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 Sciences**
	This report has been informed by School AMRs provided by the Quality Officers or their deputies, responsible for postgraduate taught provision across all of the Schools that comprise the College:
	Adam Smith Business School PGT Studies: Dr Luis Angeles
	School of Education: Dr Dely Elliot
	School of Interdisciplinary Studies: Dr Steven Gillespie
	School of Law: Dr Marco Goldoni
	School of Social & Political Sciences PGT Studies: Dr Philip Habel
	The report was compiled by Dr Robert Doherty, College Quality Officer and Kathleen Simmonds Strategy and Operational Planning Administrator.

Reflection
What is working well?
Adam Smith Business School Across the Business School a number of aspects are identified as evident strengths. Achieving a preponderance of successful programs is in itself a strength of the Business School in the context of having over 1600 PGT students, 31 PGT programs not including 13 additional programs delivered in collaboration with other schools. Completion rates are strong across PGT with around 97% of students graduating with high numbers of merit awards being achieved. Across the School there is generally a high degree of student satisfaction within PGT as evidenced by student questionnaires and feedback which is complimentary of academic and support staff and the opportunities and experiences provided beyond the core curriculum. The School notes the use of a broad range of teaching methods and the provision of wide-ranging approaches to support learning and student engagement. The design of the curriculum is also highlighted; in particular the provision of highly specialised courses in interesting areas such as environmental accounting, responsible banking and sovereign debt regulation. There are 44 units of learning within the ASBS; for the session 2015-16 all units have been the subject of annual monitoring. **School of Education** Many areas of strong and effective practice, commonly found in the detail of PGT monitoring reporting, are noted by the School. What is recognised as strong academic practice and the consolidation of the academic with practice orientated or practice-based learning opportunities, are emphasised as working well. Teaching and a commitment to develop and enhance teaching are reported along with strong staff/student relations, staff responsiveness and pastoral concern. The use of technology to enhance and support learning is well imbedded across PGT and there is an ongoing development and consolidation of the pedagogy associated with such approaches. A range of extra and enriching experiences within the design of programs and courses are highlighted including outside speakers, field trips guided reading support for writing and social events. Assessment including formative assessment, quality of feedback and the moderation of marking is noted as well established across programmes. The School values the

diversity of the PGT student body reflective of efforts at internationalisation. The School also notes high quality vintage of support and the consolidation of systems and processes student representation and student voice. There are 18 units of learning within the School; for the session 2015-16 all units have been the subject of annual monitoring.

School of Interdisciplinary Studies

Looking across its units of learning the School reported a range of areas and dimensions of its work considered to be working well. Areas of strength included well-designed programmes and courses, effective teaching, pleasing levels of student performance and attainment and evaluations indicating high levels of student satisfaction. One programme successfully served a cohort comprised of students from Glasgow and Dumfries. The attractiveness of tourism heritage and development to international students was noted as were the excellent student evaluations for the unit. Across the units of learning intensive study days and the design of field trips and case studies was recognised as strengths along with bespoke forms of assessment and the quality of feedback offered to students. There are 5 units of learning within the School; for the session 2015-16 all units have been the subject of annual monitoring.

School of Law

In the current round of PGT review the School focused on three main strengths, the development and use of a high quality library of filmed materials as a learning resource. Over the last five years contributions to the library have been made by tutors, the Faculty of Advocates and the judiciary. This is being used to support student learning within the Diploma in Legal Practice programme. Effort has been directed towards tutor development and support in providing feedback and on understanding Data Protection. The use of discussion based approaches to teaching was noted as a School asset. The popularity of a discussion-based approach was highlighted, with students giving very positive feedback to lecturers who could effectively create environments that facilitated discussion. There are 2 units of learning within the School; for the session 2015-16 both units have been the subject of annual monitoring.

School of Social & Political Sciences

The School noted the contribution from its research staff and the benefit of the University's international reputation. Other strengths included consistently high levels of student satisfaction. For example, in Urban Studies, more than 80% of students strongly agreed that they were satisfied with their courses, that courses were intellectually stimulating, and lecturers explained things well. Progress in recruitment was recognised: efforts by staff resulted in student numbers increasing by 12% compared to 2015-16 and 25% compared to 2014-15. Some programmes demonstrated a dramatic growth; Sociology growing 44% and Political Communication 93% from the previous session. There are 11 units of learning within the School; for the session 2015-16 all units have been the subject of annual monitoring.

What needs work?	What action is being taken forward?
Adam Smith Business School Student numbers on some courses are very large, bringing challenges around supporting learning, student engagement and interaction. Additional tutorials have been provided; notwithstanding student numbers can still be large in tutorial groups.	The school is actively recruiting more staff.
Ideally in a top international school the student body would be more diversified; a large majority of students come from East Asia. This is most acute in Management, which relies heavily on group work and projects.	A Diversification Working Group has drawn up an action plan for the current round of recruitment.
Staff have voiced concerns over standards of English and Maths competency among sections of the student body.	These concerns are being discussed by the Admissions Committee of the School.

