

The aim of Annual Monitoring is to maintain quality and improve provision through identifying action that can be taken to improve future student experience.

This form should be used to capture a focused and concise reflective summary of annual monitoring activity at school and subject level. Bullet list format is encouraged.

College	MVLS
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<p>Reflection</p> <p>What is working well?</p> <p>MSc (Med Sci) Human Nutrition with Specialisation MSc Clinical Nutrition MSc Advanced Practice in Health Care PGC Health Care Chaplaincy Diversity of formative and summative assessment</p> <p>Clinical Physics TLC in QEUH a good teaching base, students have a social space and a base.</p> <p>Doctorate in Clinical Psychology Subject specialist lecturers Relevance of curriculum to clinical practice</p> <p>Applied Neuropsychology Flexible delivery of programmes as CPD, of relevance to Athena Swan agenda Variety of approaches to obtaining student feedback The feedback from students who completed the MSc Global Mental Health Student Survey 2014-15 was on the whole very positive.</p> <p>Global Mental Health staff provide comprehensive feedback to students. An external examiner stated in this year's report – 'The feedback on assignments is very good as it allows students to understand how they can improve their future work...excellent feedback format for assignments that allows students to improve their skills for the future'.</p> <p>On the Global Mental Health programme, external examiners have complemented the 'Varied range of modules that cover issues from a range of different perspectives relevant to both theory and practice in the area' and highlighted that 'This remains a robust and interesting programme of study which is enabling students to reach the forefront of practice'.</p> <p>Global Mental Health student numbers continued to grow year on year.</p> <p>In June 2014 the University of Glasgow in collaboration with University of Rwanda hosted a summer school entitled 'Global Perspectives on Mental Wellbeing' in Kigali, Rwanda. There were over 100 registered attendees from across the world - including 9 individuals from countries outside Africa (including Australia, Canada, United States, Canada, Sweden, Dubai, and UK), 23 regional African attendees (from Uganda, Kenya, Mozambique and Tanzania), and a large number of local people from Rwanda. This provided opportunities to market the Global Mental Health programme internationally.</p>
<p>What needs work?</p> <p>Doctorate in Clinical Psychology Turnaround times for student feedback Availability and training for Video conferencing of lectures.</p> <p>All clusters</p>

Provision of statistics sessions for teaching and project supervision
 Online resources need increased
 Succession planning within programmes to cover absences etc.

Liaison with Sun Yat-Sen university requires improvement. The development of the Joint Management Board would be a good start to this. SYSU have been reluctant to establish this.
 Improved relevance of 'Environmental Health' seminar material.
 Feedback on the PTES was less positive than expected and an action plan to address the issues that were rated substantially lower than institute averages has been developed.
 Negative feedback from students related to reasonable amounts of seminar and pre-session reading indicate that further clarification of expectations may be helpful to students.

Action Plans

What actions are being taken forward?

Maximising internationalisation
 Further roll out of online delivery
 External accreditation of programmes
 Review of content of courses in line with student feedback.

Good Practice

What practices are innovative?

- Bespoke international project for students.
- Strong liaison with external examiners.
- Intensive teaching blocks and subject specialist input

Health Professions Education

- Presentation at international research conference for doctoral students.

Animal & Plant Science Cluster

- Exceptional flexibility of course choices means that students can customise their learning outcomes
 Integration of quantitative skills into all programmes has improved project quality and increased the number of projects leading to publications
- Training of all students in scientific communication has improved project quality
- Use of peer review to improve assignments before submission for marking and formal feedback
- Offering MRES students choice of one long project or the two traditional shorter projects
- Taking students out on site visits or for research project work to allow them to make direct contact with professionals in the field outside the university

What practices should be recommended?

- Bespoke international project for students.
- Training of all students in scientific communication has improved project quality
- Use of peer review to improve assignments before submission for marking and formal feedback
- Offering MRES students choice of one long project or the two traditional shorter projects

Closing Loops

What progress has been made on actions identified in last annual monitoring cycle?

