

This proforma should be used to collate information from School Annual Monitoring Summaries.

The aims of Annual Monitoring are to maintain quality and improve provision encourage reflection. The form is designed to capture a **reflective summary** of annual monitoring activity at School and subject level. Bullet list format is encouraged.

College	<p><b>College of Social Sciences</b></p> <p>Postgraduate Taught Summary for 2013-14</p> <p>This report has been informed by information available on Quality Enhancement and Assurance across the College and in particular the School AMRs provided by the Quality Officers responsible for postgraduate taught provision across all of the Schools that comprise the College:</p> <p>Adam Smith Business School PGT Studies: Professor Robert Paton and Fiona Baxter</p> <p>School of Education: Dr Dely Elliot</p> <p>School of Interdisciplinary Studies: Dr Bethan Wood</p> <p>School of Law: Professor Ernest Metzger</p> <p>School of Social &amp; Political Sciences PGT Studies: Dr Duncan Ross</p> <p>The report was compiled by Dr Robert Doherty, College Quality Officer.</p>
---------	--

## Reflection

Comment on what is working well? What needs work?

### *What is working well?*

**Adam Smith Business School** has identified ten areas that were judged to be working well in the session under review. Curriculum development and the inclusion of contributions and areas of study from across the School have enhanced the MBA degree. New workshops supporting the application of management skills have supported dissertation performance. Employability and graduate attributes have been enhanced through the use of project work for an actual company. The contribution of staff from IBM to an innovation and creativity course was appreciated by students. A strategic change course offered voluntary participation in a theatre project management workshop. Accountancy and Finance provided students with presentations from, and opportunities to interact with, successful practitioners.

### **School of Education**

Reflection across the School of Education detailed strengths in seven areas. This included innovative provision and tailored approaches to support teaching and learning, an emphasis on linking theoretical understanding and practical applications. Positive evaluations across programmes and from externals were noted. The on-going review of assessment procedures to ensure their suitability and operation was recognised as a strength across the School. Support from administrative staff for PGT programmes was recognised as excellent and appreciated by programme teams. Progress on internationalising the curriculum, reflecting the diversity of student cohorts, was noted. Supporting students in preparing for and undertaking dissertation work was noted as an area of practice that was well developed.

### **School of Law**

The School of Law noted reflection as a strength including their response to student voice through the use of 'minute papers'. This practice is undertaken around week seven of a semester allowing problems to be addressed before the end of courses. School actions and responses are communicated to students. The School has a well-developed system for the scrutiny of grade profiles. The School QO maintains a quality enhancement and assurance Moodle and posts all documents for review and reflection including good practice, Level AMRs, School AMSs and grade

profiles.

The taught postgraduate programmes are described as popular; with positive recognition from students for the accessibility and quality of learning materials. The provision of an optional formative essays and guest speakers at seminars are evaluated positively by students. The incorporation of opportunities for student participation is regarded as important in PGT courses across the school.

The Diploma in Professional Legal Practice is the largest in Scotland and rated highly by students. This is attributed in part to the active seeking of student feedback, the involvement of student representatives and the responsiveness of programme staff. Within the programme the following practices were particularly commended: the provision and design of e-modules, an expanding library of video study materials and engagement with the wider legal community together with student mentoring and support from legal alumni of the University through the 'Glasgow Legal 40.' Tuition by practising members of the legal profession and the expansion of on-line submission of assessments and on-line marking was well received by students.

#### **School of Interdisciplinary Studies**

Across three PGT units of learning significant strengths were recognised including, positive student evaluations, use of field trips and effective and flexible curricula arrangements.

#### **School of Social and Political Sciences**

Across units of learning the school reports a general level of satisfaction with provision. Strengths include the integration of theory, the use of student presentations and the quality of feedback on written work.

#### ***What needs work?***

##### **Adam Smith Business School**

Ten points for development were identified by the Business School. They included course and curriculum development, recruitment and entry requirements (English language ability, levels of prior knowledge), teaching accommodation, coherence in one course with inferior student feedback, research theory and methods provision and the technology supporting participation of students in Dumfries campus.

