# University of Glasgow

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 | Medical Veterinary and Life Sciences |
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## Reflection

### What is working well?

Notes in parentheses indicate from which course AMRs specific comments arose.

**Overview**

Feedback from students, external examiners and periodic subject review indicate high quality of the students (SLS) the educational provision (SLS, SVM) and the assessments used (SLS, SVM).  The schools deliver research-led (SLS), clinically interactive and integrative (SVM, SDMV) programmes, taught by dedicated, enthusiastic, and supportive teaching staff from across the Schools and the cognate Institutes (SLS, SVM, SMDN).  The teaching uses an appropriate balance of lectures versus self-study tasks, cases, online CALs and practicals to provide a blended learning experience, with a good ratio of staff contact time and study time (SVM).  Practical classes (SVM, SLS, SMDN) , field trips (SLS) and small group teaching (SVM) were noted as being of particular importance to student learning

- One particularly noteworthy outcome was the publication of a peer-reviewed research paper co-authored by a set of L3 students based on their work in an "investigative" lab run by Prof. Gareth Jenkins (SLS).

Elements of choice in what to study in depth are present in both the BVMS5 course and SLS and are appreciated by the students in both schools.

External input and linkages for example the Careers Service the Royal Colleges, NES and participating NHS Boards, Nurse Specialists and organisations covering topics such as deafness and sign language, continue to be vital and for the successful delivery of the medical curricula (SMDN)

**Teaching methods**
- Introduction of 3D scanning and design technology in prosthodontics practical classes (SMDN)
- Use of simulation enhanced – 3D head and neck software package utilised and collaboration with SimVis from the Art School enabled experience of haptic local anaesthetic simulation
- The flipped classroom approach worked well (SMDN) where there were no technical difficulties (SVM)
- Student led tutorials and peer assisted teaching is very successful (SVM, SMDN)
- Dissertation writing retreats
- Development of a robust spiral curriculum for communication skills (SMDN)
- A Near-Peer eLearning package to facilitate the transition midway through the year to clinical attachments (SMDN)
- Clinical reasoning workshops using hypothetico-deductive reasoning and script theory using micro-skills (SMDN)

**Assessment**
The schools are continuing the development and improvement of (course appropriate) methods of assessment and

assessment analysis, this has included

- Interpretation of research papers, e.g., assessment by "open book" methods or "problem questions" based on data from research papers in lieu of traditional essay questions (SLS).
- Increased use of short answers in the exam (SMDN)
- Increasing use of, and multiple opportunities for, formative (or summative) in-course assessment to support student learning (SLS, SVM)
- Training of examiners and standard setting of OSCEs (SLS) and their better use as a modern, clinically relevant examination technique as opposed to a spotter type test (SMDN)
- Electronic delivery of Directly Observed Practical Skills assessments (DOPS) using a bespoke tablet-based app which has feedback 'built-in' (SVM).
- The use of a cause for concern system to identify student underperformance and provide a framework for remedial action (SVM)
- Grade analysis and quality control of final year courses assessment was developed further based on our invention of "Delta-GPA" analysis the previous year. A revised policy was applied across the School and involved dialogue across and decision by the academic community as a whole. This revised policy was praised by various EEs and our approach identified as exemplary practice in the Periodic Subject Review (2017) (SLS)
- Use of marking teams where scripts are marked in one session (SDMN)
- New Summative Assignment Committee bringing clinical and non-clinical input into the design of the summative essay and shared responsibility for marking (SDMN)
- Use of Speedwell question bank (SMDN)
- LIFTUPP (Longditudinal Integrative Foundation Training Undergraduate to Postgraduate Pathway) for formative assessment of performance in clinical skills (SMDN)
- Statistical analysis of assessment data to inform the inclusion of reliable and discriminatory questions in exams (SDMN)
- The introduction of situational judgement tests was successful
- The marker analysis system in the SSC programme enables grades to be compared with those from other modules and from previous years (SMDN)
- A clear marking moderation policy (SMDN)
- Use of 10 minute OSCE stations with a greater emphasis on communication skills has allowed for more robust assessment of both clinical and communication skills (SMDN)
- The use of rubrics to mark the longitudinal project provided more consistent marking and better student feedback.

**Staffing.**

- It was noted that staff were enthusiastic, approachable and possess appropriate knowledge and expertise in their subject areas (SVM).
- Dedicated high quality administrative support was noted as aiding successful delivery of one complex course (SVM).
- The integration of research interpretation in teaching/assessment has proved particularly powerful for engaging Institute staff in non-didactic teaching that is aligned to their research expertise and highly desired by students and EEs. (SLS)

**Feedback**

The College continues to exert significant effort to improve feedback, with evidence of success in many areas including:

- Increased feedback from in course assessments was recognised by students and external examiners, with regard to the prompt timing and the level of detail provided. (SLS, SVM)
- Very regular feedback sessions with students (end of module feedback, focus meetings, online end of year feedback form) means that students are engaged with the course and provide constructive feedback (SVM)
- Use of Dialogue between staff and students: formal and informal, individual and small group with clarifying ACTIONS are proving more effective than passive reception of feedback (SLS)
- Patient feedback questionnaires continue to work well (SMDN)
- LIFTUPP has increased the provision of feedback to students (SMDN)

