students with self-study tasks (linked to reading) equipping them with what is required to complete the task at their own pace and enabling them to complete the course with greater autonomy. This resulted in very positive student feedback (Education, Mary

Wingrave).

- The use of detailed, graphical “maps” to set out the structure of the course. [Obligations 1B (Law1022) : Dot Reid; International Private Law (Law2006) : Janeen Carruthers].
- A team debate as a stimulating way of assessing students (SIS, M. Davies)
- Introducing new teaching methodologies, such as ‘whole brain teaching, such as ‘pair and share’; using iPads in the classroom for presentation purposes (SIS, G. Pate)
- During this academic session the SQO developed and implemented a policy on the recording of lectures, seminars and tutorials by student. (Law, E Metzger)
- The innovative use of ‘reflective lecture evaluations’ that encourage students to reflect on the critical times in lectures when they were most engaged in, and most distanced from, what was happening; what puzzled or confused them most; and what most surprised them. This information is then summarised and students are given feedback on their responses. The purpose of these evaluations is to help the lecturer be more responsive to students’ concerns (Susan Deeley/ Public Policy)
- Informal fortnightly meetings with GTAs, held by course convenor to ensure opportunity for discussion of best practice, sharing teaching ideas, and discussion about marking and facilitating student learning (Naomi Head/ Politics). Meeting with tutors encouraged reflection on providing effective feedback to students (Katherine Allison/ Politics & Sociology)
- Collaboration between lecturers to focus on a specific theme across different sections of a course to integrate material and improve its delivery (Robert Gibb/ Sociology)
- The External Examiner made reference to ‘one of the strengths of the course’ being ‘reflected in the spirit and morale of the students, is its devoted intellectual and professional leadership’. Reflecting on the last four years being the external examiner, he highlighted ‘a number of distinctions’ including ‘significant improvements in the administration of the programme’, ‘secure submission of assignments’, organised processing of paperwork for exam board meetings, and ‘meticulous’ feedback on assignments. He also singled out the role played by the Adviser of Studies, which he argued was ‘a model for university practice’, the ‘intellectual prowess’ of the course leader who models teaching aspirations to students, and the ‘quality experience’ that the programme offered (Leon Robinson, MA Religious & Philosophical Education).

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)

The main mechanisms involved were questionnaires, meetings of staff/student liaison committees, meetings with student representatives and minute papers. All of these elicited clear feedback from students. The minutes of meetings and the subject level monitoring reports reviewed all indicated that the concerns expressed were responded to.

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.

No significant issues 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

Proposed change	Enacted/ Ongoing	Staff & students notified (Y/N)
1. Childhood Practice – To provide separate input to support students' writing; this is considered a necessity for all students as their long time off from learning makes the adjustment to the demands of academic writing a tall order. – To introduce writing skills programme for first year students.	Enacted - but low uptake.	Yes
2. B Technological Education – To provide students longer notice for school placements. – To address students' concerns with respect to some misunderstanding regarding placement for 'Technology, Industry and Society' course.	Ongoing	Yes
3. BA Community Development – To introduce different elements to the course to provide variety and structure. – To address inadequate and inappropriate rooms. Students on a full-day class stay in the same room that is not big enough. (This issue has been previously raised with the Programme Leader's line manager, Director of Teaching and Learning, and with the SRC.) – To revise the research courses/project component of the programme and consider having two examiners (both suggested by the External Examiner). – To make the Student Handbook more user-friendly.	Enacted Ongoing Enacted Enacted	Yes Yes Yes Staff-yes Students- not yet
4. B Education – To provide quality inputs from visiting speakers and to amend/replace lectures where there was duplication or irrelevance to the course content – To continue to discuss assessment requirements with students (all year groups), including feedback sheets. – To provide further input and support on lesson planning prior to School Experience. – To offer notice of school placement earlier, at least two weeks beforehand. – To specify criteria for Theology 2 summative assessment and offer further support to sessions on 'The Sacraments', as requested by the students. – To address the 'overlap' between assessments across the year. – To avoid assessment bottlenecks. – To amend BEd 4 assignment 'Evaluation of Professional Practice' to align with the new Benchmark Statements – To update BEd 3 & 4 School Experience Reports to comply with the new national report. – To utilise and manage notional hours more effectively, particularly in Years 3 & 4. .	Enacted Ongoing Ongoing Enacted Ongoing Ongoing Enacted Ongoing Ongoing Ongoing	Yes Yes Yes Yes Yes
5. CREDL		