##### **School of Education**

Development needs were identified in response to student concerns around academic writing and conventions, as well as the challenge for some students of collaborative learning activities. Staff identified the need to manage information flows effectively, give dissertation supervision and assessment further attention with respect to workload allocations of time, address concerns about the recruitment of students for research purposes and the ethics approval process with respect to Masters dissertations. More consideration of how to support levels of student engagement impacted by the 'pressures of work' experience by part-time students in fulltime employment. The School wide restriction of student contact to one hour per credit has made coverage of content a challenge on some courses. There is a desire to support the interaction between home and international students, following increases of international student numbers. While noting the quality of administrative staff; shortages of academic and administrative staff have reduced the capacity to provide support required across PGT.

##### **School of Interdisciplinary Studies**

A number of areas for development are reported; including the significant concerns about the poor quality of VC links with the main campus, as well as concerns with student recruitment.

##### **School of Social and Political Sciences**

Issues that require work include timely provision of feedback, the quality of the induction week and the appropriateness of the generic Graduate School research methods courses.

## Good Practice

Comment on innovation? What practices should be recommended?

### The Adam Smith Business School

- The major good practice in our Glasgow MBA is that the team, with very little resources, caters for each and every student individually. This is no small task – MBA students are possibly the most demanding group associated with the School, and require intensive management and support from application, through their period with us, and beyond graduation. The size of this task should not be underestimated.
- The MBA has introduced a range of workshops to develop skills. Students are invited to attend the weekly breakfast club where they receive mentorship on studying skills, exam and assessment preparation and in general how to make the most of each class. They also address employability, matching skills with desired careers, and enhancing capabilities and transferable skills – part of the University’s employability support.
- There are several workshops that take place at the beginning of the MBA year, such as leadership and negotiating skills. Workshops are again run towards the end of the year to assess how the students’ skills and knowledge has improved throughout the programme.
- For all programmes: Surveys at the end of each course to assess the lecturer’s performance are done via EVASYS. This recent change has worked very well. Forms are scanned and sent to the relevant convener together with the lecturer. If any remedial action is needed it can be discussed immediately after the course is finished.
- The International Management and Leadership programme introduced non-assessed group presentations dealing with assignment and exam type questions. This enabled valuable feedback to be offered by core teaching staff. Students seemed to be better prepared, with the added advantage of enhancing their ability to make presentations within class and afterwards.
- The Investigative Theatre Workshop Programme on the General Management MSc is recognised by ASBS staff and students as complementing the taught elements of the degree by providing participants with practically focused opportunities for personal development and career enhancement via improved capacities for reflective, sensitive, involved and socially engaged management practice. This is a unique initiative in the UK.
- The introduction of upgraded week-long orientation for the programmes in Management helped incoming students to adjust to their programmes and develop a stronger sense of community. As part of this, study skills workshops were designed for those on the General Management MSc to overcome the difficulties arising from the requirements of culturally varied educational approaches.
- Exam preparation forms, comments forms and audit trail in Accountancy & Finance are well developed.
- Use of professional financial databases as learning and engagement tools in Accountancy & Finance.
- Extensive use of Moodle forums/posts to guide students’ learning ‘in real time’ and provide timely support.
- Head of Subject Economics noted the use of the new trading simulation software, Stocktrack, in Applied Computational Finance. The software is relatively inexpensive (£12,000 per year) and does not require specialised training. Student feedback has been overwhelmingly positive.
- TERU: a number of high profile guest speakers provide context to the theoretical learning undertaken by students. This has included Head of Economics for RBS, Chief Executive of Taste of Arran, Chief Executive of Scottish Tourism Alliance, a Principal at Scottish Equity Partners and others.

### School of Education

a) Examples of Innovative practice – areas of practice that are ‘new’ and working towards or achieving a significant level of contribution to quality for which the ‘design and operation’ might be useful in enhancing practice for other programmes.