School of Education Across each unit of learning the School records a range of areas reflecting their focus for development and enhancement during the current session. (A summarised outline is presented below). Pg Childhood Practice (MEd/PgD CP) – Status of the Practice Placement	Further discussion and planning among programme team as this is a 'core requirement' of the Standard for Childhood Practice.
MEd in Children's Literature and Literacies (MEd CLL) – Working with students from different countries who lack fluency in English usage and different expectations on academic writing. More links to employability	IELTS were raised. Students were advised to seek English language support during early stages. Plan to arrange short talks from invited professionals, e.g. editors, and organise fieldtrips.
MEd Community Learning and Development (MEd CLD) Students concern over the 'time consuming' element entailed in the ethics approval process.	Adjusting the timing for the input and processing of the ethics approval.
MSc/MEd Educational Studies (MSc/MEd ES) The support given to students whose first language is not English, who experience 'cultural differences' and including differing learning expectations and study styles needs to be enhanced, more tailored. Strengthening the support given to new colleagues who deliver one of the core courses as well as with dissertation supervision.	Research is under way on the former and scoping study is proposed for the latter. Programme and course leaders offer this support, although workload issues.
MSc/MEd Teaching English to Speakers of Other Languages Whereas 100% satisfaction was achieved through PTES in 2014-15, the 'individual return threshold' was not achieved in 2015-16.	The programme team will continue to work with student representatives and PGT committee with respect to the survey.
MEd/PgC/PgD Inclusive Education: Research Policy and Practice (MEd/PgC/PgD IE: RPP) Application process for West Partnership funding. Room booking. Students' language and academic writing proficiency	Identification of staff members who understand the West Partnership project. Lodging room requirements in advance and securing appropriate rooms. Providing students information on 'the range of support available across the University and within the School of Education'.
MEd/PgD Learning and Teaching in Higher Education (MEd/PgD LTHE) Need for a timeline for the dissertation and a framework for supervision.	Consideration and discussion at the Teaching Development Group.
MEd Professional Practice (MEd PP)	

Clearer expectations for students on finishing their dissertations, as recommended by the External Examiner.	The Programme Leader held a meeting with all dissertations tutors, complemented with notes for those unable to join the meeting.
MEd Professional Learning and Enquiry (MEd PLE) Support for students as they 'identify appropriate progression routes and sequencing of study', which are aligned with professional commitments.	A variety of progression routes has been identified and communicated to students.
MSc Psychological Studies (MSc PS) Enhancement of the moderation process.	Lists of first and second marker grades were sent for external moderation.
Some aspect of dissertation need work; concern over language and writing proficiency.	Statement to be including in the programme handbook.
Despite improvement, PTES shows that face-to-face time between staff and students remains an area of concern.	Students were informed that staff members are available for consultation during 'stated office hours' or through negotiation.
Low response rate for both Evasys and PTES.	Reminder emails to be sent to students.
MSc in Adult and Continuing Education (MSc ACE); MSc/PgD in Teaching Adults (MSc/PgD TA) Changing Psychology of Adult Learning for 2016-2017 to accommodate increased number of students following the start of the IMAESC programme.	Psychology of Adult Learning is to be revised completely with a new programme leader.
MSc in Youth Studies (MSc YS) Strengthening sociological base of the programme (to correspond with education) through review of core courses and addition of optional courses from Sociology and Social and Political Sciences	Perspectives on Youth and Young Adulthood completed; Working with Youth in Preparation. Development of new Adult, Community and Youth core courses, as part of overall restructuring.
Major marketing launch for this programme	Received funding for an RDP intern. Appointment to be made for Jan 2017 start.
PgC Middle Leadership and Management (PgC MLM) Having less experienced staff to back fill for core staff had an impact on the quality of the learning experience among students.	Decision that in the future, only core staff will deliver the courses.
PgC Teacher Leadership and Learning (PgC TLL) Students report difficulty in accommodating all the demands made by self-study activities .	Core activities will be reviewed; some of which will be re-designated as follow-up/supplementary activities.
Pg Certificate in Academic Practice (PgCAP) Further development required for a new course called Assessment and Feedback in HE – to be launched in January 2017.	This course is under development following staff completion of some CPD in this area.
PgCAP development into a blended/online programme in support of distance learners.	A report and strategy document, including the timeline, in preparation for the PGCAP online version is under way.
Feedback requested PgCAP to be more practical. By the	Tutors to support participants in making effective links

nature of the course, it has practical components but it is also scholarly and evidence-based.	between theoretical underpinnings and practice.
Doctor of Education (EdD) A room for further improvement in forum participation.	Emails to be sent to encourage students to participate; monitoring of this issue.
Despite the team's success at making all resources and readings available online, students, particularly those who are based overseas, encounter issues in finding a small number of prescribed books.	Ongoing attention is required.
Record year 1 recruitment of over 30 students created a strong group with excellent progression but imposed a demanding workload on tutors.' Stricter monitoring of extensions and time out among students.	Year 1 intake reduced for 2016-17, with a small number of successful applicants who applied later asked to defer entry for a year. More rigorous enforcing of formal suspensions of study.
Advanced Educational Research (AER) Continuous pursuit of 'new and innovative materials' for tutorial materials and small group activities.	Course materials to be reviewed and revised following student feedback on sessions.
Introduction to Educational and Social Research (IESR) Diversity of the student body – some students aren't especially interested in the quantitative/qualitative forms of fieldwork research and would like some input re text/documentary analysis.	More input will be provided re text/documentary analysis in next year's content.
School of Interdisciplinary Studies	
MSc Environmental Science, Technology and Society 5060 Improvement s to Environmental Ethics	5060 Environmental Ethics: Updating of recorded lectures. Trial usage of portions of a text in progress to replace some recorded lectures.
5008 Heritage Management in Context: More international students on the course meant course content took longer to explain and marking took longer. Not enough marking support for international students. Students require greater support with English language translation.	5008 Ongoing monitoring of needs and workload around international students.
5009 Heritage, Interpretation and Development/ 5012P Tourism and Heritage Dissertation/ 5018 Tourism and Regional Development: International students require greater support with English language. The programmes could benefit from more relevant optional courses, one of which is being introduced next year.	A new appointment has been made to develop and deliver a marketing tourism, and an event management course. Course material will be updated. Internships or work placements within the Programme will be considered.
MSc Enhanced Practice in Education Two teaching colleagues left the University after semester 2 2015-16.	MSc Enhanced Practice in Education A revised teaching team is in place in 2016-17.

