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	College of Social Science
	The outcome of annual monitoring across the five schools was reported to College with all undergraduate units and courses within the College subject to a review process.
	This report has been informed by the School AMRs provided by the Quality Officers responsible for undergraduate provision across all of the Schools that comprise the College:
	• Adam Smith Business School UG Studies: Mrs Margaret Milner
	• School of Education: Dr Dely Elliot
	• School of Interdisciplinary Studies: Dr Bethan Wood
	• School of Law: Professor Ernest Metzger
	• School Social & Political Sciences UG Studies: Dr Craig Smith
	Dr Robert Doherty College Quality Officer.

Reflection
What is working well?

The Adam Smith Business School, across its three subject divisions, provided a reflective overview of areas of progress across the School together with outlining a diverse range of strengths and areas that were performing well at subject and degree programme level. Improvements in communication, feedback return times and student support were noted. Accounting and Finance recorded instances of excellent NSS results, the use of interactive teaching, guest lecturers, assessment design, contextualised course work and the use of electronic feedback. Economics reported a range of aspects that are working well including; an inclusive staff student culture, programme events and the contextualisation of learning using financial data. Business and Management included in their evaluation of aspects that are working well; practitioner input, assessment and curriculum design, and the provision of experiential learning.

The School of Education noted a diverse and extended range of successful provision across teaching, supporting learning, administration and organisation. Across the seven reporting units multiple aspects were identified as performing well including; programme design, student engagement, mentoring, assessment feedback, administrative support and the use of the VLE.

The School of Interdisciplinary Studies , across its four units of learning reported successful provision in both pre-honours and honours levels including; site visits, self diagnostic testing, working with external partners to provide contexts for learning and the contribution of external speakers.

The School of Law reported four main aspects of successful provision: the School's successful policy on recording lectures and seminars, the quality of teaching across the School, the introduction of a formative assessment enhancement to the level 4 provision and a successful extension of the use of Echo360.

The School of Social and Political Sciences identified a range of successful provision including high levels of satisfaction across the NSS and internal surveys along with the enhancement of feedback. Within the School's five units of learning feedback was identified in many courses as a strength, and in two units the contributions of GTAs was noted for its quality, course organisation and the follow through benefits to learning and student experience of

previous programme and course redesign was noted.

What needs work?	What action is being taken forward?
The Adam Smith Business School The ASBS Quality Officer provided a very helpful overview of the annual monitoring process and identified aspects that required to be enhanced and developed; including the use of the full range of data and quality indictors in the review process, alignment with action planning resulting from the NSS and the support of staff, in the context of succession, in understanding and leading the monitoring process. Four common concerns were identified across the school: student attendance, class size, staff engagement and tutorial delivery.	The School, detailed by subject area, reported an extensive set of actions that addressed and articulated with the issues identified under needing work.
School of Education Each of the seven units of learning in the School of Education identified areas in need of enhancement and focused development. Foci for enhancement included areas such as organisational issues, assessment and feedback, enhancement of teaching spaces, programme development, recruitment and retention, aspects of academic literacy and accommodation issues.	Each unit of learning in the School of Education articulated a set of actions to be taken forward in the current academic year. This program of work aligns well with the needs identified through the evaluation process. The nature of this activity is predominantly characterised by work around supporting and enhancing teaching and learning, improving organisation, support materials and enhancements to feedback.
The School of Interdisciplinary Studies Across its programmes, and in relation to pre and honours levels, the school reported a range of areas identified within the review process as requiring action in the current session. Prominent across the aspects identified for enhancement and improvement were issues around accommodation, appropriate GTA support, timetabling, aspects of teaching and student support.	The school listed eight points of action for the current session ranging from alterations to aspects of programme design, course organisation, practical improvements and changes to the deployment of staff.
The School of Law The School identified two main areas in need of development work. One course giving concern in relation to student feedback and evaluation and disappointing return rates on EvaSys evaluations.	Changes to teaching staff and additional procedures for evaluation will be taken forward in the next academic year.
The School of Social and Political Sciences Across the School there was a concern to maximise the sharing of good practice. Each of the subject areas identified a number of areas in which development effort was required to be invested. Concerns included; enhancement to marking and assessment, adjustments to pedagogy, information for students, recruitment, room allocation, feedback return durations, NSS scores and dissertation supervision.	The school listed a coherent range of points of action for the current session that closely articulated with the issues identified in their evaluation of areas in need of development work and enhancement.

