



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	<p>College of Social Sciences</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 & Political Sciences PGT Studies: Dr Philip Habel</p> <p>The report was compiled by Dr Robert Doherty, College Quality Officer and Jenny Beattie, Head of Academic and Student Administration.</p>
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Reflection
<p>What is working well?</p> <p>Adam Smith Business School</p> <p>The ASBS noted strengths across four units of PGT learning and one unit of collaborative provision. Accountancy and Finance noted high levels of student recruitment and satisfaction together with the use of an extensive range of approaches to teaching and supporting learning. Economics highlighted positive student reactions to teaching and the success of simulation resources and tutorial designs together with employment focused aspects of curriculum change. Management reported positive course feedback, enhanced provision for career preparation and advice and improvements to programme marketing.</p> <p>School of Education</p> <p>The School of Education highlighted many areas that are working well across the most diverse portfolio of units of learning (20) within the College. Strengths included programme inductions, learning resources, course design, the involvement of external scholars and professionals and the use of TELT. other strengths identified included the integration of theory and practice, success in providing high quality student feedback, dissertation supervision, staff student relationships, recruitment, retention and progression.</p> <p>School of Interdisciplinary Studies</p> <p>The School of Interdisciplinary Studies, across five units of learning, identified increased recruitment, internationalisation, programme integration, and the quality of student work as strengths. Reflection on what was working well across PGT recognized strengths in the use of flip teaching, student evaluations, profiles of results and recruitment to the professional development program for practicing teachers.</p> <p>School of Law</p> <p>The School of Law identified four areas in its reflections on PGT as exemplifying what was working well. Emphasis was given to blended learning modules that provided flexibility for students, the ongoing development of a film library as a significant learning resource and the use of alumni mentoring; drawing on the wider legal community, to</p>

support student learning. Organisationally, the provision of opportunities to meet with tutors prior to tutorials was identified as a strength.

School of Social & Political Sciences

In reflecting across 12 units of learning SSPS highlight high levels of satisfaction with programmes, the strength of administrative support, the recruitment team and provisions for career and student employability development.

Reporting and Assurance

All units of PGT learning cross the five Schools of the College have been reviewed and reported at School and College levels within the annual monitoring process for PGT covering session 2014-15. Within the College, School summaries evidence a breadth and depth of academic quality across many dimensions of PGT. The review of School reports for the session points towards the predominant use of meeting based review practices involving teams of staff responsible for units of learning. This can be noted as a significant shift in the quality enhancement and assurance conventions of the College at PGT. There are signs of more attention being given in summaries to issues surfaced by course evaluation feedback. PTES does not yet feature significantly in the reporting commentary, though there are separate School PTES Action Plans in place. There is also an emergent sharpening of structured planning towards addressing those areas that require additional work and development identified within the review process. Within the reporting process, Quality Officers have helped to improve the attribution of enhancement issues to the appropriate structural level (School, College and University) therefore supporting progression and the closing of loops across cycles.

What needs work?

Adam Smith Business School

Programme convenors in Accounting and Finance, in response to concerns about student engagement and attainment, are refocusing on establishing appropriate levels of expectation amongst students in relation to the demands of study. The programme in Economics is responding to concerns over student participation with the introduction of tutorials and a review of aspects of student recruitment and selection. Consideration is to be given to the variation in student prior learning and attainment in relation to student performance in particular areas of Economics. The Development Policy course is identified as a focus for review in terms of the number of staff involved and the need to achieve higher levels of student feedback. The MBA programme is contending with a mismatch between their teaching space and its lack of suitability for preferred forms of pedagogy. Achieving greater diversity was identified as an enhancing factor in student interaction and some consideration is to be given to extending the cultural breadth of the student cohort. This has been an on-going area of challenge for ASBS recruitment.