- Focus on Feedback has also been highly successful (SMDN)

**Logistics**
- Delivery of a purely online L1 course within SLS was well received by students and the external examiner. Skype for Business was a useful tool for delivery of webinars, SSLM and student group discussions. (SLS)
- Evasys worked very well in certain areas of MVLS (BDS reporting response rates of 93% up 22% on last year) but not others (SVM)
- Submission of coursework successfully moved to a fully online model enabling enhanced student feedback (SMDN)
- Student health and wellbeing has been improved by better support for the advisory system with the mandatory meetings in Year 1 logged on the ePortfolio. This has allowed earlier effective identification of students in difficulty (SMDN)
- Frequently Asked Questions have been very successful in facilitating engagement between students and senior staff throughout the year
- Peer Support initiatives via social media have worked well
- Pre-programme material was introduced and well received
- Data collected from evasys at the end of clinical blocks has been processed as required by the Scottish quality management of clinical placements system (NHS education for Scotland and GMC guidelines) and student feedback used to classify the placement relative to the traffic light system. There has been a significant increase in green flagged teaching and an associated decrease in red and amber flagged teaching in both medicine and surgery

| What needs work? | What action is being taken forward? |
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| The schools have identified a number of areas that require work but in the majority of cases the issues are resolved or a plan of remedial action has been identified as shown in the column to the right. | Where a course of action has been identified/instituted then it is marked as '*Resolved'. If a course of action/*plan has been identified it has been marked 'plan for resolution'. Where no defined plan is presented it is marked '**Ongoing**' and may also be included in sections for college/university attention. |
| Requirement for university support for TURNITIN, as it is used as a similarity search engine AND as a mechanism for delivering FEEDBACK (SLS) | **Ongoing: SLS has Petitioning and arguing the case for TURNITIN in preference to URKUND. Awaiting outcome of review.** |
| Requirement for e-assessment and assessment management software (SLS) | **Ongoing: Petitioning and arguing the case at College and University level.** |
| Low online EvaSys course questionnaires response rate (SLS) | *Resolved: Open BEFORE end of option courses and inform staff – enable staff to talk with students and encourage return.* |
| Management of student numbers, demand exceed capacity to deliver (SLS) | Plan for resolution: School review of the number of programmes. Discussions about more input from Institutes |
| Implementing a coherent, effective and efficient feedback system in the larger context of evolving programmatic assessment and learning literacy (SLS) | Plan for resolution: Process started with the new L2 curriculum beginning 2017-2018. |
| Development and review of content in Question Banks (SMDN-BDS) | Plan for resolution: process will start with the BDS1 SCCSA question bank in 17/18 |
| Introduce flipped classroom approach to endodontic and paediatric clinical skills (SMDN-BDS) | Plan for resolution: Invest time and resource to introduce change in 17/18 |
| Training for staff using LIFTUPP as an assessment tool (SMDN-BDS) | *Resolved: Clinical Development Panel to facilitate staff training* |
| Increase number of patients with a range of treatment needs to support he educational requirements of students (SMDN-BDS) | Plan for resolution: Continue to advertise and enhanced liaison with the Dental Access Centre |

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| Achieving consistency in longitudinal and residential outreach (SMDN-BN) | *Resolved: QA in Outreach sites is well maintained through tutor induction, co-ordinator visits, inclusion in training and a dedicated training day* |
| More "real-life" scenarios during clinical skills to facilitate skill transfer from clinical skills to clinical areas (SMDN-BN) | Plan for resolution: This will be considered through(nursing) curriculum planning |
| Enhance coverage of death and dying in the curriculum (SMDN-BN) | Plan for resolution: Consideration will be given to enhancing palliative care in the (nursing) curriculum |
| Consideration to be given to longer placements (SMDN-BN) | *Resolved: This will be introduced in future timetables* |
| Review the timetable to ensure synchrony between IBLS-2 and N&HS-2 (SMDN-BN) | Resolved: The 17/18 timetable has been designed to align topics, facilitate student learning and triangulate topics with clinical skills |
| Review the clinical pharmacology component (SMDN-BN) | Plan for resolution: Will be reviewed by SNHC. |
| Ensure consistency of feedback between markers (SMDN-BN) | *Resolved: The feedback sheet has been reviewed with headings for markers to use when giving feedback. Markers are asked to comment under each category* |
| Further development of situational judgement in the curriculum (SMDN-BN) | Plan for resolution: A proposal will be submitted to the ethics Committee for further development |
| Ensure no overlap between BN4 and BN3 (Nursing Policy on Context & Leadership and Management) (SMDN-BN) | *Resolved: This will be reviewed and amended* |
| Better clarity on assignment guidelines (SMDN-BN) | *Resolved: These will be reviewed but all students have the opportunity to have a plan reviewed prior to submission* |
| Monitoring attendance and attendance issues (SMDN-MBChB) | **Ongoing: Attendance will be discussed and reviewed with the aim of improving and streamlining process** |
| Staffing shortages and Succession planning (SMDN-MBChB) | **Ongoing: staffing profiles in all job families are kept under careful review. Academic succession planning will be considered** |
| Exam delivery, grading and analysis is outdated and is resource and labour intensive (SMDN-MBChB) | Plan for resolution: Alternative solutions are actively being sourced and considered and SoMDN is liaising with College wide developments |
| Space can be challenging, especially access to TEAL rooms (SMDN-MBChB) | **Ongoing: Views will continue to be made known to CMIS but the School feels that there is little opportunity to raise teaching space issues** |
| The student experience of hospital placements needs reviewed with respect to capacity and travel distance. (SMDN-MBChB) | *Resolved: Hospital SubDeans have been asked to help to ensure appropriate cover for these visits* |
| Assessment such as CAPs on ePortfolio and the timetabling of exams, marking and exam boards require review (SMDN-MBChB) | *Resolved: A new CAPS workbook has been introduced together with change to end of block assessments on ePortfolio. More time between exams and exam boards will be allowed* |
| Develop medicine and surgery ILOs to include linked data interpretation and clinical skills (SMDN-MBChB) | *Resolved: These will be developed by February 2018* |
| Formal feedback participation by the students, early turn around of issues identified (SMDN-MBChB) | *Resolved: Mentimeter real time feedback at academic days will help to address this. Students and Educational Supervisors are preparing their block feedback forms earlier* |
| Release of timetables for clinical blocks in advance of induction day (SMDN-MBChB) | Plan for resolution: There will be liaison with block leads to facilitate this happening |
| Exam question bank to be developed and expanded and enhanced statistical support is needed (SMDN-MBChB) | *Resolved: This work will start in 17/18. Questions don't normally enter the public domain allowing for* |