<ul style="list-style-type: none"> – To invite CREDL students to attend the Award ceremony, January 2013. – To move CREDL courses onto Moodle 2. – To evaluate CREDL courses. – To organise events specifically for CREDL students (e.g. invitation to attend St Andrews Foundation launch, SAF seminar). 	<p>Enacted</p> <p>Enacted</p> <p>Ongoing</p> <p>Enacted</p>	<p>Yes</p> <p>Yes</p>
6. Fundamentals of Education 1A & 1B		
<p>7. Religious and Philosophical Education (MA 1-4)</p> <ul style="list-style-type: none"> – To address timetabling and room booking issues – To clarify the ‘format’ that the folio for Teaching World Religions should take and to limit the work count for coursework submissions. – To offer a specific training course on using Moodle. – To include dates for returning students’ assignments. – To offer seminars in addition to the weekly lectures on Faiths, Philosophies and Contemporary Culture. – To revised the word count for World Religions, Morality and Belief in the 21st Century coursework. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Yes</p>
<p>The Centre for Open Studies moved into University Services on August 1st 2012.</p> <p>In the past year we have developed closer links in course delivery with colleagues in the Hunterian.</p> <p>We are beginning to develop closer links with the four University Colleges as part of a knowledge exchange and public engagement strategy.</p> <p>The summer programme in 2013 was designed to attract international students as well as local although it is likely there will be a stronger emphasis on home students in 2014</p>	<p>Enacted</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Yes</p>
<p>Accommodation:</p> <ul style="list-style-type: none"> -Art room in St. Andrew’s Building is insufficient (from School of Education, SAMS 2011-12) - Rooms 706, 717 in the Adam Smith Building were too cold because of a broken window that was never fixed. 	<p>Ongoing</p>	
<p>Wider use of Moodle: All Access and Cert HE courses had a moodle 2 page created for them, registers are being provided on line via moodle pages, and more relevant training is being offered to both staff and students.</p>	<p>Ongoing</p>	<p>Yes</p>
<p>No new courses were to be put through: Actually several were.</p>	<p>Enacted</p>	<p>Y (new courses in brochure)</p>
<p>Launch of a Diploma in Egyptology: postponed, but to be implemented this year</p>	<p>Ongoing</p>	<p>NA</p>
<p>Manage the admission of UG student numbers to a feasible level</p> <ul style="list-style-type: none"> – ASBS courses at level 1 were restricted by degree plan with Clerk of Senate’s approval – this is in the context of rising Honours course enrolments 	<p>Enacted</p>	<p>Yes</p>
<p>Undertake a review of the current college based ethical approval process – this has been undertaken by College – ethical approval process continues to be monitored</p>	<p>Ongoing</p>	<p>Yes</p>
<p>Development of a workload model that reflects student support – the ASBS has adopted the College WLM – issues concerning</p>	<p>Enacted</p>	<p>yes</p>