School of Education

Across the 20 reported units of learning, comprising a significant number of individual courses, the School identified a diverse range of areas requiring focused work. This array included: supporting students in accessing online learning resources, the development of practice learning opportunities, supervision support, curriculum content and structure along with support for students whose first language is not English. Assessment, including dissertations, was the most common theme across PGT programmes including a focus on assessment design, feedback timing, refinements to feedback formats and consistency across courses and between assessors. The ongoing refinement of the pedagogy of distance learning is a live area of work.

School of Interdisciplinary Studies

Across five units of learning the School reported a numbers of issues individual to courses. The additional demands made by students whose first language is not English and the variable performance of TELT emerged as common themes across areas identified for development.

School of Law

The School identified six main areas for development or attention across the three units of learning reviewed: the balance between TELT and face to face teaching, accommodation, resource for administrative support, student engagement in planned discussions, staff involvement in the review process and the optimum scheduling of seminars.

School of Social & Political Sciences

The School has identified the scope of shared PGT methodology training as an area requiring development effort, aspects of student feedback and large class sizes were reported as areas in need of focused work. The School also recorded concerns with the level of participation in PTES and was refocusing on communication and organisation in relation to this survey.

Action Plans

What actions are being taken forward?

Adam Smith Business School

Accountancy and Finance has formulated an action plan with a focus on enhancing three courses with lower student evaluations. The School's LTC are considering ways to improve student motivation, course content, delivery and the structure of the PGT degrees. The PGT team is working on the development and introduction of new courses and refinements to the existing programmes; to link with the requirements of professional and accreditation bodies and staff expertise. The team is taking forward plans to enhance communication with students with the aim of enhancing student experience. The course Development Policy will have its staffing and the design of tutorials reviewed. Revision of the study skills programme and the inclusion of applied research within the dissertation course are being undertaken within the General Management degree.

School of Education

Closely mapped to reflection on what requires work to maintain or enhance academic quality the School reported action plans in process across 16 separate units of learning.

School of Interdisciplinary Studies

Across three units of learning the School noted a range of issues and developmental actions in progress arising from areas identified as needing work or enhancement.

School of Law

The School reported two areas of action being progressed following monitoring; the implementation of Evasys across the School and a review of the scheduling of seminars.

School of Social & Political Sciences

The Politics programmes are reviewing the methods training for the School. Convenors are feedback standards across the programmes with a view to providing timely and thorough feedback. Global Security introducing a semester based steering committee to address student concerns as early as possible. Across the School work is to be undertaken to inform staff and students about PTES. Housing, Real Estate, Public Policy are implementing modified courses, and restructuring of the timetable to offer a better distribution of course credits. The School is piloting new approaches to strengthening recruitment in several programmes through use of social media.

Good Practice

What practices are innovative?

ASBS:

- On Economics programmes, the Matlab and Bloomberg programmes are very popular, as well as using visiting lecturers, real world examples, a seminar format that relies on student-led and peer learning. This encourages student participation, including marking past papers to encourage an understanding of the subject.
- Collaborative ties between academics teaching the International Business and Entrepreneurship (IBE) Market Analysis course with the Scottish Institute for Enterprise delivered some innovative engagement and assessment changes including a new Ideas Lab, offered on a workshop basis that helped to generate stronger student projects. The IBE teaching team also introduced a combined assessment exercise straddling

three constituent courses with complementary components. This promoted an integrative understanding of the provision and fostered more effective team working in the applied aspects of the degree.

- On the Management MSc programme: introduction of an Investigative Workshops Programme, designed to complement the taught programme and to provide participants with practically focused opportunities for personal development and career enhancement by developing their capacity for reflective, sensitive, involved and socially engaged management through the medium of theatre and drama. This is a unique initiative in the UK.
- On Management programmes, the introduction of Study Skills workshops designed to overcome the difficulties arising from the requirements of culturally varied educational approaches and Business Simulation to facilitate the application of theory into business decision making. This is now supported by the introduction of a decision making core course in Semester 1 to build student knowledge of relevant tools to enable their simulation decisions.
- The School has also introduced the Graduate Award. This Award packages extracurricular activity designed to enhance graduate attributes, in particular enterprise, engagement and enlightened/critical thinking. The Award builds on the Adam Smith legacy and directly addresses issues of accreditation.