MLitt Environment, Culture and Communication The reporting design of personal projects.	This is a wider matter for the School as a whole. To be action through normal processes.
School of Law Diploma in Legal Practice The standard of accommodation is poor for the type of practical work being undertaken.	It is not possible to secure 14 tutorial rooms simultaneously in another building. The advantage of the Sir Alexander Stone building is that all 14 tutors can come from their businesses and meet immediately prior to, and after tutorials and discuss content, raise queries, submit materials for distribution etc. which helps to ensure a high standard of consistency of delivery.
For some courses, students have found the materials burdening.	Tutorials have been devised in order to tackle concerns with current materials. In addition, videos have been made available in order to integrate and support the study of the resources.
Based on the present number of students, additional administrative support would be appropriate.	This has been addressed this year with new recruitment
EvaSys. Student participation levels in EVASYS have been very low	Staff have been asked to make students aware of the importance of responding to our requests for feedback
In certain cases, large class sizes present a very real obstacle to expanded participation.	Various approaches have been implemented to encourage participation such as debates, individual class assignments, mini-moots, presentations and small group work.
School of Social & Political Sciences To sustain high levels of student satisfaction in the face of increased numbers of students, staff resources in relation to the provision of teaching will be needed.	There is a need for investment in more teaching staff, more GTA support should be considered for large courses.
There appears to be varying practices on course availability to students outside of the given programme/subject, and practices such as capping of course numbers also vary.	Exploration of solutions to ensure the availability of courses for students across the School.
There have been concerns over students' preparedness for the rigours of study at a top international University.	Innovations in feedback, particularly in formative feedback, have been adopted by some programmes.
As the number of School-wide programmes grow, there is a greater need to coordinate dissertation supervision	Discussions of how to structure supervision for School programmes are underway and a new draft policy is currently being developed.
Students have requested more insight on applying for PhD programmes	Convenors have noted that their office hours are ideal

	times for such support. There have been preliminary discussions about offering a larger meeting for interested students across the School or across a given subject.

Good Practice

What practices are innovative?	Which of these would you recommend for wider dissemination?
Adam Smith Business School: • Use of a dedicated Bloomberg lab for students in Finance. • Numerous use of guest lecturers and practitioner talks. • Use of case studies with industry-relevant content. • Use of online learning resources. • Organizing the School's vast program of extra-curricular activities into the "Graduate Award". Students are offered a full menu of available activities and are encouraged to take part by receiving this award if they complete at least 4 activities.	All may be recommended depending on the particularities of other subjects.
School of Social & Political Sciences: • International Partners: partnerships with other institutions were seen as a strength e.g. Estonia, Nankai, University of Hong Kong; to name a few. • Employability: seeking opportunities for learning experiences outside of the classroom with partners in industry, assisted by the College Office Employability Officer and the Work-related Learning Opportunities Co-Ordinator. • Inductions: Sociology and Politics students offered high praise for their respective Inductions offered in the week before the start of classes. Also, opportunities were provided for student/staff social gathering. • Field Trips: e.g. Urban Studies trip to London, the Human Rights & International Politics trip to Geneva, and the Global Security trip to Brussels. • Other Activities: Student Representatives in certain programmes took a lead in ensuring that students have a positive experience, both inside and outside the classroom e.g. organising trips to sights of interest - the BBC and the Scottish Parliament (Political Communication). • Course Options: e.g. Global Security programme. A variety of options is a real positive according to student feedback. • Networks: Sociology is well connected to networks such as the Glasgow Human Rights Network and the Gender and Sexualities Forum, which offers students valuable insights and opportunities. Student participation at the Sociology Seminar Series has also been high. • Meetings: regular meetings outside of the classroom have been met with positive feedback e.g. Global Health. • Peer Feedback: CEES is using peer feedback on formative assessments with success. • Online Learning and Training: new online dissertation workshop (Politics), Courses and programmes are moving to online formats (PGCert in Art Crime). • Dissertations: Politics has moved forward their dissertation timeline. Sociology has overhauled their Dissertation Handbook and deadlines in response to student feedback. Urban Studies offered a workshop for new staff related to dissertation supervision. • Practical Experience and External Speakers: Media, Comm, and Int Journalism's	Many of the ideas expressed could have wider applicability across the subjects, the School, the College, and the University.

practical module received positive feedback from students. Programmes are inviting guest lecturers from industry. • Guidance: a short guidance for prospective ESRC or CoSS PhD Scholarship applicants was produced by the Sociology Head of Subject. • International Students: a.) meeting with the Student Learning Services to discuss any potential challenges and to develop a pro-active strategy, including tailoring sessions on academic writing b.) working with international students to develop a programme of additional support c.) offering seminars that allow students to revisit issues and concepts from previous sessions d.) working with a GTA to deliver feedback both prior to and on delivery of the formative practical project in the first term. **School of Interdisciplinary Studies:** • MSc Tourism, Heritage and Development (THD)/ MSc Tourism, Heritage and Sustainability (THS): Programmes offer practical dimension, a variety of options and good variety of teaching techniques including field trips, film and other media, lectures and practical work. Problem based learning/ industry engagement through field class. • MSc Enhanced Practice in Education: Students could choose the topic for their assignments, as long as the reflective strategies, data gathering tools and literature explored during the course were featured in the essay. • MLitt Environment, Culture and Communication: Course convenor networks assisted students in looking at future careers in these areas e.g. PhD funding through contacts. • Inclusion of Gilmorehill colleagues and local partners as lecturers and field trip facilitators works well. • Students enjoy Personal Project assignments which produce innovative work. One student's personal project became an artist-collaboration and was presented at New Networks for Nature conference in Cambridge. **School of Education:** • Pg Childhood Practice (MEd/PgD CP): formative and dialectic exercise on feedback-giving - established feedback loop is 'a hermeneutic spiral.' SSSC was commended for embedding 'all aspects of the revised Standard for Childhood Practice within the programme', with adherence from the whole programme. • MEd in Children's Literature and Literacies (MEd CLL): highly valued provision of formative feedback on academic writing prior to submission and summative feedback includes specific comments on improving academic writing. Opportunities for students re: presentations, practical sessions with children, attendance at day conferences and community events, attendance at PhD research mini-conference, leadings to several PGR applications to the School. • MEd Community Learning and Development (MEd CLD): participative learning, peer learning groups, and relevance to practice. • MSc/MEd Educational Studies (MSc/MEd ES): one of the core courses entails individual presentation and group feedback for development of research and critical thinking skills. • MSc/MEd Teaching English to Speakers of Other Languages (MSc/MEd TESOL): the Transition to Academic Writing online resource assists students' assignment preparation e.g. exemplars of MSc TESOL assignments; analysis of criteria and sample assignments workshop; a test design project.	Recommended. Recommended. Recommended. Recommended. Recommended. Recommended.