Based on the responses given by each 'cluster' (see below) it would appear that the majority of issues identified for action were attended to.

Animal & Plant Sciences Cluster

A number of actions identified have been moved forward

- Better co-ordination of assignment deadlines
- Convincing students of what feedback means
- More efficient feedback process by making more extensive use of peer review and support from demonstrators
- Encouragement of MRES students to do one long project, which makes more efficient use of staff time and has higher chance of producing publishable quality results
- More rigorous scrutiny of instructors to ensure that they keep to published assignment due dates and provide useful and timely feedback
- Separate examiner's meetings to assess coursework and final projects
- Added additional demonstrators for quantitative aspects of course and added a dedicated introductory statistics course for Master's students
- Developed an on-line learning course (MSc in Wildlife and Livestock Management) and considering how increased course sharing might be possible by changing some to on-line learning
- Proposals submitted for changing structure of MSc in Food Security and for changing MVPH to distance learning, since students don't need to be resident for most parts of the programme

Biomed Cluster

A number of actions identified have been moved forward

- MSc Medical Genetics: Revision videos for diagnostic techniques were generated to replace some "live" sessions; feedback suggests that these were used and found useful by at least some of the class.
- MSc Bioinformatics: Semester 1 course credit weightings have been redistributed to reflect the content volume balance more effectively.
- New Semester 2 courses have been elicited.

Health & Wellbeing

A number of actions identified have been moved forward

- Peer review has been taken forward for 2015-2016 as a requirement for essay type assessments using Aropa. SUCCESSFULLY IMPLEMENTED
- A new marking schedule is being trialled this year and this reflects the 22 point scale but offers students improved feedback detail. - Proven overly demanding of staff time and has been withdrawn meantime
- Self-assessment of coursework will be introduced for 2014-2015. SUCCESSFULLY IMPLEMENTED
- The MSc Primary Care Research Methods group work now includes a systematic review project proposal as recommended in the 2013-14 report.
- Further refinement of the MSc Primary Care Introduction to Primary care and Populations to Individuals course material was completed as recommended in the 2013-14 report.
- An online Global Mental Health course has been developed for delivering to students enrolling 2015-16
- Dr Ross White has reached the final stages of editing a textbook to be published by Palgrave MacMillan entitled 'Global Mental Health: Sociocultural Perspectives'.
- A summer school event was organised at the University of Rwanda that served the Great-Lakes region of Africa. This event will also be open to international attendees.
- A proposal was approved by the university to use income generated from the Knowledge Exchange event in Rwanda to buy out 2 days of a lecturer's time at the University of Rwanda to contribute to the MSc Global Mental Health.
- Following consultation with other PGT programme coordinators in the Institute of Health and Well-being, Global Mental Health dissertations in academic year 2014-15 were not second-marked but instead were all blind marked by two markers and a consensus grade will be reached between the two markers.

Health Professions

A number of actions identified have been moved forward

- Anatomy content reduced
- Digital education to be increases
- Feedback process extended to enhance relevance of teaching and clinical practice.

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

College

- More administrative support is required for programmes off and on campus.
- More resources needed to meet the increased international student support requirements
- More technical support needed for on line delivery
- Clarification of status of taught doctoral students
- Business plans need to reflect actual activities
- Workload model needs to be more reflective of actual contributions.
- Statistical and numeracy support for students.

The above needs were highlighted in the British Psychological Society Accreditation report from 2013 recommended that:

'The Programme Director should work with his senior management colleagues to consider the overall resources that are in place to support delivery and development of the programme, with a view towards identifying some additional staffing and estate resource. The establishment of a more appropriate support structure (for example, through the deployment of a Teaching Fellow or similar) would enable the Programme Director to devolve some of his extensive responsibilities in order to create space to concentrate on the future development of this provision.'

'Given the national importance of this provision, the programme team should develop a contingency plan that will ensure the continued effective management and delivery of the MSc/PgDip in the event that the Programme Director is unavailable for a period of time.'

