University of Glasgow

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)*

No differences

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

None aside from continued increase in PGT population, especially in Adam Smith Business School. The School of Education also reported receiving, for the first time, a complete set of Annual Monitoring Reports.

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).

A wide variety of good practice was identified in the SAMS. Practice which has relevance across the College will be circulated to the relevant College Committees, the following are some examples of good practice which seem to have broader relevance/applicability:

E-learning modules [DLP Law 5007: E. Paterson]. These modules replace lectures and successfully combine audio presentations, video presentations, and on-line quizzes. They allow students to work at their own pace and return to selected parts of the modules as and when required.

• Innovative ways of using technology. As an example, for one distance online programme innovative ways of using technology were introduced, e.g. Camtasia for recording lectures, using online post-it note pin boards, Doodle for class polls and simple structures for using Moodle as a repository of resources, all to enhance students' learning experience. Since the programme caters for academic staff locally and overseas, peer learning is encouraged and is deemed helpful to both learners and tutors (Catherine Bovill). The use of a hybrid model

or Moodle-based learning together with face-to-face contact is a feature of another programme delivery (Tony Townsend). Creation of reading journals and reading logs, shared blogs and creative assessment practices affording multiple responses to 'base texts' (Evelyn Arizpe). Since the programme is largely delivered through distance learning, a VLE is used to promote collaboration among course members. Group video calls help connect course members who are based overseas (Moira Hulme).

Assessment practices. For example, negotiation of assessment criteria is practised with groups (Evelyn Arizpe).

• Extra support. For example, 'Study guides' have been employed in mapping out the course and providing students with self-study tasks (linked to reading) equipping them with opportunities to complete the task at their own pace, enabling greater autonomy (Mary Wingrave). In another class, there are small group discussions concerning the practical aspects of course work, which are organised in preparation for case study presentations (Archie Fulton).

Accountancy & Finance: Ethics: direct engagement with practice through ICAS CEO presentations (Prof Paisey); use of film to deliver experiential outcomes relating to ethical dimensions of research (Dr Kominis).

Management: General MSc: continued development of the investigative workshops delivered through the medium of theatre and drama; enhancement and enlargement of the induction programme to create a sense of community.

Management: Specialist MSc: continued development of practitioner engagement, in particular mediation and negotiation workshops within Management and Leadership, consultancy projects within Business and entrepreneurship and an international study trip within Strategic Marketing

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)

A rich variety of mechanisms is used to obtain student feedback, though relatively little importance seems to be placed on questionnaires as a mechanism. Relatively unusual methods (from the School of Education) included an online common room, Skype meetings, posting minutes and encouraging feedback on these. Most reports noted the responsiveness of staff to student concerns, often dealt with before a formal mechanism, e.g.an SSLC was engaged.

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.

The main issue raised related to the increasing number of international students on programmes and the implications of this, this was seen as raising diversity issues in the Business School where the student cohort is largely composed of one nationality. Issues raised concerned support for international students, particularly in relation to language acquisition, but also in other areas.

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)
School of Interdisciplinary Studies		
MSc STS: the only changes implemented for 2013-14 were to seek further course options when three important options became unavailable: 'Climate, Carbon and Change', 'Sustainable Energy Technologies' and 'Climate Change: Impacts on Ecology' were not offered for 2013-14. In their place, two Gilmorehill courses were substituted: 'Impacts of Climate Change' [Geography] and 'Renewable Energy' [Engineering]. These were awkward choices, however, because they were only 10 credits each and because both required student travel to Glasgow (neither could be video-linked owing to content and available room bookings at Glasgow, respectively). To enable students to make these alternate choices and to provide further alternatives, a third Dumfries course ('Tourism, Sustainability and Climate Change') was also added to the options. The course is available on 20 and 30 credit versions, allowing students to opt for one or both of the 10 credit courses if desired.	Enacted	Y
MSc STS: One course, 'Climate Change: Impacts on Ecology' is to be offered again as a course option, and altered to conform more closely to the class hours and assessment schemes of other course options on the programme. This will allow the removal of the Gilmorehill 'Impacts of Climate Change', which students were unable to attend. No further significant changes are planned for the content of Dumfries courses for	Enacted	Y
MSc Applied Carbon Management: all proposed changes will not go ahead due to the termination of the programme (May 2013)	N	Y
School of Law		
DLP Coordination of lecture times / assessment submissions. The DLP is an extremely active programme requiring close coordination of venue and assignments. Coordination was addressed issue-by-issue via numerous staff student liaison committee meetings and a satisfactory result achieved	Enacted	Y
DLP Accommodation. The need to provide numerous tutorial rooms in the same venue has proved challenging.	Ongoing	Y
Adam Smith Business School		
MSc Professional pathways, expansion of course offering to accommodate extended partnership working.	Done	Y
MSc Specialist Management, rationalisation of provision, including the redesign of Design Innovation – discrete degree offering;	Done	Y