TESOL seminar series, a mini conference, and a TESOL teach meet run by students enhance the overall teaching and learning environment and increase a sense of community among TESOL practitioners.	Recommended.
• MEd/PgC/PgD IE: RPP: the development of a MOOC related to inclusive education and partnership-development with schools.	
• MEd/PgD Learning and Teaching in Higher Education (MEd/PgD LTHE): each student writes their own additional learning outcome to personalise their research and support ownership and investment on their work. Supervision meetings cover discussion on content as well as the manner in which that supervision takes place as it is a fully online programme.	Recommended. The first example recommended.
• MEd Professional Practice (MEd PP): online delivery of 30 credits is working well. Due to the blended learning context of the course there is a sound understanding about contextualising the pedagogies and support required.	
• MEd Professional Learning and Enquiry (MEd PLE): programme features practice-focussed inquiries supporting improvement within Schools and each student selects their own inquiries which are linked to their individual Professional Review and Development objectives.	
• MSc Psychological Studies (MSc PS): introduction of formative assessment to support critical thinking in one of the courses. A session on career opportunities was organised with input from staff from UoG Careers Service and a student intern supported external engagement in recruitment of research participants.	
• MSc in Adult and Continuing Education (MSc ACE); MSc/PgD in Teaching Adults (MSc/PgD TA): dissertation support group across the two programmes has been found to be beneficial by students. The ongoing partnership with the Hunterian Museum for the Curriculum Development course (in the last two years) has been successful and received positive feedback from students.	The first example is recommended.
• MSc in Youth Studies (MSc YS): a new approach to dissertation supervision through group work and peer support is working well. Use of a Dissertation proposal planning sheet with emphasis on literature base for the chosen topic, the research question and the methodology. Availability of SAAS funding (a loan) for Youth Studies students.	The first two examples recommended.
• PgC Middle Leadership and Management (PgC MLM): the blended model of online learning works well for course members who are in demanding posts in schools. The reflective task based on formative feedback helpfully develops students' capacity for self-evaluation.	
• PgC Teacher Leadership and Learning (PgC TLL): the self-study booklet has both reading and self-evaluation activities that are practice-focused, linking theory and practice. Self-study activities are tailored towards supporting focused professional dialogue and developing students' understanding of the main conceptual frameworks.	
• Pg Certificate in Academic Practice (PgCAP): co-design of a session between students and teachers; co-design of the course evaluation; use of feedback contract (an agreement between teachers and participants).	The first two examples recommended.
• Doctor of Education (EdD): recruitment requires submission of samples of written work as well as occasional Skype interviews. This has enabled recruitment of students with a strong chance of success but has significant workload implications for the programme director. Innovative use of podcasts in generating 'group forum' feedback.	
• Advanced Educational Research (AER): the whole practical focus is seen as innovative – as is the requirement to do both qualitative and quantitative methods and assignments.	
• Introduction to Educational and Social Research (IESR): Powerpoint used to clarify assignments given to students received praise from the External Examiner.	

School of Law: • Diploma: All written assessments are now submitted and marked online, allowing students to submit assessments without having to travel to the university, reducing the administrative burden on the Diploma team and increasing data protection. E modules form part of the School's "blended learning" approach to delivery of the Diploma and provide students with the opportunity to access materials wherever and whenever suits them. Additionally, they allow students the opportunity to revisit sections as required. E-modules were first introduced three years ago and their use has been further extended in 2015/16. Students particularly enjoy the opportunity to role play as part of the learning process. The many opportunities to deliver oral presentations were also highlighted as being instrumental in developing confidence. • **Postgraduate Teaching:** Students noted a number of good practices: the use of PowerPoint slides, the distribution of documents via Moodle2, the quality of the course handouts, the role of optional formative essays, the efforts made to encourage class discussion, the use of case studies, opportunities for small group work, the use of current examples, the use of supplementary and interdisciplinary materials to help with understanding, the involvement of guest speakers, and the organisation of extra-curricular activities. • **Postgraduate Research:** Significant improvement of the turnaround time of responses to PGR applications thanks to a flexible scheme where selected team leaders are streamlined proposals and can assess them more swiftly.	Recommended - improvement of the turnaround time of responses for postgraduate applications because this ensures higher rate of acceptance from students.

Closing Loops

What progress has been made on actions identified in last annual monitoring cycle?	
Action:	Progress:
Adam Smith Business School: • Review of courses scoring poorly in student evaluations (especially in Accounting and Finance). • Avoid having classes being taught by a large number of lecturers (for the case of Development Policy in Economics, 5 lecturers teach a 10-lectures course).	This has been performed. Improvement in student satisfaction in these courses has followed. This has not been solved. Once more staff is recruited in the required areas of specialsation it will be possible to do.

School of Social & Political Sciences:

- Concerns over the Methods' courses, as voiced particularly by students across subjects in the School.

Leadership by School staff has resulted in two important actions. First, the start of revisions to the existing methods courses have been put in place. Second, for 2017-18, there will be a roll out of new methods options. MRes students will now take 3 required methods courses, consistent with requisites from the ESRC. That will mean a new course, Research Design, will be introduced into the sequence as an additional option for MSc students. MSc students, then, will be able to choose among Qualitative and Quantitative Methods, and also Research Design. The Research Design course should serve students well as they prepare to write their dissertations. Student feedback about these changes during the 1 Dec School meeting was very positive.

- Several programmes raised concerns over the capping of the final grade classification based on students' performance on their dissertation. This year again, 2 students in Politics with solid B/2:1 averages on their coursework did not graduate with a Merit degree due to C marks on their dissertations. It was proposed last year that this capping be lifted, and that the dissertation be factored into the grade based on the number of credits.