Good Practice	
What practices are innovative?	Which of these would you recommend for wider dissemination?

ASBS:
 	
• The School has developed the Assessment Management System (AMS) to process all assessments marking and feedback. Students complete their degree examinations on a sheet that is subsequently scanned. The software and programming that drives AMS then develops course spreadsheets, and other information, that can be reviewed online. Second marking and External Examining can also be completed online. Student answer sheets are returned electronically. Where coursework can be scanned, it is also returned to students electronically together with feedback through Moodle.
 	
• Accounting and Finance listed as a result of its review:
  o Linking guest lecturer presentations to assessment tasks.
  o Providing assessments that link to practice/real data to allow the development of analytical and practical skills/graduate attributes.
  o Incorporating discussion of graduate attributes and the need to develop these in level 1.
  o Utilising case studies to build up week by week.
  o Use of AROPA to facilitate peer review and help students build their essay writing and evaluative skills.
  o Use of lecture quizzes/post lecture quizzes to facilitate student engagement and provide feedback for staff and students on student progression.
  o Introduction of a level 2 induction session to help students understand the progression from level 1 to level 2.
  o Incorporate current topical/news events in lectures.
 	
• Business and Management listed as a result of its review - the course team for Management 1B added in additional support such as drop in feedback sessions, FAQs, discussions with reps. Feedback cards were distributed in class at the end of the first month as a form of early and informal feedback. Where possible and appropriate this feedback was acted on. The feedback for Management 1B question on Evasys from overall satisfaction with the course improved to 61% agreeing or strongly agreeing.
	• AMS will be, when fully developed, a resource that will help address NSS concerns and quality enhancements.
	
	• All reference for Accounting and Finance are suggestions for dissemination elsewhere.
	
	• Eliciting feedback one third to halfway through the course and being seen to act on that feedback

SSPS: • Interactive lectures (CEES) and use of a variety of different media, visual aids and technologies. • Group working in Junior Honours core course (ESH); use of co-operative learning (jigsaw method – peer and expert groups) in Work and Play Honours course (no formal lectures); in other courses use of reading groups, paired and co-operative learning structures in seminars; multi-media learning; use of professional links with archives and libraries within and beyond the University to develop practical and transferable skills. • New online dissertation training modules (Politics) launched to teach students the basics of writing a dissertation, as well as to summarize key analytical approaches, so that supervision meetings can be devoted primarily to discussing content and argument. • Working with Student Learning Services to provide tailored writing training resources, feedback literacy workshops, and work on developing conceptual frames, analytical & critical reading and argumentation – all identified by students & staff as areas requiring	• All of these could be useful with obvious caveats about the considerable logistical issues and costs in staff time (both academic and admin staff) of organizing experiential learning.