Social & Political Sciences:

- Study trips and travel opportunities within programmes (e.g. MSc Human Rights and International Politics, and Erasmus Mundus International Masters programmes) which appeal to students.
- Work based learning opportunities: MSc programmes in Criminology have been working with external criminal justice organisations for a number of years to place students for dissertation internships and also to undertake collaborative dissertation work. Through the introduction of a new Work Based Learning role at College level, it will be helpful to have this formalised and extended to other programmes.
- Availability of novel external events for student participation: on the MSc Global Security, students have been involved in high-level conferences, including the Berlin Security Conference. Students also had the opportunity to engage in virtual situational exercises with students from other universities in Germany, Czech Republic, Israel, and Jordan. These reflect multilateral real time scenarios. They may look to make the latter credit-bearing. Global Security is also looking into opportunities for events via video-conferencing/Skype facilities.
- Extending use of social media across programmes to communicate with current, former and potential new students and to showcase the many good things happening within programmes; e.g. MSc Political Communication implemented a Facebook page this past year, with views for some posts exceeding 1500 people. Sociology uses a blog and Twitter (see @GUSociology) as well.

Law:

- The Diploma in Legal Practice offers alumni mentoring opportunities to current students. Though perhaps most suitable to professional programmes, the practice of allowing students to mingle and confer with legal alumni has acquainted our students with professional life to a degree well beyond what courses alone could accomplish.
- On the LLM Postgraduate Taught programmes, the student representatives for the postgraduate taught programme demonstrated considerable resourcefulness and undertook, on their own initiative, a wide polling of student opinion on the programme and courses. This was an extremely productive exercise.
- The Law School has updated its recording policy to reflect the newest policies issued by Learning and Teaching. It now covers additional contingencies as well as seminars and tutorials. We would recommend a comprehensive recording policy to other Schools.

Interdisciplinary Studies:

- Joint field trips for students on some courses on the MLitt Environmental Culture and Communication in collaboration with MSc course in Integrated Landscape Management run at Gilmorehill.

Education:

**Many of these practices are commonly observed in a number of postgraduate programmes, and are exemplified below. For further information, the names of those representing the programme, as well as the programme, are also given in the School AMR.*

- Development of a database of student profiles and experiences to inform course design further.
- There is an established 2 year partnership with the Hunterian Museum which has generated very positive student feedback.
- Use of applied interactive group projects.
- Creating a flexible core course which is relevant to a large number of distinct Master's programmes.
- Assignment design to replicate a post-conference write-up which links with the presentation element of the seminars classes.
- Effort to develop 'a community ethos' that is also aligned with professional requirements.
- Inclusion of PhD students in the Master's community, including presentations of their research which aligns with particular topics in the programme courses.
- Use of social media for connecting current, former and potential new students as well as employers and researchers. This offers valuable opportunities to communicate, integrate and channel thoughts, questions, ideas, critical perspectives, articles, videos, reports, policy documents and relevant web links.
- Effective application of collaborative learning processes to develop knowledge and interpersonal skills across the programme. These can include activities such as such as 'Jigsawing' and 'Carouselling'.
- Approaches to the imbedding of Master's study in the induction year of professional registration.

What practices should be recommended?

ASBS:

- One week orientation programme designed to prepare the incoming students for what lies ahead and to develop a sense of community, as well as managing expectations.
- Enhanced engagement through case studies, simulations, labs and quizzes. As well as guest speakers and practitioners inputs, and the further development of multimedia content.
- Student performance recognition (e.g. Best Student prizes and the Graduate Award).
- Accountancy & Finance stress the need to build excellent student relationships, fostered by social events, but also by taking student concerns on board and consulting with students on teaching practices.
- MSc in International Business and Entrepreneurship initiatives on integration and developing the more applied aspects of the provision attracted enthusiastic approval from students, contributing groups and the examiner community.

