



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 from the undergraduate SAMS and use this form to compile an addendum, detailing any further information specifically relating to postgraduate provision. Please cross refer to the UG CAMS where appropriate.**

## Factual Data

Please describe the methods used to produce this report if different to methods used for the UG summary. (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*)

When the number of students on MSc programmes is much smaller than on undergraduate programmes, I have encouraged school quality officers to write a resume of the main issues as a brief plain-text document rather than using the form. Although staff-student committee meetings involving PGT students are held, informal contact often proves the most effective method of gathering feedback from students. This is particularly true for programmes with low numbers. A typical comment (from Psychology) – *'We gathered feedback informally from teaching staff after teaching sessions, e-mail exchanges, and through individual and group meetings. We had two official staff-student meetings.'*

Please provide any contextual factors at the time of reporting in addition to any identified in the UG summary (eg *University restructuring, local factors*)

During this academic year, new school quality officers took over in Geographical and Earth Sciences, Maths and Statistics, and Physics and Astronomy.

### Good Practice

Reflect on good practice identified through PG Annual Monitoring, including examples that might be disseminated to School, College, and 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).*

### Chemistry

- 1 This year, all course materials at lower undergraduate levels (esp. 1–3) were made available on Moodle for the MSc students. This allowed them to check up on *the specific material their courses are building on* and to focus their personal studies accordingly.
- 2 A welcome reception for MSc students, hosted by HoS was held.

#### Psychology

We teach Matlab programming and statistical analyses in R. In these tutorials students acquire skills they can use immediately in the lab to analyse data from their own projects. Students particularly value this form of teaching. The professional skills portfolio and the range of assessments (reports, oral presentation, exam) prepare the students for jobs in research and teaching.

#### Computing Science

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].

#### Engineering

The contribution of support staff has again been excellent and essential for the good running of so many degree programmes. The work pressure is often high at key times in the year and there is little respite from the workload associated with programmes that run for 12 months.

## Reflection

### Engaging and Supporting Students in their Learning

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

In addition to the usual mechanisms the following two approaches are worth noting:

Computing Science - The Induction Programme, details of which can be found in the Good Practice section.

Psychology - All teachers and supervisors on the course are located in the same building, so teachers get feedback throughout the year. We also receive feedback at staff/student meetings and towards the end of year during oral examinations and the exam board meeting.

### Equality and Diversity

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

No issues reported.

### Closing Loops

Please comment on progress in addressing PG specific 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)
Staff workload in supervising MSc projects during the summer period.	Ongoing	
MyCampus 'improvements'.	Ongoing	
Local admin support.	Ongoing	

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

CAMS reported to College Teaching Committee and subsequently circulated to school quality officers.

### 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*)

#### Computing Science

There were some concerns expressed by the external about the University guidance on Preponderance and Discretionary ranges. We would welcome a central and unambiguous reference on this for staff and externals alike.

#### Chemistry

- 1 The emerging pattern is that grades above C in the taught component are hard to achieve, *even for students from good European Universities*. Explanations include:
  - the density of material;
  - the fragmented course structure;
  - the robust academic standards required;
  - difficulties in adapting to a new, unfamiliar university system and language;
  - a gap between the completion of the first degree and the start of the MSc programme, in which factual knowledge and study skills are lost.
  
- 2 Some students raised concerns about not being made sufficiently aware of required prior learning, which affected their exam performance. For next year, we will strengthen the communication of the requirement to engage actively with the material, identify any gaps, take swift action to remedy them, and generally take responsibility for their own learning. At the same time, the willingness of staff to provide additional material, advice, and support will be highlighted.

Chemistry continued.

- 3 One student was able to improve his grades at resit such that he achieved the threshold required for progression, and was then given an extension to do his project. This should be looked at in light of the practices in other Schools that have more data and experience on MSc programmes. *This case is not currently covered by the Taught MSc Regulations.* There is concern that students might routinely use the special extension to defer the project by a semester and thus extend the MSc programme from 12 to 18 months, as a matter of course.

## 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. These can be different to UG if appropriate.

*(This will require discussion with colleagues)*

*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.*

Computing Science

As with other UK Universities we continue to struggle against the perceived barriers created by the UKBA visa requirements. We are concerned by some of the changes to the T4 web site as in previous years – mainly the difficulty of ensuring the pages are indexed by search engines. To alleviate these problems we have created facebook and twitter accounts that are very active. We have a 24 hour rule for response to enquiries via the [info@dcs.gla.ac.uk](mailto:info@dcs.gla.ac.uk) mailbox – the recommendation that we use a RIO mailbox in the prospectus will or could undermine this level of service.

### University Learning & Teaching Strategy

Summary of College and School initiatives, additional to those identified in the UG CAMS, and the progress made in the current academic session in relation to the topics that follow:

*Assessment and Feedback*

Preponderance is a problem – details in Commentary on Results.

*Embedding Graduate Attribute development in our provision*



## 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\* that are additional to those already identified in the UG CAMS. *(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)
Chemistry (also noted by others) Room allocation in 2012/13 was chaotic, resulting in a travelling circus of students and staff. This was negatively commented upon by MSc students.	University
Computing Science Room booking deadlines seem to be much too early clashing with exam board preparation – raising significant quality concerns.	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 any additional PG specific key themes for opportunities for development identified through Annual Monitoring, 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)
Computing Science Lack of support for the IR handsets - nobody in the University seems to own responsibility for these.	Staff	
Computing Science and Engineering The numbers of Masters students have been increasing across our courses – this is placing heavy strain on technical staff and on project supervision – especially at a time when the Singapore and UESTC links are also adding to our loads.	Staff	

<p>Engineering</p> <p>January intake of PGT students is still being driven mainly by the School of Engineering. This appears to be a reasonable marketing tool for recruitment but the College and University still don't seem to realise that systems have to change to properly deal with a January intake.</p>	<p>Staff</p>	
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## External

### QAA Enhancement Themes

Please provide any additional comment, specifically related to PG provision, on the prevalence of Schools' engagement with the enhancement themes and proposals for promoting wider engagement where relevant *(This will require discussion with SQOs)*

### Collaborative Activity (where applicable)

Please provide any additional comment, specifically related to PG provision, 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 PG 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)*

## QA/QE Processes

### Annual Monitoring

Please provide any additional comments, specific to PG monitoring regarding the Annual Monitoring process.

Computing Science

There is general support for the form but each year staff would like more feedback about the measures taken at a central level to address continuing concerns about MyCampus.

**Periodic Subject Review (where applicable)**

Please evaluate the effectiveness of arrangements for consulting with PG 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*)

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