further support.	
• Experiential learning such as the Olive Tree Initiative, learning trips to Brussels and to the Scottish and UK parliaments for Duke exchange students, simulations.	
• The Gale-Shapley algorithm used in the dissertation assignments which solicits staff and student (for PGT dissertations) preferences regarding supervisees / supervisors and can match 80-90% of students to supervisors within minutes.	
• Staff student partnership in assessment (Social and Public Policy) has been promoted across courses in the UG programme e.g. students co-create their own essay titles and marking criteria; 'seen' exams - giving students the opportunity for deep learning in their preparation for this assignment.	
• Audio-visual feedback on assessment - will be further developed this year by using voice recognition software at the same time as recording the feedback so that students will receive a written script of their feedback. This will be of particular help to students with disabilities or specific needs.	
• 'Trigger Warnings' (Sociology) in the teaching of sensitive materials. Developed a new statement to be included in programme level handbooks. Ensures that when difficult material is introduced in class, its relevance and importance will be clearly explained and emphasizes the importance of the classroom as a space for discussion of issues that may be challenging or upsetting.	
Interdisciplinary Studies:	
• Self-diagnostic test for Maths proved beneficial for the students.	• Working with an outside agency as part of a residential field course on environmental work – the assessments are based around writing Management Plans for the agency.
• Assessment for the residential field course includes writing Management Plans for Harris Trust.	
• Level 4 honours students providing student-to-student mentoring on level 1 course.	
Law:	
• Lecture combined with groupwork - Criminal Justice. The seminars were structured as part lecture, part group work, a practice that was much praised.	• All could be useful for colleagues across the School.
• Double revision sessions - Law in the Roman World. At the conclusion of teaching, students met for two hours without an instructor, in order to refine their outstanding questions. They then met for two hours with the instructor; the earlier session ensured that the latter session was spent more productively.	
Education:	
• Students (BACP) are required to use their previous feedback and indicate areas that they have taken cognisance of in order to enhance their engagement with the following course. This is both a formative and dialectic exercise.	• These examples have been recommended for

	dissemination across School and College.
• Students (BACP) have a criteria led and guided peer assessment which helps them recognise what should be included within their formative assignment. Feedback provided is very specific. • Teaching staff (BTEchEd) have participated in the College pilot on recorded feedback. This has received positive feedback from students. One member of the teaching team was nominated by students for a University Teaching Excellence Award based on the quality and scope of recorded feedback. • Use of emerging technologies: innovative approaches to technology enhanced learning and teaching e.g. the use of Google Glass, graphics tablets and a variety of devices to enhance the learning process. Increasingly, the School's teaching accommodates the use of students' own devices, connected to its network. • Cross-school and college electives offered to fourth year (BACD) students. • Students (PgDE), particularly ESL students, welcomed the additional flexibility offered by the 'recorded lectures'.	

Closing Loops

What progress has been made on actions identified in last annual monitoring cycle?	
Action:	Progress:
ASBS: • The School Quality Officer needs to liaise with UG/PC more often during the academic year to ensure that there is at least some progress in addressing issues of concern. The reporting here is not as strong as it could be and contributes to the School not having a strategic plan that includes NSS action planning, AMR's and meeting School strategic objectives.	• Meetings with the UG/PC to be scheduled. UG committee to look more 'closely' at the submitted SAMR.
• **Accounting and Finance:** • Review of courses scoring poorly in student evaluations. • Consider ways to improve student motivation and lecture attendance • LTC to review assessment methods and ensure a variety of methods are in use. Particular emphasis will be placed on group work and MCQ exams	• **Accounting and Finance:** • Reviews took place and generally performance in these courses has improved. A similar exercise will be undertaken in the year ahead. • Additional attendance was taken to try and encourage attendance (including scanning of student cards). This had minimal impact. New measures are outlined above to try and improve on this area. • Minimal progress has been made in this area. Some changes have been agreed going forward but there is more work to do, as noted above.
• **Economics:** • Introduction of courses, encouraging more student engagement, being more available to students	**Economics:** • All these points can be always improved upon – so are ongoing.
Business and Management: • The separation of Level 3 Non Honours teaching from Honours teaching – Actions from the MA Review need to be taken forward.	**Business and Management:** • Level 3 and 4 teaching to be split in the coming year – this will require dual teaching of some courses. The revised Level 1 and 2 curriculum is close to completion and will aim to implement the revised