Social & Political Sciences:

- Earlier starting points (November) for dissertations in some programmes (MSc Sociology/Equality and Human Rights/Global Security) and earlier due dates have had positive impact among students who have been enabled to be 'ready to write' by semester 2 and have also completed more ambitious projects.
- Use of online guidance for dissertations in Politics (PGT and UG) offers more flexibility to students and gives students the opportunity to demonstrate that they have completed the online training at their first supervision meeting.
- Development of interdisciplinary courses within programmes: MSc Global Health reports that a redesigned, interdisciplinary 'Health and Culture' course was very well received by students, and will become a core course in future. Subjects are considering other avenues for interdisciplinary courses, e.g., MSc Political Communication would benefit from a course on social media and big data, combining theoretical foundations from the social sciences with analytical tools and approaches in Computing Science.

- MRes Criminology has developed a strong nexus between SCCJR as a research centre and the Masters Criminology programmes, contributing to the high levels of student satisfaction, reflecting their access to ongoing research practice by active criminologists and the design of the teaching programmes around it. Other programmes could consider initiating similar relationships providing practical skills and training and using WBL models. MSc Global Security is also integrating work-based teaching models.
- Greater opportunities for interaction between staff and students within and out with programmes: examples include i) a personal meeting with each student at the start of semester, ii) holding fortnightly meetings with students that are led by the Convenor but feature content led by students. These meetings have been well received and may be something other programmes should consider. In addition, iii) Inviting PGT students to research related events through Research Networks; iv) Sociology has been using a Postgraduate Common Room platform on Moodle to build community, including both PhD students with PGT ones. Extra-curricular social opportunities also occur on some programmes.
- Recruitment and Conversion: a number of Convenors are sending personal emails to aid recruitment in addition to those distributed by the Recruitment Team. Such efforts are commendable.
- Opportunities for guest lecturing on programmes in Housing/Real Estate/Public Policy have been successful. Similarly, MSc Political Communication has worked with the Q-Step staff to incorporate greater quantitative training within courses. One course also featured a presentation from the Urban Studies Big Data Centre on survey research, modelling research-led teaching.

Interdisciplinary Studies:

- Benefits to students of the [environmental] industry experience of course convenor with inclusion of more practical dimensions within courses.
- Problem based learning/ industry engagement is available through field classes.
- Key stakeholders engagement

Education:

**Many of these practices are commonly observed in a number of postgraduate programmes, and are exemplified below. For further information, the names of those representing the programme, as well as the programme, are also given in the School AMR.*

- Emphasis is placed in maintaining the balance between group work and individual work online, taking into account timing and level of effort required from the participants. Likewise, online teaching pedagogies consider ensuring a balance between trying to raise the level of student engagement through innovative teaching methods and student/academic time pressures.
- Continual improvement and increasing of the variety of approaches used, emphasising links between theory and practice with self-study/self-evaluation resources. The use of 'self-study booklets', 'jigsaw readings', guidance on how to improve academic writing and personal 'reading matrix' (this prompts students to organise their readings by categorising references, themes, main points, quotes and their links to ILOs. PTES results reflect and reinforce the excellent materials and teaching provision in programmes.
- Using and demonstrating examples of a variety of small group pedagogies in practice when teaching about small group pedagogy. 'We endeavour in all of our provision to practice what we preach through use of well evidenced approaches to teaching and assessment'.
- Tailored dissertation workshops timelines are aligned with the dissertation timeline.
- Opportunities for group and individual supervision are offered to students to emphasise collaborative/cooperative approach rather than competition.
- Whereas formative feedback on content before submission was valued, summative feedback with feedback given on academic writing were particularly valued by international students. Anonymised assignments from previous courses were given as exemplars to encourage discussion in assignment

Form AM2 – College Annual Monitoring Summary - Review of Session 2014-15

preparation and to assist engagement with ILOs. Online resources to assist with transitions to academic writing, such as (<https://transitiontoacademicwriting.wordpress.com/>) offered support to students.