Focused support for learning:

- Students remarked on the inclusive approach to teaching and how this, in turn, supports their learning. Assistance for students to manage their reading through ‘a reading matrix’ helps support their writing. (PgD Childhood Practice

– Mary Wingrave)

- Building a strong Master's student community with PhD students. (MEd in Children's Literature & Literacies)
- Targeted feedback online for EdD (Doctor of Education – Penny Enslin/Nicki Hedge)

Assessment procedures:

- Use of self-study booklets and employing a variety of assessment approaches, including debates. Provision of 'very detailed and helpful' feedback to students; support for associate markers through previous scripts and feedback enhances overall quality of marking across the programme (this quality is recognised by the External Examiners). (PgD Childhood Practice and other programmes– noted by Mary Wingrave but this applies across Programmes)
- With respect to assessment, 'negotiated assignment criteria in appropriate courses' are an established practise. Likewise, anonymised previous assignments are employed to encourage debate during assignment preparation. Students are given presentation opportunities before submission of a major assignment or dissertation. (MEd in Children's Literature & Literacies)
- 'More emphasis on peer feedback and support' within the Seminars in Contemporary Issues, which contribute to an 'innovative' formative assessment format and further inform the preparation, discussion and refinement of the research dissertation topic. (MSc/MEd Educational Studies – Cathy Fagan)
- Participants are provided with a guide relating ILOs with the assessment tasks to facilitate self-assessment. Apart from having the assessment criteria well explained during the programme and made available on Moodle, there is a peer group tutor who supports and gives regular formative feedback concerning participants' practises. (PgC Academic Practice)

Use of technology:

- A 'blended use of digitised reading lists' supported by specific techniques when searching for wider literature. Continuous interaction and support mediated via VLE. (MEd/PgD/PgC Inclusive Education – noted by Margaret Sutherland and applies across Programmes, e.g. EdD)
- Participants are provided with 'a digitised course reading list on Moodle' giving easy access to online or digitised materials from a single document'. (noted by PgC Academic Practice – Michael McEwan and applies across Programmes)
- 'Continued use of Skype video tutorials to support students working overseas and elsewhere in the UK'. (MEd Professional Practice (with PgDE) – noted by Moira Hulme and applies across Programmes, e.g. EdD)
- Technology plays a role in discussions of international issues and building connections with international experts in the field. (MSc/PgD Teaching Adults and MSc Adult & Continuing Education – Bonnie Slade)

Curricular internationalisation:

- Student voice is harnessed to inform the course content: the international student voice has been particularly valuable to give all students a wider perspective on the relationship between theory and practice in different cultural contexts. (MEd/PgD/PgC Inclusive Education – Margaret Sutherland)
- Owing to the international dimension of the EdD programme, students are offered the opportunity to work with students from different countries and to receive, first hand, perspectives on international themes in education. (Doctor of Education – Penny Enslin/Nicki Hedge)

b) Examples of Recommended practice – areas of practice that are 'not new' but working towards or achieving a significant contribution to quality for which the 'design and operation' might be useful in enhancing practice for other programmes.

Focused support for learning:

- Although it may not be 'innovative', what enhances students' experience greatly is a participatory approach to learning and the centrality of peer support and learning. (MEd Community Learning and Development – Dave Beck)
- Further support specific to academic writing is given to students, especially when teaching is finished.

(MEd/PgD/PgC Inclusive Education – Margaret Sutherland)

- Excellent staff-student liaison resulting in transparent communication and facilitating students' concerns and suggestions, which they were encouraged to raise during seminars. Additionally, the content of the programme is firmly grounded in national and international research. (MSc Young People, Social Inclusion & Change – Lesley Doyle)
- The practice orientation of the programme is a considerable strength and the programme enjoys a very high reputation with participants and their school management and LAs. In the light of the Donaldson Report, this programme, as part of the suite of programmes for leaders in schools, was identified nationally as a high quality programme. (PgC Middle Leadership and Management – Margery McMahon)
- During study weekends, EdD group work activities are varied and focused on research, theoretical approaches specific to educational futures and ethical theories; activities on analysing texts, individual consultations on assignment writing, and activities enabling working with tutors, and contact with former students. (Doctor of Education – Penny Enslin/Nicki Hedge)
- The course offers four seminar options to choose from, with opportunities for development and leadership on a topic and for learning about pastoral care. (Introduction to Education and Social Research – Lesley Doyle)
- The course employs combined face-to-face teaching and online/distance study enabling 'opportunities for deep learning in this area. A proposed study plan is provided to students via the Moodle site. (Curriculum Leadership in Catholic Religious Education – Leonardo Franchi)