student support have been highlighted, there are additional QEA officers and other roles have been allocated credit		
Business & Management require closer liaison with international partners to provide the necessary quality assurance of remotely delivered teaching – the ASBS has focused on delivering high quality teaching with international partners in line with QEA policies – to date Business & management’s AMR not delivered – no further information available	To be confirmed - Ongoing	yes
Developing appropriate Honours level assessments that are not expensive in terms of staff time – Economics in particular have looked a staff intensive assessments in problem solving courses - both individual and group assignments as part of the course assessment have been introduced	Enacted	yes
The Course Convenor again raises in the Annual Monitoring Report for the Sociology 1A course (2012-2013) the issue of the tutors’ workload, highlighting in particular the fact that the time tutors were currently paid for preparation was not sufficient to allow them to read and take notes on the range of sources covered in each tutorial	ongoing	N
Forensic Medicine [Level 1] and Forensic Pathology [Level 3]. There were two distinct difficulties. (1) In Forensic Pathology students reported difficulties knowing the reading required and found feedback unconstructive. (2) Students reported a great deal of overlap between Forensic Medicine and Forensic Pathology. Resolution: Forensic Pathology has been withdrawn.	Enacted	Yes
Video – link English Literature 1A	Enacted	Y
IT room bookings and lack of enough PCs	Ongoing	Y
Cold room - 165	Enacted	Y

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

A variety of methods is used: direct meetings with groups of students, staff/student liaison committees, postings on Moodle and staff meetings.

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*)

No issues were identified by subjects within the SAMS. In a number of cases very positive feedback had been received from external examiners. The following concerns and responses were noted:

Subject	Issue	Response
Counselling Skills	Too heavy a concentration of assessments near the end of the course.	A more even spread of deadlines to space assessments out.
Art Psychotherapy	Clarification of marking criteria as applied to various components of assessment.	Marking criteria are outlined in the student handbook, but summaries can be included along with assessment questions.
Latin	Clarification of internal marking schemes for translations.	Marking is done holistically based on grade descriptors rather than arithmetically based on points gained and lost. This will be clarified in the coming year with grade descriptors more clearly

		appended.
Psychology	Cognitive psychology relies heavily on lab-work; it was suggested that another mode of assessment might be introduced to dilute this.	This will be discussed with the subject specialist as a possible adjustment that could be made this coming year and implemented for the next.
[In general]	Tight turn-around of assessed material for external moderation.	<i>This is difficult to solve working with the current timetable of exam dates and deadlines for submission of grades.</i>
[In general]	The Egyptology external suggested that mitigating circumstances might be discussed outwith exam boards and results of discussions simply reported to the Board.	I [Angela McDonald: Cert HE co-ordinator] feel that it's important that this discussion happens transparently in the presence of our externals rather than in advance of exam boards, so I wouldn't propose a change in procedure.
MA Health & Social Policy	Duplication of subject matter between essay and exam questions.	Now resolved
CEES	Minor queries about application of marking criteria and the award of rather high marks for two Honours courses.	Issue addressed satisfactorily by the Subject with agreed revised marks.
Public Policy	Tight deadline for the scrutiny of scripts.	This will be addressed by allowing more time where possible for the External to view the coursework, although the late timetabling of exams for large classes (outwith the control of Subjects) can be a hindrance to this process in terms of completing marking and sending examples to the External. The External for Sociology also commented on the issue of limited time.
Politics	External Examiners raised the issues of: students being able to graduate without having taken any exams in their final year; feedback forms for quantitative and qualitative research methods courses being identical; more feedback being needed to accompany work with low marks; the large amount of coursework being sent for scrutiny.	All these issues are currently being addressed.

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.

At College level a new International Student Mobility Officer has been appointed.

Schools all reported reviewing their current international exchange links and increasing their efforts to encourage students to take up these opportunities. These efforts had resulted in increases in outgoing students, though in some areas, more work was still required. Mention

was made by the School of Law of the use of Erasmus Intensive Programmes to provide an international experience for students, in part to provide opportunities for those who do not, as approximately 50% of the cohort do, spend at least one semester of third year in study abroad.

Schools also reported that in many cases ILOs either already reflected international issues and context (in some cases because of the subject matter, e.g. in CEES, International Law courses, and reference to international accounting standards), or were being reviewed to ensure that these were adequately reflected.

Some further, school specific, initiatives are noted below.