- Commitment to providing feedback that is detailed and formative.
- Building collegiality among staff and students through research seminar series, for knowledge building and promoting a richer research environment.
- Students highly value being provided with opportunities for professional dialogue as it deepens their understanding of theory by examining practice across a range of institutional contexts.
- Successful creation and enhancement of cohorts as critical supportive learning communities.
- The use of diverse types of assessment, input from visiting practitioners, careers talks and involvement in British Psychological Society all contribute to the development of a range of skills intended to enhance employability.
- Blended use of digitised reading lists along with support in techniques in searching for relevant wider literature’.
- Maintain creative seminar activities in courses; engagement in externally provided research seminars. Exploring the possibility of increasing the use of formative feedback through the courses, e.g. online multiple choice questions (on Moodle), and peer assessment on seminar presentations’ in MSc Psychological Studies.
- Events to facilitate conversion from PGT to PGR: on the MEd in Children’s Literature and Literacies, PGT students were given the opportunity to help in organising events, which afforded them the chance to work and mingle with PhD students; this directly raised awareness and possibilities, which subsequently led several students to apply for PGR at the School of Education.
- Valuing students’ voice when reviewing course content, enabling better account to be taken of different cultural contexts from the perspectives from international students.

Closing Loops

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

ASBS:

- The School reported action points including careers provision, review of programme contact and timetables, revision and development of programme content to address problems of disparity in student knowledge. There is a comprehensive approach to marketing in place for the MBA. ASBS has introduced two dedicated Careers Manager posts; one for the MBA, already in place and one for the MSc programmes who will join in January 2016. The impacts will be reported in the next cycle

Interdisciplinary Studies

- Across two programmes, the School reported action to address concerns or to enhance learning. This included a generic Dissertation template and a reorganisation of the way that placements can be completed. These can now be done as part of the dissertation and are entirely student led.

School of Education

- Action points were noted across 15 PGT programmes and a number of courses. Action was planned in response to concerns to improve accessibility of and user friendly nature of learning resources, dissertation preparation & support as well as marking processes; curriculum content and practice –based opportunities, realigning course to respond to changes in the policy context and development of webpages and social media platforms.

School of Law

- The School noted the provision of additional electronic resources (e-modules; videos) and responding to student concerns about the length of reading lists.

Social & Political Sciences: no matters reported

Matters for the College from last cycle:

- Greater input from the College Recruitment Marketing and Conversion Officer, particularly with regards to diversity concerns in Schools (ASBS and Education). This is recognised as an on-going challenge.
- Input from the College International Development Manager and the Graduate School Administrator to support the development of the International Master in Adult Education for Social Justice and Erasmus Mundus Joint Master's Degree proposal.
- Potential cross School collaboration for opportunities related to Drug and Alcohol Studies did not prove possible and the loss of government funding has regrettably, led to the phasing out of this programme.
- Contribution of the College Learning Innovation Officer with regards to expansion and availability of VLE materials on a range of platforms and mobile devices.
- Major revision of provision to support international student learning by the College International Student Learning Officer.

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

College

ASBS:

- The Bloomberg terminals suite needs to be expanded and a site needs to be found for this. Current provision does not meet student demand and in addition, students are unable to access the facilities, which are located in the Adam Smith Building, after 5pm and on weekends.

Social & Political Sciences:

- Concerns about the College wide research training courses; that the training may be too broad to meet student needs across the portfolio of programmes; insufficient continuity in the lecturing of the Quantitative course. These issues require to be considered once the new Research Training Director is in post (August 16)
- The need for additional administrative support to maintain and improve social media activity so it encompasses a number of platforms (including LinkedIn, Twitter and Facebook) across all programmes is highly desirable.

Interdisciplinary Studies:

- Consideration could be given to running the diagnostic 'articulation' course similar to UG but for PG International students. A diagnostic test can be carried out and marked prior to courses starting to provide greater detail on English language levels and to offer greater support to students.
- Students are worried that their English language level is not good enough for understanding courses. This is a real concern for staff as well as there is not only a steep learning curve culturally but also academically. Extra support is required to support international students [both through College and by the University].