Assessment procedures:

- Both content-focused formative feedback and summative feedback that includes comments on academic writing have been highly valued by students (especially by the international student cohort). (MEd in Children's Literature & Literacies)
- Teaching and assessment methods with integrated formative feedback and summative tasks, reflection and enquiry, and structured assignments are the most appropriate for the learning and development of the school leaders, i.e. 'a) builds skills, develops awareness and demonstrates the feasibility of this approach so that candidates are likely to establish career-long habits of critical reflective enquiry; (b) makes substantial improvements in the candidates' schools as a result of the strategic development initiative undertaken during the course; (c) acts as a model and demonstrates to all members of the school the value of continued professional learning.' The quality of the provision is reflected in the External Examiners' comments. (PgD School Leadership and Management – Christine Forde)
- There is a well-developed mechanism for supporting students as they prepare for their assignments, e.g. student queries are dealt with promptly (this prevents 'minor worries' from escalating into 'major concerns'); centralised route dealing with student concerns works very well; regular mini-feedback during lectures and seminars is carried out, aimed at pre-empting misunderstanding about the course or the work (Introduction to Education and Social Research – Lesley Doyle).

Dissertation support:

- Dissertation support has been identified to be particularly strong through TESOL-specific workshops. Students felt well supported and outputs were good, with strong commendation from the External Examiner and PTES results. With a large number of students, the team managed to provide detailed and constructive feedback while meeting the turnaround period. (MEd English Language Teaching & MSc Teaching English to Speakers of Other Languages – Carole MacDiarmid)
- There is a tailored approach, flexibility and space for negotiation when it comes to supervising in a distance programme. The team made it a requirement for participants, with the support of their supervisor, 'to write their own intended learning outcome for the programme against which their final dissertation is marked'; the team strongly recommends this practice. (MEd Learning & Teaching in Higher Education – Amanda Sykes)
- In general, the dissertation supervision component, i.e. a 30-hour supervision model, received positive feedback from students, possibly due to the longer and more intense student support and on-going feedback from the supervisors. (MSc Psychological Studies)

- Provision of an optional dissertation support group for students across both programmes started in April 2014. Initial feedback received proved to be 'very positive' as it promoted focused discussions and connection with other students. (MSc/PgD Teaching Adults and MSc Adult & Continuing Education – Bonnie Slade)

### **School of Interdisciplinary Studies**

ECC – Use of Personal Project: students undertake a personal project on some courses, which enables them to provide a personal response to a place or environmental issue, engaging creatively in a way that must be successful in communicating to a wider readership. This aspect of assessment was commended highly by the external examiner, who commented positively on students' work which variously included travelogue, walking diary, psychogeographic wandering, and dialogue on 'natural objects'. Presentation: each student taking certain courses must deliver an end of semester presentation. The emphasis throughout courses is upon communicating ideas in a variety of different forms. The presentation allows students to present on a particular issue, topic or theme, but may also be to a posited audience in a public setting (e.g. public attendees at a meeting on wind renewables). Field Trips: Students have been on field trips to iconic landscapes found in literary texts, to examine their contemporary features and to question culturally-held attitudes to landscape. In addition, students visited contemporary environmental art installations to consider their intention, relevance and effects upon the environment.

E-STS – Students on this programme always seem to enjoy/value the Moodle assignments, which allow for rapid individualised feedback and the opportunity for clear communication for international students with English as second language. Assignments have been increasingly tailored to tasks that would be valued by employers or professional peers, with the intention of making the students more employable or professionally aware/responsible. In particular, selection of the dissertation topic has the potential of carving a professional/intellectual niche, and to convert their collection of courses into a focused skill-set. This is gradually appreciated by the students, although it seems to require quite a bit of explanation.