The issue will be reviewed again during the next academic session at the appropriate level.

School of Interdisciplinary Studies:

- MSc Environmental Science, Technology and Society: 5060 Environmental Ethics: course continues to evolve following student and lecturer feedback. 5077 Environment, Technology and Society: course continues to evolve following student and lecturer feedback.

5060: achieved.
5077: substantial course revisions designed and implemented for 2016-17.

- MSc Tourism, Heritage and Development (THD)/ MSc Tourism, Heritage and Sustainability (THS): 5009 Heritage, Interpretation and Development/ 5012P Tourism and Heritage Dissertation/ 5018 Tourism and Regional Development: The number of courses offered is six. Students are provided with a generic dissertation template for support and as part of this course students are offered a single topic placement related to the course. Placements can be done as part of the dissertation and it is up to students to choose and organise. Choices of possible placements are provided as support.

A new placement course is being developed for introduction next year, to be an alternative for the dissertation course.

• MSc Enhanced Practice in Education: 5090**:** Teaching could be better co-ordinated.	5090: All teaching was delivered by one teacher (rather than two). The External and the Programme Leader suggested reconsideration of the name as one or two essays were not 'action research' but rather 'professional enquiry'. The name will be changed for the next session to: 'Reflective Practice and Professional Enquiry'.
• MLitt Environment, Culture and Communication: creation and implementation of placement option parallel to dissertation in in the summer period in collaboration with other colleagues.	This has been achieved and will be available summer 2017: planning is currently advanced.
School of Education:	
Pg Childhood Practice (MEd/PgD CP):	
• Induction – more help with library and Moodle, etc.	Students are encouraged to access help sheet resources and numerous resources were created for students.
• Contemporary perspectives digitising books.	Received library assistance but there are some constraints regarding the digitisation of all books.
• Practice Placement A assignment overlap.	Students had small gaps between assignment-giving and placement assignment.
MEd in Children's Literature and Literacies (MEd CLL):	
• Review of the dissertation supervision and marking processes	PTES 100% satisfaction.
• A blog led by PhD students, which was set to be launched by December 2015 providing an outlet for MSc students to write and share their dissertation topics.	Blog launched.
• Advising for PGT students	No progress on this front. Programme team members continue to provide advising and pastoral support that are outwith workload models.
MEd Community Learning and Development (MEd CLD)**:** • Students receiving assignment feedback following submission of another assignment and 'unable to learn' and benefit from this feedback to help improve their academic writing. The programme team to adjust the timetabling of assignment deadlines and feedback-giving to address this concern.	Timing of feedback has been adjusted.

• It was felt that 'stronger connections' could be developed between what is learned in the programme, and 'what happens in the field of community development'.	Seminars and mentoring arrangements have been organised to address and strengthen connections between theory and practice.
MSc/MEd Educational Studies (MSc/MEd ES)	
• Discussion concerning wording of criteria on the dissertation feedback form.	Updated wording brought greater clarity while retaining the focus of these criteria.
• Greater resource allocation of staffing particularly for dissertation supervision.	Ongoing issue despite proactivity in addressing the issue.
• MET course reported last session that individual feedback through assessment practices had had to be reduced due to lack of staff to sustain what had been a very supportive practice for students.	No progress made yet.
MSc/MEd Teaching English to Speakers of Other Languages (MSc/MEd TESOL):	
• Reviewing PIPs for consistency across assessment-related documentation.	Achieved.
• Refining the exam for one of the courses.	Achieved.
• Development of students' appreciation of reflective writing.	A workshop on reflective writing is scheduled for 2016-17.
(MEd/PgC/PgD IE: RPP):	
• Funding application for the development of a MOOC around the theme of education for all and the post-2015 agenda.	Achieved, with the MOOC being run 3 times and generating over 10,000 learners across the globe.
• Development of Inclusive Education courses as part of the International Masters.	Ongoing initiative; current development of year 2 materials.
• Constant review of programme materials to ensure connectedness between courses.	Programme team's regular discussion on content development.
MEd/PgD Learning and Teaching in Higher Education (MEd/PgD LTHE): • Financial barrier to entry for Dissertation students from the University of Glasgow who have completed our PGCAP was included in the previous AMR.	Barrier has been lifted and entry for University of Glasgow members of staff is now free.

MEd Professional Practice (MEd PP): • The programme had an interim Programme Leader in charge between February and July 2016. • Addressing outstanding issues from the previous session.	External Examiners feedback confirmed that the programme is working well. A new Programme Leader was appointed in September 2016 who will take the management role onwards, including AMR duties.
MEd Professional Learning and Enquiry (MEd PLE): • A programme review with respect to: 'course content, activities, learning processes, core reading, pedagogies, overlaps between courses, progression, alternate forms of assessment, expected learning outcomes, exit points and end product'. • An issue concerning students differentiating 'EDUC5835 and the methodology and methods chapter' in the dissertation.	Review completed with minor changes implemented. Progression routes were identified/communicated to students. A new exit point at PgD level was created. Issues concerning plagiarism are impressed on students through discussion and 'teaching inputs' on dissertation. URKUND was reinforced stressing students' role in self-evaluating their work to avoid being accused of plagiarism.
MSc Psychological Studies (MSc PS): • Use of standardised ethics forms across the two Schools	Achieved and addressed differing student experiences. Caused a capacity issue in the School of Education' since only programme team members (not the whole SoE) review applications.
• Organising a staff-student social event to promote cohesiveness among students.	Achieved - highly valued and a similar event planned for 2016-17.
• Students being unsure about the role of student advisors.	Student advisors' role was clarified at the staff and student meetings.
• Students tend to have 'high' expectations of their performance.	The issue of reasonable expectations was raised during induction.
• The possibility of holding a student mini-conference was raised during a staff-student meeting.	Issue was explored but students were instead directed to apply to external conferences.
MSc in Adult and Continuing Education (MSc ACE); MSc/PgD in Teaching Adults (MSc/PgD TA): • Development of a new joint master's degree called International Master in Adult Education for Social Change (IMAESC). Two courses: Psychology of Adult Learning and International	Successful launch of IMAESC programme.