• MA Review	Level 1 curriculum in 2017-18. Work continues on the Honours and Level 3 curricula.
SSPS: • Introduction of School level academic skills classes open to students across pre-honours and across subjects.	• Now up and running.
• **CEES:** To provide some element of feedback during the course we propose to bring forward the essay deadline. Similarly, to facilitate speedier return of feedback we would be interested to look further into using some of the e-grading systems currently being piloted within the College of Social Sciences.	• **CEES:** Introducing more feedback on progress utilising e- grading. Looking into speedier return of work.
• **ESH:** Rescheduling of Junior Honours core course, RESH 1, where students work in and are assessed in research project groups.	• **ESH:** Brought forward to start of semester 1 with assessment completed in first half of semester 2. This extended time for group working and group assessment was welcomed by the students and reflected in strong performance in assessment by each of the student groups (grades in A and B range).
• Dissertation pathway and guidelines.	• Dissertation pathway and guidelines were tightened, with greater clarity on milestones for the students, and a small number of students who were not deemed to have made sufficient progress by September 2015 were directed into the alternative of RESH 2 and an additional optional course
• **Politics:** • To address the problems with the video-link lectures on the pre-Honours courses, we have asked room bookings to move all of our pre-Honours courses to lecture theatres that are large enough to accommodate all students.	• **Politics:** • Move to a single lecture hall for Politics 1A and 1B. All of pre-Honours courses have now been moved to lecture theatres that are large enough to accommodate all students.
• We would like to further enhance the support we give to our GTAs by observing their teaching more regularly and by creating a GTA handbook.	• GTA handbooks written for all pre-Honours courses as well as a general GTA handbook. Peer review of GTAs has been provided for all pre-Honours GTAs, providing feedback on their teaching.
• To revise dissertation training to make sure students have enough knowledge about research design and key concepts and approaches before writing the dissertation.	• Training revised and now delivered by online lectures and other materials online.
• To continue our programme of peer-review of teaching.	• Continued.
• To consider moving moderation of marking to the end of the semester or AY to improve speed of feedback return.	• Considered but the logistical difficulties of doing this, particularly for assessment admin staff, made it impossible if exams continue to be held in the summer only. Politics is now considering having December as well as the usual April/May exams to

	try to implement this reform.
	Social and Public Policy:
Social and Public Policy:	• Discussed amongst teaching staff and will be continued in the next session.
• We identified the need to share information on the use of ICT, particularly in relation to peer assessment.	
• The lack of high quality teaching spaces.	• Remains an issue across the programme..
	Sociology:
Sociology:	• New forms of assessment were introduced. Student evaluation of these has been very positive.
• Diversity of assessment methods (Honours level).	
Interdisciplinary Studies:	
PRE-HONOURS:	
• BSc: DUMF1043:	• New lecturer offered course in 2015/2016 and feedback was much improved.
• BSc: DUMF2024:	• New lecturer offered course in 2015/2016 with good course evaluations received.
• BSc: DUMF2019:	• Course received very good evaluations and hoping the lecturer will take this course on again next year.
HSP:	
• To explore the possibility of some kind of public health/public health NHS accreditation for the programme at a national level.	• This has not been taken on.
• To review how literature searching based IT skills are better developed across the 3-4 years.	• This has been addressed and there have been no complaints about the quality of IT inputs across courses.
• To reviewing the assessment loads across courses.	• Initial work has started on this and has been superseded by School level work.
• To mapping content across courses.	• On-going and has been successful in avoiding duplication and building links between courses.
• To review the possibility of cross course administrative support in for example, the preparation of class lists and mark sheets.	• Done.
MAPE:	
• DUMF 1045; 2012; 3013; 4021; 3006 and 2035.	• Trial Student Evaluation forms being completed online, to avoid t hardcopies being given out too early and ensures the students' grades/assignments are given back to students prior to completing the Student Evaluation form.
• DUMF1045; 2012; 3013; 4021; 3006 and 2035.	• Moodle used to give feedback to all students.
Law:	
• Feedback on assessments. We were eager to improve student satisfaction on the detail and timing	• NSS scores on feedback did improve in the most recent survey, though they still fall short of the