THD – Discussion-based seminars are effective on this programme. One-to-one tutorials on essay topics and feedback are also useful, especially for international students new to the Scottish academic experience. Students taking DUMF5019/5020 are given a problem based learning (PBL) exercise where they work in groups which mix the programmes. The PBL introduces a scenario and all group members need to solve the issue and divide the workload evenly between participants. The findings are presented by all participants. This group work PBL is a different type of assessment for most students on the three programmes and helps to develop alternative attributes to those attributed to traditional essay assessments. Heritage Management in Context makes wide use of professionals in related fields in order to give students unique insights into various aspects of the tourism and heritage industry. The lecturer also incorporates personal experiences of travel and working as a tour guide and resource officer for heritage and tourism-based companies. Student feedback on this aspect has been highly favourable with regards to this first-hand knowledge of the tourism industry.

### **School of Law**

Diploma in Professional Legal Practice:

- Several courses use E-Modules, which give students access to course materials and lecture delivery, allowing them to visit and revisit course content whenever and wherever they wish. This is being expanded for 2014/15.
- The students have extensive engagement with Glasgow legal alumni/ae via the "Glasgow Legal 40," who offer education and mentoring, as well as being involved with social events.
- Students on several courses have appreciated the speed and efficiency of paired on-line submission and marking, which also brings considerable improvement in administration.

### **School of Social and Political Sciences**

A range of good practice was noted across the School, including field and study trips; external and guest presenters giving workshops/masterclasses; internships and employability workshops; ready access to academic staff and the sense of community that many of the programmes are able to engender; and the breadth available in the cross-School and cross-College programmes.

## Improvement Plans

What actions are being taken forward?

### **Adam Smith Business School**

The School reported 10 action points including careers provision, review of programme contact and timetables, revision and development of programme content.

### **School of Education**

Action points were noted across 17 PGT programmes and a number of courses. Action was planned in response to concerns to improve learning resources, dissertation supervision, curriculum content, recruitment, realigning course to respond to changes in the policy context and the extension of established PGT courses to allow access in an online mode.

### **School of Interdisciplinary Studies**

Across three programmes, the School reported action to address concerns or to enhance learning. This included additional exemplification of Masters work, revisions to optional courses and the rebalancing of the assessment demand made on students.

### **School of Law**

The School noted the extension of video learning material to support student learning, more courses are being redeveloped to provide a more blended design to support flexible learning and enhancements are planned to support the optimum participation of students in seminars.

### **School of Social and Political Sciences**

The School reports an initiative to develop and provide credit bearing summer school courses, together with the extension of workshops supporting employability across some PGT programmes.

## Closing Loops

Comment on progress made on actions identified in last annual monitoring cycle

### **Adam Smith Business School**

Four actions identified in the previous session have been achieved; strategically reviewing the MBA programme, improving attendance on the MBA, a review of course names to reflect changes in content and the elimination of problems arising from teaching accommodation.

### **School of Education**

Across 18 programmes actions identified in the previous session have been overtaken including; reviews of assessment schemes, the improvement of communication, student support, digitisation of reading lists, redesign of curricula and programme structures, rebuilding of courses in Moodle 2 and improvements in student feedback.

### **School of Interdisciplinary Studies**

The School has achieved action to consolidate the content of courses across two programmes. A deficit in language support for international students remains to be ameliorated.

### **School of Law**

Student concerns about the coordination and timing of lectures and assessment submission dates have been resolved. In response to student enthusiasm, on-line marking has been extended to more courses, and tutors have been given the appropriate training and support. Concern over a variability of intellectual challenge on one programme has been ameliorated. A 100% student participation in the review process was achieved by allotting a specific time in week 7.

What matters (if any) need to be brought to the College or University's attention?

*College*

**Adam Smith Business School**

- Continued advice on recruitment issues around the quality and diversity of student population from the RCMO.

**School of Education**

***Student recruitment***

- Advice from the College RCMO on how the conversion rates can be further improved as the programme has the potential to be one of the lead programmes in the School of Education, particularly with an international market (Children's Literature and Literacies).
- The MSc TESOL programme will benefit from a more diversified intake. Advice from the College RCMO will be welcome.
- Continued College support in the development of the International Master in Adult Education for Social Justice and Erasmus Mundus Joint Master's Degree proposal (MSc/PgD Teaching Adults and MSc Adult & Continuing Education).