ASBS

- The School is participating in an LTDF project that is examining the learning experiences of GIC (Glasgow international College) students as they enter the second year of the MA degree programme.
- In accounting and finance, students from SWUFE (South-western university of Finance and Economics – China) have had an additional induction session to introduce them to the University and its community.
- Accounting and Finance include international accounting standards as part of their curriculum

Education

- A course for international students has been planned which includes Fundamentals of Education as a core course and which includes a number of options, including school experience. Representatives of USA universities have been very positive about the proposed course and its options. There is also good work taking place regarding universities in the USA with a view to setting up an exchange or allowing students to come to Glasgow as international students. Students would be expected to complete the courses to the same level as home students but there would be room for some flexibility regarding courses.
- This year a US university (Georgia) brought 10 students for a 'study abroad' programme which included input from key academic staff and school experience. This programme was very successful and the staff and students were very positive about the impact it had. It is hoped to repeat the programme with a new cohort next year.
- A summer school course has been planned for June/July 2014 aimed at recruiting international students. The focus is on comparative education with school experience.

School of Interdisciplinary Studies

- Much work has successfully been undertaken within the School to increase recruitment of international students. As a result we have witnessed increasing numbers of incoming UG and PG students from overseas.
- Hand-in-hand with our recruitment efforts, we have sought to improve the experiences and integration of international students in various domains:
 - pastoral – personalised advising care; integrated induction; safe, supportive environment, aiming to ensure a sense of integration and familiarisation with campus, town and region;
 - social – tailored social events; Campus Students' Association and Staff-Student Liaison Committee representation;
 - educational – bespoke campus-based EFL classes and other options via local council TESOL support; academic support; excellent staff-student ratios; first-rate, accessible facilities and infrastructure; access to wide range of student support services;

- employability and career development opportunities – practical workplace experience is built into many programmes; PDP is embedded in individual courses, and reinforced via advising support.
- Establishment of international work experience placements, e.g. School Experience placements for education students (including a recent link with an international primary school in Bucharest, Romania), or environmental placements for BSc students.

Topic: The College aims to encourage an international dimension to its undergraduate degree programmes both by growing modestly the number of international students studying at the Glasgow campus and by encouraging our 'local' students to study abroad during their degree programmes. Please comment briefly on both the benefits and problems which arise for your school as a consequence of this aspect of internationalisation.

The benefits and problems can be summarised as follows (adapted from SIS SAMS):

Benefits:

- Enrichment of educational experience for both outgoing students and for those who stay in Glasgow (from contact with incoming students)
- Enhanced preparation for the competitive global marketplace
- new ideas, cultural exposure for local students, exchange potential
- Study abroad: some excellent experiences for students; unusual opportunity for students.

Problems:

- Provision of range of appropriately tailored academic support for incoming and outgoing students
- Overcoming linguistic and financial barriers for outgoing students, both can operate as constraints on willingness to study abroad
- Staff time required to administer large exchange programmes
- Grade conversion
- (for SIS) Ensuring parity of provision for both incoming and outgoing SIS students in comparison with Gilmorehill.
- (For SIS) Small scale community and possible isolation and cultural shock for international students; extra resources needed to cope with new demands.
- The need to satisfy external accreditation requirements
- Providing further 'international opportunities' as outgoing study abroad reaches saturation.

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

Education

B Technological Education

B Tech Ed team is in the process of a) developing an assessment map across the programme for both staff members' and students' use that will provide an overview of key summative assessment dates, b) utilising innovative approaches for feedback-giving, e.g.

recorded verbal feedback rather than in the conventional written format. All feedback for summative assignments was returned 3 weeks after submission. Feedback included 'specific steps for improvement'. Meetings to ensure consistency of marking were held.

BA Community Development

Revision of the Assessment Framework for the overall programme as part of the Community Development review and in line with the University's commitment to aligning constructively course content with assessment. Students receive comprehensive feedback on assessments to highlight strengths and offer guidance for improvement.