Education:

- There was an observable increase in applications but not in conversion rates; the team welcomes guidance on this matter from the College RCMO (MEd CLL).
- Further liaison between School PGT Office, College RCMO, MaRIO and Programme Leaders to ensure all programmes are understood and can therefore be promoted, particularly at international recruitment fairs and for new programmes.

University

ASBS:

- Higher levels of staffing and better lecturing and tutorial facilities would enhance the learning experience across PGT programmes. ASBS students have made it clear that they would welcome higher levels of staff - student contact and engagement. The importance of these issues, staffing and facilities, is recognised by the University, College and School. The School has been given permission to pursue an ambitious recruitment plan, and the ASBS revisioning project, and the development of a teaching hub should help. We would want to re-emphasise the importance of responding quickly to these needs.
- Teaching space concerns: Many rooms have whiteboards hidden behind projection screens; when moving from projected slides to handwritten whiteboard explanations and exercises and back to slides, there is significant delay from the time it takes to raise and lower the screen.
- Suitability of rooms is variable and is particularly problematic around very large groups or at tutorial level when it can be difficult to identify available and appropriate accommodation. There were many comments of lecture numbers being too high and this impacting on the quality of student learning.
- Student recruitment continues to be problematic both in terms of diversity and also attrition rates (e.g. the conversion rates could be improved significantly) although MaRIO has been working closely with the School to improve information flow.

Social & Political Sciences:

- Impact of the PGT dissertation grade upon calculation for Merit: There have been expressions of concern from staff regarding the exclusion of otherwise strong students from the criteria for Merit arising from the impact of a

'C' grade dissertation mark. One possibility to rectify this situation would be to have the dissertation mark factored as a course or courses, as is the case for UG students at present.

- A need to overcome the challenges of systematic access to alumni information which is undermining Convenor efforts to create networking opportunities for current students.
- Room bookings/double bookings, affecting numerous programmes.
- Quality of teaching spaces. Room 916 in the Adam Smith building given as an example of teaching space which is overdue for refurbishment.
- Inadequate provision of computers for students' needs, particularly in the Library
- Whilst appreciating the work of MaRIO, one challenge for recruitment is around presentation of data on applicants for use by Convenors. MaRIO information includes data for all applicants in all programmes (rather than tailored data for each individual programme), and the data is organised in a manner that is difficult to follow. For example, Convenors lack a straightforward indicator of which applicants have been made an offer, which applicants have committed to coming, and how the information has changed from one version to another.

Interdisciplinary Studies:

- The time-lag between PGT applications and the School/ lecturers getting these can be 1 month. Those students experiencing problems with the application process can have a negative impact on visa applications etc. Students have been lost due to this process.

Education:

- Room booking difficulties to secure suitable accommodation for non-standard teaching patterns, e.g. classes that run all day during a week day.
- Concern that the MyCampus application system is unnecessarily complicated.
- The inflexibility of the PIP system making responsive, creative and improvement focused aspects of course design prohibitively time-consuming and slow' (DRPT).
- Further marketing, both at the national and international level, is likely to increase the potential of the Programme (MEd CLL). Related, some concern over the accuracy of MaRIO data supporting the potential for the MEd CLL to be developed as an Erasmus Mundus programme which may have unduly resulted in a downgrading of its attractiveness.
- Concern that there is inadequate support for Home students, particularly in programmes that will not lead to high paid employment such as Youth Studies; students are reluctant to take out loans. Support (in addition to the Talent Scholarships) for Master's funding could encourage applications.
- The Programme team has requested, and that request continues to pertain, advance notice and, preferably, discussion of any anticipated changes to Moodle versions and functions (EdD).
- Concern about the scheduling of academic reviews for the PgCAP, which has undergone several reviews in rapid succession with little time to reflect and implement on proposed changes.