introduction of overseas study ashools.		
MSc General Management – rationalisation of provision plus the return of Real estate to Urban studies	Done	Y
Economics/Accountancy and finance – course developments in response to market and student requirements	Done	Y
Recruitment and selection – phased recruitment cycle; limiting acceptable Chinese institutions; GIC earlier engagement and induction; renewal of partnerships	Done	Y
MBA review, including expansion and awards linked to the in-company consultancy week.	Done	Y
Further development and expansion of non-accredited programme to enhance the student experience: Leadership, Business Simulation and Drama and Theatre workshops	Done	Y
Two new CEFS MSc's	Done	Y
Expansion of the existing social programme	Done	Y
Student dialogue directly to the HoS	Done	Y
Evasys introduction – student feedback and response system	Done	Y
School of Education		
MEd LTHE		
– For formative assessment to take place earlier in Course 5.	Yes	Yes
– To simplify learning and technology components in Course 3.	Still to do	Yes
MSc YPSIC *(plans identified despite previous lack of AMR)*		
– Programme content and reading organised but flexible	Enacted	Yes
– Development of formative assessment seminar work to prepare students for their summative essay assignments which in turn provide formative opportunities for the skills and knowledge needed for the dissertation	Enacted	Yes
– Development of more interactive teaching materials	Enacted/ always ongoing	Yes
– Opportunities created for international study through a two- week Erasmus Intensive Programme. The intention is to repeat this through annual applications for funding.	Enacted/ ongoing	Yes
MEd CLL		
– Minor changes to timing for submission of assessments	Enacted	Yes
– Minor changes to formative and summative assessments following recommendations of the external examiner	Enacted	Yes
MEd Professional Practice		
– Milestone dates and structured support for assignment preparation	Enacted	Yes
– Consideration of revised Professional Standards in course content	Ongoing	Yes

MSc Psychological Studies		
– Timely return of course assessments and feedback	Enacted	Yes
– Swift processing of the students' ethical applications for their dissertation (to align with Psychology).	Enacted	Yes
– Staff-Student Liaison Committee and informal meetings were instrumental in resolving issues.	Enacted	Yes
MEd Community Learning & Development (CL&D)		
– Re-timetabling of the dissertation support provision	Enacted	Yes
MSc DAS		
– Additional course has been offered specific to Drug and Alcohol Practice, i.e. Motivational Interviewing.	Enacted	Yes
– Delivery of courses sequentially, especially in second semester, for PG Cert students.	Enacted	Yes
– Made teaching days 'full' rather than 'half' days.	Enacted	Yes
MEd ELT		
– Support provided at the outset of the first semester and during induction developed a good student group dynamic. Moodle is instrumental in students supporting each other.	Enacted/ ongoing	Yes
– In pursuing an expansion of the programme, three routes were provided for the Master's level students interested in English language Teaching: a) MSc ELEL (Applied) offered by English language, b) M Ed ELT and MSc TESOL both offered by the School of Education. This is a successful example of cross school/college collaboration that led to an increase in the number of students for Semester 1 and 2 courses.	Enacted	
PgC MLM		
– Use of the revised standards aligned with the Standard for Middle Leadership and Management (GTCS 2012).	Enacted/ completed	Yes
– Review of formative assessment tasks – particularly, to build peer assessment.	Ongoing	
MSc Organisational Leadership (Oman)		
– There have been improvements in enrolment procedures.	Ongoing	Yes
PgC PPE		
– Introduction of additional consultation sessions for Course 3 research assignment	Enacted	Yes
PgD School Leadership and Management		
– Revision of the programme aligned with the new Standard for Headship.	Enacted/ completed (Units 1&2)	Yes
– Trial and review the new approach to field assessment.		
– Trial and review the new approach to partnership working: the		Yes