Issues in Adult Education need redesigning 'to accommodate the increased number of students' i.e. 45 students rather than 30.	
• Investigating development of a new stream of the programme that will connect with the MEd in Community Learning and Development.	Ongoing work for a 2017-18 launch.
MSc in Youth Studies (MSc YS): • Completion of Youth Studies programme as a part of International Online Masters in Education. • PIPs and approval for new accredited MEd.	Preparation for one course completed and made available online. The second course targets May 2017 completion. In progress and ready for 2017/2018.
PgC Teacher Leadership and Learning (PgC TLL): • A programme review with respect to: course content, activities, learning processes, core reading, pedagogies, overlaps between courses, progression, alternate forms of assessments, expected learning outcomes, exit points and end product.	Review completed with minor changes implemented. Progression routes were identified/communicated to students. A new exit point at PgD level was created.
Pg Certificate in Academic Practice (PgCAP): • Reflection on the new programme design and make enhancements based on participant feedback.	Several courses have been amended, ILOs, course materials and assessments revised.
• Launch of a new optional course on assessment and feedback.	Postponed due to low student recruitment. Ongoing development.
• Programme coordinator to lead on developing a sustainable model to enable PGCAP participants at a distance to study the programme when required.	A draft research study into online provision of PGCAPs has been undertaken. The draft report is to be developed into a PGCAP Online Strategy by January 2017 for presentation at LTC before converting into an online version for September 2017.
Doctor of Education (EdD): • Greater consistency in the number of milestone forums required across the different courses.	Adjusting the number of forums.
• Challenges presented of some prescribed books to students based abroad.	Encouraging further the greater use of e-books.
• Reworking of one of the courses to align forums, independent reading and developing theoretical capability as a scaffolded route to the assignment and towards autonomous learning.	Implemented successfully.
• More generous use of the upper grade A range	Implemented successfully.

for outstanding work in assessing year 1 assignments, as per the External Examiner's recommendation.	
Introduction to Educational and Social Research (IESR):	
• Feedback for assignment – issues discussed in more detail.	Having 3 meetings per assignment was helpful in addressing this issue.
• Workshops are moved to weekdays.	Workshops kept at the weekend due to difficulties in arranging rooms during the week.
• Discussion of course content with course leaders.	Meetings with a number of course leaders were held leading to reconsideration of the course content.
School of Law:	
• Diploma: Some concerns about the availability of resources on Moodle were raised in the previous year.	A review for all courses' Moodle has produced a better outcome in the students' feedback on this point.
• Postgraduate Teaching: In some circumstances, students had to attend lectures for a class in different University locations, and this led to frustration with the unpredictability of the classes and potential lost time while people located the new rooms.	Classes have been scheduled in a single room, at least throughout the semester if not the academic year. It has not always been possible to address this recommendation because of ongoing renovation of teaching spaces at the University.
• Postgraduate Research: Scheduling of seminars: to accommodate students' comments that seminars were unevenly distributed over the two semesters, and that too many introductory seminars are provided, some shifting of seminar is taking place.	A re-organisation of the PhD programme into several streams, each of which represents an area of strength. Accordingly, some signposting will be posted on the School PGR web-site with their respective activities

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

College

Adam Smith Business School:

- Staff have expressed their dissatisfaction with the amount of bureaucratic procedures currently in place at all levels of University administration.

- More information and/or training sessions are requested relating to the functionalities of Moodle and other learning technologies available. In general, staff would benefit from specialized IT support regarding the use of new software for learning.

- The Management subject area of the Business School advocates a change in the regulations for achieving the award of MSc with Distinction. Following discussions at their exam board, which involved external examiners, the subject would prefer awarding Distinctions to students achieving an overall GPA in the A level for the 180 credits of the programme (that is, averaging courses and dissertation together). Management has a percentage of students graduating with Distinction which, at 4%, is below the School average. Guidance and support from the College is sought about the feasibility of such proposal. The matter will be put for discussion at the School level involving the other two subject areas.

School of Social & Political Sciences:

- The need for more staff and GTA support given the increases in enrolment. The dissertation mark and degree grade classification issue should also be addressed.

School of Interdisciplinary Studies:

- The PGT teaching group queried whether the PTES survey was conducted too early in relation to some of the question areas, in particular that of students understanding the feedback section.

School of Education:

- (MEd/PgD LTHE) Institutional focus of the dissertation projects: since dissertation projects undertaken by members of academic staff can have 'an institutional focus' either at School or College level, the programme team considers liaising with the Deans of Learning and Teaching. This can help facilitate MEd LTHE being more directly linked to the College Strategy, through pursuit of strategic projects as part of their dissertation.

School of Law:

- More PGR Scholarships. There is enough capacity to attract more European and international research students.

- If recording lectures at the postgraduate level becomes a normal practice, technical facilities ought to be put into place.

University

Adam Smith Business School:

- The subject Management within the ASBS reports an ongoing concern over the regulations governing 'award with distinction.' This was raised last session and has been raised within the reports of external examiners. The consensus within Management is that the regulations could be improved to recognize the overall average from 180 credits at A, and/ or preponderance of credits in that category, especially for candidates in the zone of discretion via the School 'stage two' process (which currently relies on preponderance alone). This would potentially better recognise the achievements of students who, for example, fell just short of an A in the dissertation yet have GPA of an A from 180 credits overall.

- Staff have expressed their dissatisfaction (in some cases exasperation) with the amount of bureaucratic procedures currently in place at all levels of University administration.

- More information and/or training sessions are requested relating to the functionalities of Moodle and other learning technologies available. In general, staff would benefit from specialized IT support regarding the use of new software for learning.

- Room bookings is often problematic.

- There are recurrent problems regarding the quality of lecture rooms, particular concerns were around: heating, room allocations, poor maintenance and unreliable AV - figured prominently in staff and student feedback. There is growing frustration among colleagues that concerns about basic conditions are not taken seriously.