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.

ASBS:

- Consistent heating and maintenance of AV/IT at main LTs used on Gilmorehill.
- More flexible layout and more comfortable desks for students to take notes during lectures.
- Classrooms set up with inbuilt electronic voting systems or which facilitate the use of YACRS.
- Internet and multimedia facilities, as standard.

Social & Political Sciences:

- Multiple Convenors expressed a high need for flexible spaces where chairs can be rearranged during sessions to allow both a lecture format and work in small groups. Of course AV equipment with Internet is critical. Several Convenors suggested space particularly for groups of 15-20, thus better accommodating Seminars.
- The need for better Internet, particularly WiFi access, in classrooms in the Adam Smith Building. Internet connections to room computers in the ASB are notoriously slow, and on top of that, WiFi signal strength is weak to non-existent. The new space should ensure high speed WiFi.

Law:

- There is demand from staff for more teaching spaces that provide Echo360 facilities.

Interdisciplinary Studies:

These issues arise on the Dumfries campus

- Heating issues in lecture rooms and offices (cold)
- Need for decorative upgrading throughout; opportunity arises at lease renewal.
- Leaks in a variety of rooms and corridors.
- Maintenance issues in lab

Education:

- A widespread requirement for well-ventilated rooms with appropriate and functioning technology.
- Numerous programmes in Education work with students in groups of 15 or 20 and the where the work is highly interactive: small group discussions, workshops etc. The limitations in current teaching spaces are failing to meet these needs.
- **MEd/PgD Learning and Teaching in Higher Education (MEd/PgD LTHE)** – For online provision like LTHE, a facility that would allow engagement in easy synchronous discussion or perhaps further development of a virtual campus to allow the students to feel part of the University might be useful.

2. Please comment on your experience of lecture recording.

ASBS:

- Some material was recorded for the 'BOLD initiative' redeveloped online research methods and core skills sessions, where there were a few teething problems around software and ability to display via Moodle.
- Process of audio recording lectures was exceedingly cumbersome: the recording equipment had to be lifted up and delivered back each week from the appropriate office, recordings had to be uploaded to Moodle, etc. For lecture recording to become more widespread, teaching rooms need to incorporate the adequate technology to make it simple. Lecture recording should be possible with the switch of a button on the lecture room control panel.

Social & Political Sciences:

- Convenors noted that it is important to accommodate disabled students and provide recorded lectures for them especially. However some Convenors note that there has been no demand thus from students for lecture recording. Most Convenors appear not to have much experience with lecture recording for PGT courses.

Law:

- The Law School has a very carefully drafted policy on the recording of lectures, seminars, and tutorials. There have been no reports of disruption relating to lecture recording, and the School believes this is due to the clarity of our policy.

Interdisciplinary Studies:

- There has been mixed use across courses.
- Teaching staff agree that they are happy for students to record lectures as long as they ask the lecturer first and the recordings are for their use only. This is to be written into the Code of Conduct form that all students sign.

Education:

- There is mixed use of and experience of lecture recording, with careful consideration given to the benefits. Technical problems were off-putting. It is not necessarily appropriate for programmes which are highly participative and discussion based.
- Positive experiences have been noted by: MSc Psychological Studies (MSc PS)
- It is not used for online programmes
- There are some indications that students may either be recording lectures themselves autonomously and without permission.

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

ASBS:

- Closing the AMR loop in a timely fashion, a growing feeling that there has been slippage in addressing issues such as: cohort diversity, class sizes, staffing, timetabling and accommodation and the standard of teaching facilities.
- Class sizes, diversity and student experience – not necessarily compatible.

Law:

- Under the current guidelines on the distribution of EvaSys data, confidentiality is treated somewhat inconsistently. Data pertaining to a specific teacher is restricted; however, a course leader has access to data pertaining to other teachers on the team. This is anomalous.

Interdisciplinary Studies:

- Library facilities on Dumfries campus attracted poor score in PTES (38%) and this clearly needs to be addressed.