placement in one of the school's partner organisation to explore issues related to integrated services, inter-professional working and leadership.	Enacted/ completed	Yes
	Enacted/ completed	
MSc/PgD Teaching Adults & MSc Adult & Continuing Education		
– No major changes were proposed for the 2011-12 academic year. Reintroducing a Staff-Student Liaison Committee and conducting focus groups with students was proposed; this is being put into place for 2013-14 (first meeting scheduled for November 2013).	Enacted	Yes
– PIP revisions were submitted to College for *Curriculum Development in Adult Education.* Based on student feedback, it is proposed to make the formative presentation into a summative assignment worth 25% of the final assessment, i.e. the essay (currently worth 100%) will be reduced to 75%.	Enacted	Yes - staff; no - students
– For 2013-14 the class schedule for *Adult Learning Placement* course has been modified to provide greater support in the second semester (four classes in sem one and five in sem two).	Enacted	Yes
– The Programme Director is consulting with the Educational Design Expert from the Learning and Teaching Centre in redesigning the programme to include a research methods course in the MSc in Teaching Adults (credit basis) and ensure that all courses are properly evaluated.	Enacted	Yes
– The Programme Director, Administrators, Course Leaders and Markers are going to do an administrative review of assignments, ensuring that they are efficiently designed for the students, administration and markers.	Enacted	Yes - staff; no - students
– An overall review of student feedback forms, processes and mechanisms to improve their effectiveness.	Enacted	Yes - staff; no - students
MSc TESOL		
– Improve mechanisms for collecting end-of-course feedback. Students will be asked to complete feedback in the last session of the course and make use of the EvaSys course evaluation system (for 2013-14).	Enacted/ ongoing	Yes
– Provide more information on course options. An introductory PPT, sample timetable, and recordings of past students talking about the courses are now available on Moodle (2013 intake).	Enacted/ ongoing	Yes
– Planned revisions to DPP assignment – this is being reviewed and will be made available in semester 2.	Enacted/ ongoing	Yes
EdD		
– Earlier allocation year 3 students to supervisors	From Jan 12, ongoing	Yes
– Change from use of the terms 'satisfactory' and 'unsatisfactory' to 'pass' and 'fail' in assessment of assignments in years 2 and 3		Yes
– Students and staff were consulted about the proposed addition of a course in Lifelong Learning in year 2.	From Jan 12, ongoing	

	From semester 2, 2012-14	Yes
IESR *(plans identified despite previous lack of AMR)*		
– To tailor the course content and reading materials towards Master's dissertation.	Always!	Yes
– To improve planning and organisation	Enacted Enacted	
		Yes
– To ensure formative/summative assignments are relevant to the skills and knowledge needed for dissertation	Enacted Enacted	Yes
		Yes
– To develop further interactive teaching materials	Need to improve	Yes
– To increase course-based training for GTAs		Yes
– To seek development of MOOCs	Under discussion	Not formally
CLCRE		
– To improve opportunities for individual discussion with the tutor (built into the final sessions) in terms of forming arguments at the Master's level as suggested by the external examiner.	Enacted	Yes
– To require more explicit links to national syllabi from Catholic Religious Education in the assessment.	Enacted	Yes
Developing Reflective Practice in Teaching course		
– Adjustment to the assessment rubric to align more with the professional requirements of the induction year.	Enacted	No

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

Same as UG

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 significant concerns were reported about results and no adverse comment from external examiners, though a large number of positive comments from Externals were reported. Some concerns in Business School over low numbers of distinctions and increasing numbers failing to timeously complete the dissertation.

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: 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.

Schools reported increased recruitment of international students, and also that in most cases (except the Diploma in Professional Legal Practice – a qualification to practice Scots Law) curricula either already had an international dimension or this was in the process of being developed. One example is the development of an Erasmus Mundus programme in Teaching Adults.

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 typo in the heading should be ignored. There was limited exchange opportunity for PGT students. One exception was in the School of Education which made use of an ERASMUS intensive programme and other shorter exchanges.