***Potential cross-School collaboration***

- 'Cross School collaboration and exploration of Drug and Alcohol studies opportunities to contribute more to social Sciences courses and establish Drug and Alcohol Studies as an option for Social Sciences students, hence enriching the student experience at the university.

***On-going development***

- As the PG Diploma in School leadership and Management (SQH) is being reviewed nationally, there will be implications for the programme subsequently resulting in a new design of programme. 'The detail of a new programme will have to await the national working group report before any proposal can be put forward for scrutiny at School and College level (PgD School Leadership and Management)
- Support from the College Learning Innovation Officer was previously received and the programme team will continue to seek support to ensure that 'VLE materials/activities are accessible cross-platforms and via M devices' (EdD).

**School of Interdisciplinary Studies**

No matters reported

**School of Law**

No matters reported

**University**

**Adam Smith Business School**

- Students have asked if it would be possible to have an internet-based booking system for the library study rooms. At the moment bookings must be made in person at the front desk.
- Recruitment issues around the quality and diversity of student population.
- Consider whether regulations governing MSc awards with distinction should be modified to recognise an overall GPA of 18 or a preponderance of credits at grade A.
- Concern over the size(very large numbers of students) on lectures/tutorials.
- Concern over lecture/tutorial venues with many of those not being fit for purpose (due to size, shape, air ventilation and equipment).
- Students continue to decry the quality of the McGregor Building and Humanities lecture theatres.
- Recurring concerns about English language ability of some international students and the effects this has on the student learning and support needs.



### **School of Education**

#### ***Lack of suitable rooms or teaching spaces and class resources***

- Students raised the inadequacy of teaching spaces (MEd Community Learning & Development).
- Room allocation. 'Extended movement around university campus. Accommodation to suit the needs of students urgently requires attention' (Drug & Alcohol Studies).
- 'Room bookings: breakout rooms for some courses were in different buildings', which is 'disruptive to staff and students', especially with large classes (TESOL).
- More visualisers in teaching rooms would be welcome (MSc TESOL).
- The MSc TESOL programme will benefit from a more diversified intake. Advice from RIO will be welcome

#### ***General support provision and resources for students and staff***

- Continued lack of provision with respect to student learning support provision, i.e. English Language ability, academic writing, library skills (MSc/PgD Teaching Adults and MSc Adult & Continuing Education).
- There is a lack of provision for tutors aiming to provide 'feedback on non-assessed formative tasks' (MSc TESOL).
- Resources for new programme design, especially for Course 2a – 'Developing Effective Supervision Practices' (PgCAP).
- Opportunities for professional development are needed in supporting both new and experienced supervisors (MEd Professional Practice)
- Views of the Learning & Teaching Centre being sought, concerning 'upgrades and enhancements to Moodle' as EdD is 'a high quality premium e-learning enabled distance programme that relies on the VLE (EdD).
- Effective marketing strategies tend to attract and increase number of students joining the Programme. The impact of these increases should be reflected on staff and material resources; they should also be increased to maintain high quality student experiences (MEd/MSc Educational Studies).

#### ***Addressing part-time learners' needs***

- 'Many universal University systems e.g. registration & enrolment, regulations governing extensions and penalties are not geared towards part-time learners with full time jobs and other commitments, impacting on their ability to work to tight deadlines; appear in person to collect GUID cards; or to attend the support courses that are offered during the day' (MEd/PgD/PgC Inclusive Education).
- 'The needs of part-time distance learners often appear to be overlooked in planning the provision of student support services' (MEd Professional Practice).

#### ***Other matters***

- Approval process for course changes resulted in planned changes being abandoned due to the inflexibility of the process (Childhood Practice).
- 'Commitment to establish an academic programme for Drug and Alcohol studies, both nationally and internationally. Does the university wish to continue with this provision – How will we know?' (DAS).
- Support as the Programme team works with the Further Education sector on the Continuing Professional Development needs of lecturers and as they seek recognition for the MSc/PgD in Teaching Adults for the Further Education Register from the General Teaching Council (Scotland) (MSc/PgD Teaching Adults and MSc Adult & Continuing Education).
- Some students had difficulty with respect to registration and enrolment via MyCampus (CLCRE and IESR).
- Unending problems with MyCampus (IESR).