B Education

The whole team (except Year 2 courses) put in effort to move from a 4 to a 3-week assessment turnaround. Programme Leaders to consider/discuss improving the quality of assessment, feedback strategies, and sharing feedback information with students.

MA Religious and Philosophical Education

Although there were concerns raised by some students pertaining to the clarity of the assessment requirements, the External Examiner highlighted formative assessment as a strength of the programme. The team will work towards use of 'plain language' in explaining the assessment requirements.

SIS

New approaches including feedback tutorials have enhanced the experience for students.

An inventory of many aspects of teaching in the School is currently underway (types of delivery, assessment and feedback practices etc.). The assessment survey part is complete (revealing at least 24 different forms of assessment across our UG and PG courses) and will be used to share information amongst staff, and to help establish a better balance of assessments across the School.

Increasing amount of feedback on exams (inc. written feedback – e.g. Child Development I and II), and how to further develop this is now an agenda item for the School L&T committee.

Law

Current practice continues to be reviewed. In one new level 1 course a formative exam was introduced, with detailed feedback given on the scripts and discussed at a subsequent tutorial.

Centre for Open Studies

Open programme

In response to a suggestion from the external examiner we have introduced a standard form to be used by all tutors for giving feedback to students. More generally our focus is on building our students' confidence with the undertaking of further study, since many have either never taken University-level courses or are returning to study after a long absence. Our assessments are designed to offer fresh and innovative modes of interaction with topics studied in order to develop students' critical thinking and academic responses, while encouraging engagement with the subjects they are studying.

Cert HE

While some components of assessment (e.g. presentations, posters) are in demand, others (e.g. slide test in art) seem to be the subject of much student angst. The latter is being re-

worked in art for this coming session.

It was very encouraging to see students praising the variety of assessment they encountered (e.g. BEd students taking liberal arts electives). It's a strength of our programme that students are not simply offered the same assessment regimen from course to course. Some students even suggested other types of assessment that they would benefit from (e.g. presentations) – these happen in some of our classes, but tutor

ASBS

Accounting and Finance would welcome a clearer School/College/University policy on nature (electronic or otherwise) and content of feedback on assessment. We have been following School guidance in terms of deadlines and posting generic feedback on Moodle for all coursework and exams.

Economics continues to try to vary their assessment mechanisms. They have had a working party on this two or three years ago but the rising numbers have made change very difficult and even those courses which have more innovative forms of feedback are struggling to sustain them in the light of such sustained increases in student numbers. Economics have made changes to their feedback forms and other mechanisms for providing generic feedback have been introduced. Economics continues to develop this and have a number of proposals to be implemented/developed in their subject group and in the School NSS Action plan

Embedding Graduate Attribute development in our provision

There is a variety of approaches to this across College, summarised below:

SIS

Staff are encouraged to consider attributes and are introducing pro-active elements in their course provision, enhancing the attribute development and awareness among students. This is very apparent in AMRs supplied to the SQO.

Graduate attributes are already firmly embedded in our provision: for example, among the 20+ forms of assessment we employ are ones that explicitly encourage and assess attributes such as problem solving, collaborative working, oral communication, and reflective practice/learning (e.g. feedback vivas, group presentations, reflective journals, debates, problem-based learning, peer review, video presentations).

New courses developed this year (and beyond), and revisions to existing courses, have all made graduate attributes explicit in ILOs.

Student advisers discuss GAs/employability with students as a basic component of the advising meetings.

Law

The Law School set about to embed GAs into the curriculum by including reference to them in each course document. Included in each course document is a standard text introducing GAs, key links for further information and reference to which GAs are particularly developed by the course.

GAs — what they are, why they matter – will be introduced to almost all cohorts of law students in orientation/induction employability presentations in the coming session.

Also flagged up to students is the opportunity to get support and to reflect on and record GAs through the Graduate Skills Programme, which runs in the College of Social Sciences.

