

University of Glasgow**Academic Standards Committee – Friday 27 January 2017****Summary of Postgraduate College Annual Monitoring Summaries
2015-16****Dr Richard Lowdon, Senate Office****1. Process**

As in previous years, the Postgraduate Annual Monitoring Summaries for each College were submitted to the Senate Office two weeks in advance of the January meeting of ASC. The College Summaries have been reviewed by the Senate Office in order to identify any common themes – these are presented below. Following its consideration of the College Annual Monitoring Summaries, ASC is asked to confirm that the themes identified below are an accurate reflection of the issues raised by the Colleges. The Senate Office will then seek updates and responses from the relevant sources to these University-wide matters.

2. Key Themes

The Postgraduate Annual Monitoring Summaries contained many of the themes reported through the Undergraduate summaries. These themes included:

- Suitability and quality of teaching spaces
- Staffing
- Assessment and feedback
- EvaSys
- MyCampus
- Moodle

In addition to the themes identified in the Postgraduate Reports, the following themes were also raised:

- Recruitment and marketing
- Standards of English
- Student mental health and learning disability support
- Wheelchair access
- IT and library facilities
- Postgraduate Taught Experience Survey

3. Recruitment and Marketing

This issue was particularly prominent in the College of Arts AMS, but was also mentioned in other College AMSs. Concerns centred on the low numbers of students recruited in areas such as the School of Humanities, and the need to market courses more effectively. In particular, there was a belief that more PGT bursaries and scholarships were needed to encourage recruitment and counteract the effects of rising fees. It was also suggested that greater collaboration was needed between Schools, MaRIO and the Alumni Office to market courses more effectively.

4. Standards of English

Concerns were raised about the standards of written and spoken English among sections of the student body, particularly in areas such as the Business School, the School of Education, the School of Interdisciplinary Studies and the College of Medical, Veterinary and Life Sciences. Concerns focused on the differing expectations of academic writing and study styles, and the requirement for greater support with English language translation. It was suggested that greater customisation of the support services offered by the English Language Support Centre was required to enhance the learning experience for students whose first language was not English.

5. Student Mental Health and Learning Disability Support

The issue of student mental health was highlighted in several College AMSs. Concerns were raised that support services for students with mental health problems were over-stretched, and that University Services required more resources to cope with increased demand. Concerns were also raised about support for students with learning disabilities and the cost and length of time it took to access these services.

6. Wheelchair Access

The College of Arts AMS noted that many teaching rooms were inaccessible to wheelchair users.

7. IT and Library Facilities

This issue was highlighted in the College of MVLS and College of Social Sciences AMSs. In particular, it was suggested that PC cluster computer provision should be enhanced and tailored to meet the needs of PGT students. The School of Interdisciplinary Studies raised concerns that the IT service at the Dumfries Campus was provided through the University of the West of Scotland, which led to greater complexity for students in relation to login details, printing accounts, file storage and website access. Students had also expressed concerns about library facilities provided by the University of the West of Scotland, particularly in relation to opening times.

8. Postgraduate Taught Experience Survey

Several College AMSs noted that response rates for the Postgraduate Taught Experience Survey were low. It was also suggested that the PTES survey was conducted too early in the year to enable students to provide feedback on some of the question areas such as the 'understanding feedback' section.