### **School of Interdisciplinary Studies**

- Concerns about English language ability of some international students and the effects this has on the student learning and support needs.

**School of Law**

No matters reported

**School of Social and Political Sciences**

- Room bookings, teaching space, MyCampus all continue to raise very serious difficulties.

**Hot Topics**

Do you have any comments on the following topics?

How would you like to see the VLE (moodle or other) develop to enhance the delivery of your courses?

**Adam Smith Business School:**

- Moodle remains the preferred repository of information, and it serves well as such. It allows students to download the slides before the class and prepare beforehand.
- TERU (PT students): The VLE works effectively for our current needs.

**School of Interdisciplinary Studies**

- The transfer from an earlier version of Moodle to V.2 – without any ability to transfer files or resources from one to the other – was cumbersome and time consuming. In future, better consultation should take place about such transitions.
- A ‘Blended learning’ teaching strategy would very likely enable the School to offer further PGT courses to the main campus, with likely increase in the number of students and hence School income. This greater integration between the School of Interdisciplinary Studies and the Colleges of Social Sciences and Engineering would also contribute to making the School more sustainable. Once the approach has been trialled (with EEBC), it could be perhaps considered for other courses.
- Moodle remains the main source for additional reading material on Tourism Sustainability and Climate Change and the course discussion forum where students can post links to interesting articles or engage in conversation related to course topics.

**School of Social & Political Sciences; School of Law**

- No major problems were raised with Moodle, nor requests for development.

**School of Education**

- Many programmes already make considerable use of Moodle as a resource for ‘outward communication’, and online discussions as well as Teacher Directed and Learner Directed Activities. Moodle generally sustains student learning and progress by supporting non face-to-face study while maintaining contact with the learning community. Moreover, based upon the comments provided by the School of Education tutors, specific ways by which VLE (Moodle) can be maximally utilised include:
  - a) continuously encouraging students to use different Moodle facilities;
  - b) developing online courses;
  - c) facilitating online class discussions, e.g. Big Blue Button or Zoom (embedded in Moodle);
  - d) accessing ‘efficient multi-Skype conferencing facilities’ to facilitate teaching and learning;
  - e) having a ‘more attractive platform to encourage online participation’;
  - f) ‘greater use of podcasts and videocasts’ for experienced head teachers.
- Some specific issues needing to be addressed are:
  - a) VLE supports small group work. Students find online platforms ‘easier to use’ for ‘collaborative

work' purposes. However, sharing of digital files is restricted by the file size storage capacity allowed on Moodle 2'.

b) The communication features in Moodle 2 are perceived to be 'a little unreliable', e.g. delivery problem with respect to the 'Announcements'. Tutors also raised that they lack knowledge of 'how best to design', 'exploit Moodle pedagogically' or simply put to maximum usage what Moodle can do. Programme teams will benefit from some support in this area (either directed at Moodle development or staff re-development in using Moodle). Request for further staff training was raised in the past and was pointed out to be requiring urgent attention.

c) There is also room for improvement in relation to utilising this facility for programme evaluations; at the moment the response rate for programme evaluations tend to be higher than online evaluations.

d) Some students continue to report encountering difficulty regarding access to resources situated on Moodle.

- In addition, there are suggestions that there needs to be

- a) 'greater communication between users (EdD staff) and technology team to ensure technology (VLE) is enhanced to afford better learning and teaching and that will include Moodle issues and necessary enhancements/fixes';

- b) factoring of additional weeks of work resulting from the Moodle 2 migration for any future migration considerations;

- c) more training on the use of e.g. Camtasia and preparing talk to 'flip' the classroom as well as more support on the use of Mahara, where guidance to date is regarded as extremely limited.

Was student attendance at your courses maintained at an acceptable level throughout the year? If not, what strategies would you employ to improve attendance?

#### **Adam Smith Business School**

- Attendance was generally strong across the Management and Economics MSc portfolios.
- The use of electronic scanners for lectures would be welcomed.
- TERU: Although a distance learning course, attendance at our face to face workshops is very high. There are no issues around attendance.

#### **School of Law**

- Student attendance was not a matter of concern in this academic year, other than one isolated professional event.