School of Social & Political Sciences:

- The need for better classroom accommodations/facilities has been raised by students. However, it is well recognized (and has been communicated to students) that the new campus development will meet these needs.

School of Interdisciplinary Studies:

- Library Facilities: the local library service at the Dumfries Campus is provided through the University of West of Scotland services. It has been noted for a number of sessions that students are concerned about the level of service, in particular the opening times. The School has tried to address availability of study space through the creation of a PG Hub (which can be accessed and used 24/7) however the students still highlight the need to have a physical library facility which is open in the evenings and weekends.

- The IT service at the Dumfries Campus is provided through the University of West of Scotland services. A number of concerns have been raised in relation to the complexity of students having to operate on a different network and the implications of having to use different IT systems (eg UWS printing rather than UoG Printing), having a different log in, different student desktop and file storage and different firewall protocols leading to challenges in accessing some websites.

School of Education:

- MyCampus and Evasys: the new procedure utilising 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. Programme leaders are often 'not involved' in the process. There needs to be clarification from University concerning guidelines and possibly allowing students to review their options (extensions, etc.) before submitting good cause applications (MEd/PgD CP).

  EvaSys contradictory results: very low survey returns do not reflect the positive comments received via other modes of communication with students. 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 (MEd/PgD CP).

- Plagiarism incidents: Penalties for plagiarism are extremely severe and while there needs to be a penalty, perhaps there could be a first warning especially given that it is international students who come from a different culture of academic writing who find themselves in this situation caused by pressure and who are less able to explain their case when interviewed by Senate officers. For some students the penalty has serious consequences in terms of their ability to return home and face their family.' (MEd CLL).
  Severe and at times inconsistent standards for students accused of plagiarism (missing page numbers for quotations used vs sentences appearing from an essay writing services received the same penalty). International students face tremendous confusion when reported for plagiarism and this can lead them to inability to defend themselves well. Results may have a life-changing impact on students (MSc Psychological Studies).

- Learning, teaching venues and other facilities: Students and staff have raised issues regarding room allocations and the distance that needs to be travelled between seminar and break out rooms (MSc/MEd TESOL). Managing increasing numbers of students in relation to physical space across campus and its facilities (e.g. library, eating facilities) (MEd/PgC/PgD IE: RPP). Suitability of teaching and learning facilities. Despite improvement through Moodle changes, the programme requests ongoing consultation and liaison about future upgrades (EdD).

- Scholarships and support for Tier 4 students: More support (in addition to the Talent Scholarships) for Masters funding. There is inadequate funding for Home students particularly in programmes that will not lead to high paid employment such as Youth Studies so students are reluctant to take out loans (MSc YS). With the launch of the new International Masters programme – IMAESC – continued support for the Tier 4 students is especially required. In particular, the new Border Agency changes to visa length might have a negative impact on the recruitment of international students (MSc ACE; MSc/PgD TA).

School of Law:

- More PGR scholarships.

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?

Adam Smith Business School:

- At PGT level the School has a problem of too little diversity. However, courses are already directed at an internationally diverse student body as examples and empirical readings concern countries and regions from all over the world. The School conceives itself as an international institution, and delivering for an international student body.

School of Social & Political Sciences:

- CEES reports that the use of peer support groups has been essential in managing differences in academic backgrounds and ensuring that students understand what is required of them for good performance in their summative essay assessments.
- Chinese Studies suggests consideration of allowing for some assessments in Chinese.
- Media, Comm & Int Journalism has implemented several changes in response to increased diversity.

School of Interdisciplinary Studies:

- Annually the curriculum timetable is reviewed to enable participation by students who live outwith a reasonable daily travelling distance and those who work full or part-time. The School also considers alternative forms of delivery and submitted a BOLD bid in relation to converting a programme to online learning (although this was ultimately not successful).
- Diversity is a central topic of the MSc E-STS degree and in MLitt ECC. Students are encouraged to feed

in their national, disciplinary and personal experiences into all assignments and class discussions.

- 5090: Two of the participants this year were social workers and some had first degrees in disciplines including Maths, Biology and Educational Studies, so the choice of examples, articles and topics for discussion in the seminars were inclusive of their work contexts and disciplinary backgrounds.

- 5019: Assessment of tourism sustainability within the student's home region. This makes the assessment more relevant to the student, enhances engagement and commitment, and often results in a more rewarding experience.

School of Education:

- <u>Inherent diversity to enhance learning experience</u>: Class diversity is regarded a strength. This is considered in designing the curriculum and assessment, giving particular space for incorporating students' experiences. The programme stresses the importance of 'the diversity in the classroom' (MSc ACE; MSc/PgD TA).

  Traditional forms of diversity are well supported (accessibility is considered, equality is taught in one session). Our assessments involves peer observation of teaching which can act as a vehicle for individualisation of the curriculum and the main assessments in each course are often guided by individuals' chosen direction for learning, providing a personalised learning environment' (PgCAP).

  Student population has long been 'very diverse' e.g. in terms of nationality, age, academic and professional backgrounds across many education-related sectors. The delivery model enables global participation and the curriculum has a strong international dimension (EdD).

  Developing and enhancing links between national and international students to encourage reciprocal learning. Critiquing and analysing inclusive practice – programme input is reflexive and students are encouraged to use their own knowledge and experiences from their cultural background to understand how the social/cultural context impacts and affects understanding of inclusive pedagogy. Assignment topics an effective way of enhancing the curriculum thus making the learning experience inclusive and an inspiring experience for everyone (MEd/PgC/PgD IE: RPP).

- <u>Flexibility, a range of approaches, additional support materials and assessment methods:</u> In the revised MLM programme, the programme team introduced a variety of assessment methods to enable participants to demonstrate their learning through a variety of formats (PgC MLM).

  Extensive provision of additional support materials and specific focused resources.' Research is linked directly with teaching (AER).