of feedback on assessments, as reflected in the NSS. The School of Law has been addressing this problem for some time, by requiring formative assessments to be returned within certain time constraints, with feedback; requiring publication of summative marks; generic feedback where individual feedback is not provided; publication of grade profiles; comments about performance, with attention to widespread misunderstandings; and invitations to speak to specific staff, if desired. During the 2015/16 session we implemented a new policy for formative assessment at level 4, requiring assessments to be returned in the autumn, well in time for the issuing of the NSS in January.	College benchmarks. New staffing arrangements will help close the gap further.
• Guidance on Exam Preparation. Some students had expressed a desire for further guidance on exam preparation (separate and apart from 'substantive' feedback).	• The compulsory Introduction to Legal Studies course now contains a module on examinations, with particular attention to the 'problem solving' examinations which cause the greatest anxiety. • From 2016/17 session, the Director of Undergraduate Programmes will be offering a session on examinations to incoming undergraduates. • In 2016/17 session, the peer review system AROPA is being trialled in one course (Obligations 1B) and possibly a second (Property). • (Staff in Constitutional Law I devote an entire tutorial to examination preparation.
Education: **BACP** • E-Learning: Due to impact on peer dynamics, to revert from Mahara to presentation format. • LMPV: This course to include three plans, i.e. one on academic engagement and two focused on practice. • Sustaining and Communicating: To be updated according to the revised Standard for Childhood Practice. • Self-study booklet: To develop for Practice Placement. • Induction: To be undertaken over 3 days **BTEchEd** • Programme development. • Learning space and resources.	 • Seamless transition - students performing well as evidenced by their grades. • Due to staffing issues this was not implemented but will be taken forward for this year. • Successfully embedded in the revision. SSSC expressed satisfaction. • Completed. • Not embedded due to staffing issues. To take forward with the appointment of new staff member. • Programme development is ongoing.

• Staffing	• Staffing remains a challenge.
BACD	
• A 4th (honours year) has been created and approved.	• Completed.
• Creation of "student development" sessions as part of the additional support given to Widening Participation (WP) students; this covers library and writing skills, IT skills, wellbeing, and career development.	• Completed and beginning trial phase.
MARPE	
• Review and revision of Moodle materials in summer.	• Completed.
• Review and clarification of assessment with additional explanation given to prevent confusion in the past, e.g. the term 'folio'.	• Completed.
CREDL	
• Writing new PIPS	• Completed and approved.
• Writing new course materials	• Completed. These two courses are now available.
PgDE	
• Previous session's students were very 'vocal in their criticism' of class accommodation.	• Online lectures will be trialed - seminar sessions will remain face-to-face. Evaluation will be carried out at the end of the trial session.
• Inconsistency in assessment marking.	• The team will continue to address this important issue.
MEduc/BEd	
• Increase in face-to-face contact on 'What's the Point?' and on Education in Practice.	• Completed.
• Revisiting assessment methods on WTP and on balance of grade percentage allocated to individual task and to group task.	• Completed.
• Revisiting exam and essay questions in Education & Society and avoiding elements of repetition (noted by External Examiner and by students).	• Completed.
• Consistency in quality and quantity of feedback.	• Ongoing.
• Possible use of feedback response sheet across courses.	• Ongoing.

• Further use of formative feedback with a specific focus on grammar and technical skills.	• Ongoing.
• Students studying one of the courses raised concerns with respect to the course reading demands in addition to a lack of guidance given on chapters, papers etc.. Students requested that the lecture Powerpoints be posted in advance. Lecture styles in this particular course at times led to students' sense of disengagement. Yet, students felt supported in the course tutorials.	• Relating to external partners. The Programme Leader is in liaison with partners. Currently ongoing.
• The Student Placement System needs to operate more flexibly in order to accommodate the placement needs of the MEduc Programme students.	• Relating to external partners. The Programme Leader is in liaison with partners. Currently ongoing.
• Quality and quantity of feedback needs to be consistent across markers and across courses.	• Ongoing.
• All staff involved in course assessment need to attend moderation meetings.	• Ongoing.
• To establish a common understanding between markers of what constitutes 'excellent', 'very good' and so on.	• Ongoing.
• Annotation on scripts should be agreed to ensure consistency in terms of feedback. (This is tricky due to existing flexibility with university guidelines encouraging an individual approach.)	• Ongoing.
• The BEd4 External Examiner proposed that students be given the option of conducting small-scale research that would entail seeking ethical approval. Assignment requirements will be further revisited.	• Ongoing.

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

College

ASBS:

- The UG/PC would like to run a weekly social time for Economics students which would improve their social and graduate skills as well as improve student experience and feeling part of a group and is there budget availability.