#### **School of Interdisciplinary Studies**

Attendance across the board was generally excellent, particularly for Dumfries-based courses, where small class numbers ensure excellent engagement between lecturers and students themselves. For the video-conference linked Environmental Ethics and Behaviour Change course – we were unable to reliably determine weekly attendances owing to the issues of administrative support. The late arrival of students for two courses was however problematic. This was due to government funding and visa issues, which had to be resolved. This is unlikely to reoccur due to changes in student recruitment.

#### **School of Social & Political Sciences**

- There were no issues raised with attendance across the range of PGT programmes.

#### **School of Education**

- Teams reported that courses were generally well attended and there were largely no issues with

attendance. Course and programme leaders monitor attendance and note any unsatisfactory patterns. Moodle is generally used to assist those who missed sessions. For some programmes, a catch-up activity through e-mail, phone or extra meetings is arranged.

- In MEd Learning & Teaching in Higher Education, participants were retained but about half (5/9) deferred thesis submission due to varying personal circumstances outwith their control. As for EdD, attendance does not apply it is an online, distance programme with compulsory study weekends. Although 'making milestone posts compulsory' was considered, this suggestion was not implemented in the end following student feedback.

Are there any other topics you wish to comment on?

#### **Adam Smith Business School**

- In the case of the MBA, the free supply of a pre-populated tablet has proved to be a success.
- The room booking process is unable to cope with issues of over-recruitment expeditiously.
- Students are confused by the disparity between the final GPA score appearing on MyCampus and their graduating award.

**Schools of Law; Social & Political Sciences; Interdisciplinary Studies:** None

#### **School of Education**

##### ***Support for international students***

- There is a call for a consistent 'proofreading and editing provision for international students' as well as precise guidelines on the level of correction tutors are expected to give (TESOL).
- There is a relatively large number of international students and this led to some students struggling academically especially at the beginning of the year. University provision for these students is helpful and needs to continue to play a role in their success (Psychological Studies).

##### ***Teaching and supervision workload related***

- The small size of the teaching team presents an immense challenge to supervision provision with the increasing course numbers and competing responsibilities at School and University levels (CLL).
- Insufficient time allocated by workload model to prepare before courses, particularly for new courses (TESOL).
- The workload model for supervising Master's students is 'not realistic' in order to support student learning and provide them with an excellent learning experience. Also, with increased internationalisation, comes a greater requirement for support when supervising international students as they undertake research dissertation at Master's level. The students often need not only academic but pastoral support and this exceeds the 15 hour allocation (MSc/PgD Teaching Adults and MSc Adult & Continuing Education).

##### ***Postgraduate pastoral advising***

- With the exception of MSc Psychological Studies and PgDE programmes, most programme leaders spend a great deal of time that is not adequately included/factored-in to their workload providing pastoral care for often personal, sensitive or complex issues that can impact on students' performance. This is not recognised in the workload model of the current structure and requires serious attention. (Apart from the comments made through the AMR reviews, this concern is regularly raised at PGT committee meetings. Pastoral advising is tremendously helpful to all students, particularly international students, but to date no time is allocated for this.)

A comment that reflects a typical sentiment:

'The system in place for advising students on Master's Programmes is flawed. The burden for extensive hours of very necessary support, particularly for vulnerable international students, but not exclusively, becomes part of the Programme leader's work. This is not reflected in the workload for Programme leadership. Feedback from students on this programme for last session was exceptionally good, so the level of support has to continue or be increased but workload needs to reflect this aspect'.

***New and continuing programme development***

- Once the International Master in Adult Education for Social Change commences, the Psychology of Adult Learning course will need to be reviewed to ensure that it fits within the new programme's remit (MSc/PgD Teaching Adults and MSc Adult & Continuing Education).
- The (PgCAP).programme is in a period of immense flux as it is being redesigned and developed and will continue to do so throughout the forthcoming academic session, making the next AMR cycle highly important

***Improving the reading culture among students***

Students do not seem to be reading enough materials for the allocated learning hours; this impacts on their preparation for seminars. Promoting a strong reading culture for PGT students across different programmes will be advantageous (MSc Young People, Social Inclusion & Change, IESR).