  The programme team responds very flexibly with the 'diverse needs' and the project chosen by each student (members of academic staff) for their dissertation as it is 'in relation to their own practice'. As an example, the team accommodates different types of dissertation based on initial discussion of some possibilities (MEd/PgD LTHE).

  Due to the number of international students registered in this blended-learning programme, the team exercises flexibility concerning 'submission times', especially with 'local holidays' or 'unexpected' incidents. The 'library website' plays a crucial role in the overseas delivery of this programme (MEd PP).

  The dissertation phase of the programme was designed to support students to undertake professional inquiries whilst in full-time employment. Delivery of the dissertation phase of the programme follows a blended approach combining individual supervision throughout which aims to meet the individual needs of students. The dissertation phase commences with several interactive group teaching sessions and off-campus self-study activity all of which is supported by resources provided on Moodle 2.0' (MEd PLE).

  The curriculum was designed to support students to undertake part-time study whilst in full-time employment. There is, therefore, a combination of a blended approach, face-to-face teaching and interactive group activities supported by Moodle resources. Being a professional programme, self-study activities are tailored towards enhancing 'individual understanding of conceptual frameworks in practice' (PgC TLL).

- <u>Development of academic, language and cultural literacies:</u> Particularly among international students, there is an ongoing need to develop their academic and language/literacy skills as well as cultural literacies, i.e.

staff's increased aware of certain cultural academic aspects. Specifically, there should be more pastoral support given the statistics that show how mental health issues are on the rise especially among international students. Staff also need some training in dealing with these mental health issues. (MEd CLL).

There is a need for integrated support for developing academic skills and literacies, particularly for International students to enhance their experience and contribution to the world changers' agenda. Integrate more opportunities for flipped provision and continue to work with group tasks and assessment (MSc/MEd TESOL).

Diversity is a great strength in Educational Studies but need to work at how to get the best benefit and how to understand the optimum ways of supporting all students but particularly those from contexts that have substantially different learning and study expectations (MSc/MEd ES).

New methods of formative assessment are being tried out in one of the courses to support the development of students' skills in critical thinking, particularly the international student cohort (MSc PS).

- Programme requirements: It is essential that the language entry regulations are reviewed as many students come with language levels (despite having supposedly achieved the right IELTs) inadequate for a Masters. This impacts both on the individual student and the others in the class, as well as having a significant impact on staff time' (MSc YS).

School of Law:

- Diploma: this is not yet a main concern for the Diploma.

Postgraduate teaching and researching: in discussions, students dealing with English as a non-native language have routinely made note of the linguistic challenges that they face and asked for understanding from staff in this regard. Comments have included the need to speak more slowly when lecturing, to provide slides or other reference material to help students to follow lectures, and to attempt to provide feedback on the content of papers even when English-language expression is less than ideal.

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?

Adam Smith Business School:

- Email
- Moodle
- Office hours
- Staff student meetings
- Discussions during lectures/tutorials.

Different staff have different preferences about these methods, but email is probably the most common one.

School of Social & Political Sciences:

- Moodle is understood to work well for housing programme and course documents (e.g. programme handbooks; course guides; lecture notes), although less well for day-to-day communication.
- Staff report success using student emails, although there is an issue of how often students are checking their email. However, students have noted appreciation for details communicated over email.
- Some programmes have adopted Facebook pages and also Facebook Groups, but here again, it is unclear as to how often students are engaging on these particular platforms (i.e., not everyone checks a Facebook Group Page or a Groups message board when they log onto Facebook). Also, this method requires students to adopt a Facebook account, and not all may be willing.
- Student programme Reps are acknowledged as an important conduit of communication from staff to students.
- Some programmes noted the importance of meetings with the programme convenor outside of the classroom to convey information.

School of Interdisciplinary Studies:

- Face-to-face. Assignment queries are often dealt with by email responses to emailed outlines. All administrative and marking matters are in writing, although students are encouraged to chat about written feedback. Lectures, field classes and class activities. Assessment responses are mainly written with detailed feedback - this is typically emailed to the students. Exam feedback is also emailed to students. Email is often used, and feedback is given in writing. Students are invited to special office hours to discuss personal projects and oral presentations, as these might be highly individual in topic and form. Availability at regular office hours is flagged up and students are invited to drop in to chat whenever they feel they need to.

School of Education:

- There is a unanimous preference to use Moodle and e-mail and increasingly with other means, as the avenue for conveying important information to students and staff. Communication is argued to be facilitated by having a good relationship within the team and with the students.

School of Law:

- Formally, through questionnaires, minute papers, staff/students liaison meetings, supervision meetings.

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

Adam Smith Business School:

- The better customisation of the support services offered by the Careers Office and the English Language Support Centre to the specifics of the international PGT student body is an aspect that is worth investment and much additional effort by the University.
- It is important for the health of the process that teaching staff have a clear indication of the themes and issues that are recognized in the AMR submissions at School, College and Central levels, with reports returned on action and achievements. The ritualised reporting of accommodation problems and suggestions for amending the regulations governing distinctions, and lack of a response or evident action, signals a weakness in the system and inability to secure improvements.

School of Social & Political Sciences:

- Programme convenors are grateful for the support of the administrative staff, who are key to the programmes running effectively.
- Individuals showing real leadership at School level.

School of Education:

- Suitably-sized classrooms: smaller classrooms being too confined while larger lecture rooms are too big (MEd CLL).
- Programme expansion and access extension: the team is keen to increase international PGR numbers, being cognisant that this will have implications for workload management. Likewise, bigger numbers also demand suitable physical space and necessary facilities (MEd/PgC/PgD IE: RPP). Computer systems are still not fit for purpose (EdD).
- Students' use of notional learning hours: Students tend not to use their notional learning hours. The whole School needs to discuss how best to address and resolve this issue. Some students do not realise how much they need to read (MSc YS).

School of Law:

- Technical equipment in the rooms, including AV facilities for PowerPoint and sound, is not always reliable. The functionality of technical equipment needs to be maintained, and, if possible, support staff made available during at least some portion of the teaching day to help with technical issues that may arise.