Feedback from Head of Research Group and IHW management is that new posts are not feasible at the present time.

University

- Reactivity of counselling services for students and the student support provision needs to be reactive and timeous.
- Room bookings and timetabling need to be more user friendly, there is a specific problem at QEUH where the room booking system is 'clunky'
- Streamlining and expanding technology in teaching and assessment with appropriate technical support
- Librarian support is highly valued by students but access to this support is limited, resourcing of this requires attention.
- Students found enrolment and accessing moodle tedious and clumsy, especially part time students.
- MyCampus continues to regularly be reported to cause problems for students and staff, mainly this year in relation to incorrect fees being applied to student accounts.
- It would be helpful if fees for programmes could be published much further in advance. At the moment it is often well into the year before a new programme intake that fees are finalised and this makes it very difficult for students who need to identify funding from employers a long time in advance of starting the programme. Also if someone is starting a two year part time programme the fee for the whole programme should be fixed at the outset. The unpredictable increase in fees from one year to the next is not really fair on students or their employers trying to budget ahead.
- University must improve its IT infrastructure to allow students not located on campus to dial into a server to use recommended (and required) software.
- Plans to provide more active learning spaces would work well for Managing Healthcare Organisations course. Whilst the small class allows interaction, group tables and the opportunity to check internet resources during class would be welcomed.
- The Global Mental Health programme requires on-going input from Dr Jo-Anne Murray and the learning technologists to explore the possibility of developing online Global Mental Health programmes that can be delivered in parallel to the continued on-campus teaching.

Hot Topics

Do you have any comments on the following topics?

1. In developing the campus across all sites, what kind of teaching spaces would benefit/support your teaching? Please note if your comments are specific to a specific campus e.g. Crichton, Garscube, Gilmorehill etc.

- Flexible teaching space that allows for use of laptops for each student (at least 60 students), as well as breakout into small discussion groups. This requires attention to power capacity of the rooms, as we had issues with power outages when trying to use extension cords).
- Internet access should be 100% in all teaching spaces

2. Please comment on your experience of lecture recording.

- Guest lecturers require a lot of support to develop their ability to deliver engaging teaching sessions to students who are joining sessions from NHS Highland via Videoconference link. We are addressing this with additional written guidance plus we have trained some students to offer additional VC support to visiting lecturers. However, improvement work in this area is ongoing.
- Permissions required can be off putting for staff and external speakers.
- Many have done our own this year because we were told that there are not enough resources on offer by University; it would be very useful to have videotaped lectures that could be put online that could enhance student learning by allowing review and to enable development of more distance learning courses

3. Are there any other topics you wish to comment on?

My campus is still problematic and impacts negatively on the student experience, especially in the early parts of the academic year. Issues with registration and finance are extremely time consuming of both academic and support staff.

Named individuals for staff to contact would improve the system of dealing with queries, especially when there is complexity. Support works calls are raised but often are returned to the person who raised them initially.

We continue to pay the RCB £2500 PA for statistics teaching and consultation sessions for our doctoral trainees. This is a substantial cost to consumables budget.

Also, the move to Pull Printing has inflated our printing costs substantially. We have responded by increasing our use of paperless processes but this has exposed limitations in the IT/software support solutions available to us. Strategic help with solving these issues and improving our capacity to provide environmentally sensitive admin support for training would be welcomed.

The proposed centralization of administrative support will have serious ramifications for MSc Global Mental Health students. Our students already feel distant from the main university campus because we are based at Gartnavel Royal Hospital. Students (and in particular our growing numbers of international students) have benefitted greatly from having face-to-face contact with an administrator. I have concerns that the absence of dedicated administrative support for the Global Mental Health programme at the Gartnavel Royal Hospital site will impact negatively on the student experience and student satisfaction ratings.

Comment from last year that remains: MOODLE2 is very good but could still use a bit more flexibility. For example, being able to block change status from marking in progress to release would be very helpful rather than having to change status for each student.