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

Overall a reflective response was received from Schools showing that a great deal of thought and effort was going into design of assessment and to provide feedback. For example, in the Diploma in Legal Practice considerable changes were made in mechanisms for providing feedback to students on tutorial performance, this is now done entirely on line in a standard format.

Embedding Graduate Attribute development in our provision

These were clearly apparent in programmes which were directly tied to a particular programme, but there was evidence of the inclusion of graduate attributes within other prgrammes.

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)*

I have included here only issues directed to the University as a whole.

Issue	For the attention of: (School, College, University)
Room Bookings This generated a number of comments, reproduced below: Issue with room bookings, e.g. Practitioner Enquiry was double-booked with another course with the same name for the same day (PgD Childhood Practice). Very poor classroom venues for teaching and very poor booking system for classrooms; this resulted in students' official complaints on classroom venues and absence of planning being upheld. Classroom venues require to be confirmed before teaching begins. Most of our students are working and require prior notice about venue and dates for class teaching (MSc DAS). Currently, all classes are taught in evenings; considering providing some day-time classes for full time students. Room booking is a serious constraint to flexibility of provision though (MSc Educational Studies). The new room booking system requires commitment to teaching spaces far in advance of information about student numbers and teaching activities at required stages of the curriculum (EdD).	University
Other accommodation issues DLP: The staff note that the standard of accommodation in the Alexander Stone Building is poor for the type of practical work being undertaken. This is likely to be an ongoing problem, as it is desirable to have 14 tutorial rooms in proximity, and the ASB is the only venue that provides it. (Law) . First, many programmes identified the quality, size and location of teaching rooms as being inappropriate and inadequate for their needs. Some programmes reported significant growth in student numbers but that room size was a very serious constraint on their ability to offer high quality teaching. Others suggested that the location of rooms was wholly inappropriate. The second area of complaint is closely linked to this, but of a more general character. Many of the IT systems used by the University are seen as being unfit for purpose, and placing enormous and unsustainable demands on administrative and academic colleagues alike. The central room bookings system is inflexible, has an enormous lead-time and results, as noted above, in highly sub-standard outcomes.(SPS) School wide – accommodation, fit for purpose and increased large	

class lecture theatres provision (ASBS)	
Integration and fitness for purpose of IT systems was commented on by a number of Schools. ASBS noted that: 'timetabling, a shambles this year – resulting in a totally unprofessional induction and teaching experience; classes cancelled; moved; inadequate teaching space; teaching in the Hilton etc; additional costs to the School and negative reputational impact. In addition, this failure, linked to accommodation, has impacted throughout the year – plus it is linked to assessment and feedback' SPS and Education commented on continuing problems with MyCampus.	
Increasing numbers of overseas students This could equally have been placed in the following table, but Education drew attention to the impact of this on the learning experience of students. Both they and the ASBS noted the need for continued support for international students and the latter also noted the need in general to expand and enhance student learning and employability provision, with special attention to international students and the quality of English language ability of some students.	
UG Focus The Business School noted that many systems seemed to have a UG focus and didn't recognise sufficiently special circumstances applying to PGT students. One issiue was the system of stuident support, other examples: • The University Sessions dates are scheduled around a UG year of study and not PG, as you know PG is a 12 month programme, therefore our students are confused by the session dates and the holidays as they do not apply to their programme of study, e.g. the vacation periods, the end of teaching etc. The summer period is for their dissertation study and not an opportunity to go on holiday for extended periods of time • When the University (Student Services in particular) circulate emails to students these are normally written to a UG audience, for instance only this week all PGT students received a graduation email from Registry advising students to enrol in the summer graduation. The PGT students do not graduate until the winter each year and this emails is confusing, we have asked for several years now for this email to be separated out for UG and PGT but have been told this is not possible. • PIP proposals, the terminology used here is very UG driven and separate templates perhaps for PG could be created which would take into account the 12 month period of the teaching/study • CMIS timetabling, 12 month programmes require teaching space throughout the year and especially in the summer for	

research methods and dissertation meetings, again the University system seems to be drive by the traditional UG timetable.	

*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)
Administrative Support Two Schools noted the excellent support provided by administrative staff, whilst also noting that they considered that further resources were needed to support those staff already in place.	Staff	

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)*

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 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)*

N/A

QA/QE Processes

Annual Monitoring

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

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*)

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.

Thank you very much for providing this information