The School Employability web page has been revamped [www.gla.ac.uk/schools/law/students/employability/] and a prominent link on this page is to Graduate Attributes and GSP.

The law school runs a series of employability related events, some of which are 'SKILLS EVENTS' the language of 'GAs' is used in all of these events, thereby reinforcing messages.

Education

B Technological Education

The new Final Year Project and FARM approach was designed to develop key attributes required in entering the teaching profession, e.g. skills for postgraduate study. Two new Year 4 electives provide greater breadth within the programme curriculum and a focus on employability.

BA Community Development

Core to this programme, graduate attribute development is embedded through teaching and learning activities focused on developing students' professional skills, self-reflection, critical thinking and application of values, knowledge and skills, which underpin community development practice and are transferable to other settings.

B Education

Opportunities for embedding graduate attribute development have been identified, e.g. development and updating of attribute portfolios among students, and organisation of a GU Education Careers Conference, where a workshop aimed to give students advice on identifying graduate attributes through BEd courses.

Fundamentals of Education 1A & 1B

Graduate employability has not been given appropriate attention to date. Discussions on the area will be prioritised next academic year.

MA Religious and Philosophical Education

Graduate attributes are 'embedded at all levels of the MA Programme'. However, the programme leader would welcome guidance on how these attributes could be highlighted in the programme.

ASBS

The ASBS has introduced a programme for Graduate Performance Management (GPMP). For students who complete these sessions, a certificate from the Institute of Management is awarded. Student opinion on the programmes is very positive and the sessions are being offered to more students in 2013- 2014 and a further increased offering in 2014-2015. The ASBS engaged with a Student Enterprise Project in conjunction with the College and the University's careers service. The student enterprise assistant as part of the project supported ASBS student clubs and organizations in their attempts to enter business competitions and start their own businesses. The contract for the assistant officer was extended to cover the academic year and again student opinion on the support and project was very positive.

Economics - Over the past 5 years, we have tried a variety of ways in which to include GAP in our provision by providing bespoke courses to our students, in conjunction with colleagues in the College. These were very poorly attended and we did not provide any this year or

last. We need to spend time thinking of the best way to develop this aspect of our student provision and our plan, next session, to have two half-day teaching seminars for all staff, will offer us the opportunity to do this.

Accounting and Finance - The subject group mapped its courses against the University's Graduate Attributes Matrix to confirm that sufficient coverage is provided. Throughout the degree programme different attributes are covered and in order to make students aware of their progress against targets additional information has been included in course handbooks to emphasise the skills being developed. Staff awareness has also been raised so that staff can highlight the attainment of graduate attributes to students when undertaking specific assignments and tasks on each course.

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)
<p>General Issues</p> <p>A number of comments were made about the suitability of teaching rooms and the allocation process, e.g.</p> <ul style="list-style-type: none"> • Unsatisfactory teaching rooms allocated for the students remains unresolved – ‘unsuitable and too small for the class sizes’ despite this concern being raised on many occasions, e.g. previous AMR, a number of forums, the SRC. Students were given a room that is half the size of what is required for the entire academic year. (Education) [This specific concern was raised by the BA Comm Dev, which this year reports that most classes are scheduled outwith University accommodation.] • Adequate provision of suitable rooms is ‘a constant source of difficulty’ when accommodating >40 students. Even the size of the lecture theatre causes timetabling difficulties and difficulties when moving to a different location. (Education) • Matching class size to room capacity (SSPS). • Ease of moving furniture (tables on rollers, etc.) – the easier this is, the better. Many classes require slightly different set-ups; if we can change rooms quickly and efficiently, so much the better. It’s something students have commented on: losing time because of setting a room up. (COS) • The comfort of the learning environment is particularly important for the Centre for Open Studies. Students expect basic features to be working in rooms – like heating, adjustable lighting, adequate seating and table space, computing facilities. We often stumble in providing these basics, and getting these right is the priority (COS) • Personalising teaching spaces: to create familiar environments for students returning to class each week – 	<p>College/University</p>