SSPS:

- On-going need to expand the use of technology in courses by student and staff for presentation and feedback.

Interdisciplinary Studies:

- Internet on campus is a poor comparison with that of the main campus. Access to Eduroam is intermittent. Students and staff frequently frustrated at signal cutting out, particularly during classes. IT support is less than adequate.

- Complaints from PGT/PGR/UG regarding the campus Library opening hours which are not comparable with the main campus.

University

ASBS:

- More information required on the functionality of Moodle to allow staff to use it in more innovative ways (Accounting and Finance) e.g. is it possible to have a section on Moodle where students can upload material? It would also be useful to have information on other technologies available.

- Room bookings are problematic, particularly for courses with irregular timetables. Students and staff find it difficult to have different venues each week, especially when there are several last minute changes of venue (Accounting and Finance). This does not help with student satisfaction or attendance.

- There are issues with some rooms in the Medical School building. There is interference in the PA system with sound from other nearby lectures interfering and causing disruption. This appeared to be a known issue but was not resolved. This is unsatisfactory and needs to be urgently addressed.

- All 1st year students and junior honours students should meet someone in the subject of their degree before finalising their degree course choice. It would be better if they are asked to meet someone once a year. This duty can be done by advisers (will need many more advisers) and they should be allocated students enrolled in their own subjects.

- Student reps are trained earlier (i.e. week 3) so that the first SSLC can be held earlier.

- Deadline for information to be given for timetabling and concerns to be raised.

- The poor staff: student ratio (Business and Management) continues to result in large classes, particularly for Honours teaching.

SSPS:

- The quality of teaching accommodation – both in terms of size and accessibility – remains a concern amongst staff. Similarly there is a shortage of student spaces within the University. Students consistently express a desire for spaces where they can come together and work as a group.

Interdisciplinary Studies:

- Streamline process of providing feedback to students on Moodle through the Assignment option – it is far too difficult and Moodle could be set up to make it easier.

Law:

- Support staff report that they are not able to receive adequate guidance on the management of EvaSys.

- Reports that some students have been using the anonymity of EvaSys to supply insulting and inappropriate comments. The University might find a way to discourage this, though naturally the School consider this

incumbent itself as well.

Education:

- MyCampus for reviewing good cause has huge administrative workload implications, especially since the number of good cause applications received has increased tenfold compared to previous years. Clarification from University is needed concerning guidelines and possibly allowing students to review their options (extensions, etc.) before submitting good cause applications.

- EvaSys contradictory results (BACP): very low survey returns do not reflect the positive comments received via other modes of communication with students. Whereas Student Voice results are very positive, EvaSys 'seems to be the odd anomalous student who uses this to respond'. Closed questions, including the question 'Did you find the course stimulating' are not always helpful. Questions that are focused on students' level of learning are more desirable.

- Transparency over the Senate procedure for disseminating these results and sharing them within School/College/ University is needed.

- Timetablers are now unable to request specific buildings through CMIS therefore students who on this programme (BACP) are non-traditional students and attend infrequently and not familiar with the campus are sent to various locations. This has huge implications for staff and students. Staff booking taxis to transport them between locations will be costly and students will communicate their concerns and dissatisfaction in evaluations and in NSS.

- Class accommodation is 'extremely difficult to manage' for programmes (PgDE) with large numbers of students.

Hot Topics

Do you have any comments on the following topics?

1. The student population is becoming more diverse. How have you or might you enhance curriculum, delivery and/or assessment methods to provide an inclusive and inspiring experience for everyone?

ASBS:

- Provide core definitions in word documents to help students understand and identify core terminology: particularly if English is not their first language (Accounting and Finance).

SPS:

- Use a diverse range of assessments. As an international department SPS are aware of the spread of nationalities taking our classes and the importance of clear measured delivery of lectures, and instructions regarding course requirements.
- Honours courses and teaching (Politics) have long recognized diversity and incorporated relevant materials into course outlines. One of our new courses, intergroup conflict and reconciliation is designed specifically with minority groups in mind.
- The quiz as formative assessment in Social and Public Policy (SPP) 2A is popular with international students, particularly students from Nankai.
- Feedback is being delivered by audio-visual means and is planned to include a written script using voice recognition technology (SPP).
- At Honours level, (Sociology) a considerable range of comparative and transnational material, partly as a result of a growing emphasis on migration as a topic across all levels of our delivery. - looking to build on this in the coming session through the introduction of two new Honours courses.