<p>subject-specific images on walls, maybe materials brought in by students that could be pinned to notice boards. We'd benefit from making our teaching spaces less anonymous. (COS)</p> <ul style="list-style-type: none"> • Teaching space as ever is at a premium. With the plans to deliver public lectures and an enhanced summer programme it is important that resources are available e.g. student summer residential accommodation, cafeteria facilities on site, good quality teaching space. (COS) • As a result of increasing numbers, and the fact that we don't have large enough lecture theatres, we are forced to double teach some courses and this is problematic (Economics) • One lecturer identified the need for a PC projector to work in conjunction with a board as he needs to project and write on the board at the same time (Economics) • Temperature in Classrooms (Economics) • The Level 1/2 Convenor has indicated it would be appreciated if timetabling could ensure that lectures are held in the same place and at the same time from week to week (Law) 	
<p>Specific Issues</p> <ul style="list-style-type: none"> • Provision of a model-making facility to support product prototyping. This is a long standing defect recognised recently by the GTCS. To keep up to date with developments in the school curriculum our students need access to new equipment in an appropriate location The installation of air-conditioning within room 450a is required to make it more conducive to effective teaching and learning especially when the room is full and equipment is in use. (<i>This was raised in previous reports.</i>) Also, installation of a sink in R450 • G255 – seating uncomfortable • Kelvin Gallery – space too large • Tutorial rooms 704-7 – visualiser required. 	College/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)
Need for additional staffing resource in Education, specifically BA Community Development, CREDL and Fundamentals of Education 1A & 1B.	Staff	
Language ability/literacy of students.	Staff	
COS – need for cooperation from Colleges to facilitate public engagement.	Staff	

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)*

Engagement with enhancement themes is not specifically mentioned by SQOs or in the SAMS. However, it is clear from the examples of good practice and the evidence about engagement with University L&T Strategy that there is engagement with a number of these themes, for example enhancing graduate attributes, responding to student needs and flexible delivery.

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)*

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)*

Revalidation of MA Primary Education (SIS) by the General Teaching Council for Scotland. There were several commendations:

- The quality of the extensive documentation presented to the panel, which was the basis of the discussion yesterday
- The integration of our strategy with government policy and wider international best practice
- The quality of the team delivering the programme
- The successful partnership with Dumfries and Galloway Council Education Services

The extent to which student views and experience have been taken into account in re-shaping the programme

- The rigour of our selection processes
- The incorporation of teacher and associate tutor views into the work of the programme

- The panel made the following recommendations:
- Expansion of the proposed international school experience elements of the new programme to further countries and settings
- Exploration of partnerships with other Initial Teacher Education providers
- Continue to highlight the importance of lifelong learning
- Give on-going thought to staff development, both in the University and the schools of the region
- Continue with plans to create a group of (school based) Teaching Fellows working with the programme
- Further explore the proposals for dual primary/secondary accreditation and develop that discussion with GTCS

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

The quality of engagement was generally seen as being good to excellent. The one area in which difficulties had arisen was the Adam Smith Business School, where the School Summary was prepared with any input from one of the subject areas. The Summary notes that the AMR process will be reconsidered.

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

The SQOs reported that there was clear evidence of reflection on the part of those who had prepared the annual monitoring reports on which the Summaries were based. This is reflected both in the detailed consideration in some School Summaries of issues relating to results and external examiner comments and in the Improvement plan sections of the Summaries.

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*)

In one School it was felt to be laborious if a course had no issues and the route of having minuted subject meetings as a basis for Annual Monitoring used in Engineering was being explored. ASBS noted that the process seemed stronger at the School level than the College and there needed to be more emphasis on monitoring suggestions and following up points. Otherwise considered to be effective.

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*)

The methods adopted of inviting student comment and discussion at SSLC were considered satisfactory in the review of Politics, which was commended on its collaborative approach to producing the SER.

Quality Officers Forum

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

Thank you very much for providing this information