Interdisciplinary Studies:

- Disability: Student special requirements not being met i.e. support chairs need to be available for students at their first class, and allocated rooms cannot accommodate some classes. Accepting assignments in a format other than hard copy via the School Office. Disabilities to be shared with all staff on courses, including GTAs who are involved in class. Making Moodle notes available before class – especially helpful for students with special needs.

- Internationalisation: use of example case studies from other countries, to fit the cohort, or given the choice to select options from their own country making it more relevant to them.
- Two HSP L1 courses have embedded project visits (to schools and community based organisations) as a component of the group research project which they undertake and to allow a different form of learning.
- The MAPE team will take the idea of varying assessment methods etc. forward over the next year. Provide diversity in programme via e.g. online quizzes (summative), online polling (formative) and research peer-assessment.
- The Board of Management for the coming year will give more representation for the student body during its three meetings in the year. This means that any feedback from the representatives can be acted upon immediately –rather than wait for the AMR system.

Law:

- Attention should be given to the accuracy, literacy, legibility and presentation of all written communication to students, including handouts, emails, and powerpoints. It is a great hindrance to students for whom English is not the first language to understand poorly presented materials.

Education:

- Preferred approach is via 'the use of technology to enhance the student learning journey e.g. via blended and online learning'. Several courses within the programme also employ 'co-construction of the curriculum' allowing students to play a part in determining course sections that best meet their needs with respect to their professional development. (BTEchEd)
- Provision of a variety of assessment approaches (MARPE) (MEduc/BEd).
- Alternative assignments for Erasmus students enable them to gain credits without going for 'practical school experience'.
- The team decided to add 'the new Irish Religious Education curriculum to the unit content alongside the Scottish one – both for the Irish students themselves and to give our Scottish-based students a broader experience of what is being taught outwith Scotland' (CREDL).

2. What methods do you use for communicating with students? Which have you found most effective? As members of staff, how do you prefer to receive information?

ASBS:

- The School makes good use of social media in its marketing efforts, but individual subject groups do not. This would point to perhaps a School wide communication policy that the School's marketing team could assist with. The UG team, with the help of the marketing team, started a UG electronic newsletter that the UG/PC are now being asked to contribute to.
- Communication methods include: Email; Moodle; Social events; Business and Management 1A: People at Work looking to streamline e-mail communication by releasing a weekly bulletin to students.

SPS:

- Communicate electronically; Moodle; newsletters; course guides; lectures. Email and Moodle appear to be the best way to communicate with students and staff say that Facebook, for instance, does not seem to be more effective than email.

Interdisciplinary Studies:

- Moodle; student forum, email or face to face meetings; Skype.
- The need to maintain face-to-face communication was felt to be important.

Law:

- Students have routinely reported that communicating by email is becoming less effective due to the quantity of emails they receive. We have not found a solution to this problem, other than recommending that students carefully configure their various subscriptions so that they do not receive excessive mailings.

Education:

- Across the School and programmes: e-mail; Programme Website; Facebook Community of Practice; Twitter and other social media tools, including YouTube and other networking platforms; telephone and face-to-face meetings; e) Skype and virtual meetings e.g. Big Blue Button; and f) Virtual Learning Environment (i.e. Moodle) and online chats, e.g. discussion forums.

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

Education:

- A suggestion for Programme Leaders to meet and discuss common issues outwith formal Learning and Teaching Committee meetings is deemed 'helpful over the next few years as planning begins for a possible move to a new building'. Likewise, appointment of an officer or a project team within the School needs to be considered in overseeing SoE's move to another part of the campus. (BTEchEd)

- There is a need to fully develop a staff handbook and mentoring programme in line with university expectations as new staff often feel lost with little or no formal direction.' (BTEchEd)