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| | *comparison across years. Ways to enhance statistical support are currently being investigated* |
| Professionalism teaching is ad hoc and requires mapping across the curriculum (SMDN-MBChB) | Plan for resolution: Professionalism will be mapped across the curriculum and that will flag areas for development and enhance consistency of delivery |
| Ensuring breadth in the recruitment of SSC modules/supervisers (SMDN-MBChB) | *Resolved: New recruitment strategies and development of the supervisor website.* |
| Patient Assessment forms to be updated (SMDN-Grad Dip Lyp) | *Resolved:* This will be done in 17/18 with the work to achieve the change being outsourced |
| Ensure students are well prepared for further academic study (SMDN-Grad Cert B&P) | *Resolved: Students will be signposted to research textbooks and CAPs tools will be demonstrated to critically appraise research papers* |
| More administrative support is needed (SVM-BVMS) | Plan for resolution:  There have been staff changes during the academic session which have resulted in some gaps in dedicated cover which will be resolved when a full complement of staff is present. The College is also in the process of conducting a review of Undergraduate Teaching Support. |
| Continual assessment contribution (SVM-BVMS) | *Resolved: Reviewed and changed for session 2017-18.* |
| Continuing question review and development with feedback to teaching staff (SVM-BVMS) | Plan for resolution: Development of a process to allow teaching staff to easily access this information and then encourage them to do so |
| Review role of CATs, EMQs, relative performance of all papers and standard setting (SVM-BVMS) | *Resolved: EMQs have been removed from BVMS1.  BVMS 1 OCSEs converted to formative.  CAT contribution adjusted* |
| ML access to exam information prior to internal examiners meeting (SVM-BVMS1) | **Ongoing: Initial analysis SP page introduced but not adequately populated, updated or timely enough to fulfil requirement. Further work required to address this** |
| Development of end of week quizzes as a means to provide early feedback to students (SVM-BVMS). | **Ongoing: question banking has progressed but this activity lacks staff engagement.** |
| Closing the feedback loop – ensuring staff get module and personal feedback in an appropriate and timely manner (SVM-BVMS) | *Resolved: Student evaluation feedback which was done at the end pf each module will be reduced to the end of terms 1 and 2 (Evasys) and made directly available to teaching staff who must opt out if they do not wish feedback comments relating to them to be included.* |
| Development of end of module quizzes (SVM-BVMS) | **Ongoing: course leader to investigate the possibility** |
| Expansion of question bank to address all ILOS while retaining question quality (SVM- BVMS) | **Ongoing : Course leaders are working with teaching teams to improve question bank.** |
| Exam feedback to students in relation to ILOs (SVM-BVMS) | **Ongoing: Needs appropriate software** |
| Attendance at practicals (SVM-BVMS) | *Resolved: We have agreed plans to revert to recording attendance (with barcode scanners) at all practicals and spot-checking the data. If there are concerns about a specific student, the data can be interrogated.* |
| Mid-term exam and a need for more formative assessment and exam practice (SVM-BVMS and BSc) | *Resolved: Following discussion, there are no plans to introduce a mid-term examination. However, clearer guidance on available formative assessment opportunities will be provided. Within BVMS3, it is proposed that all end of module quizzes could be combined to provide a formative exam.* |
| Group assignments for practicals and also for CATs (SVM-BVMS) | *Resolved: Group assignment is random and not alphabetical, but administrative assistant will make* |

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| | *conscious effort to have mixed groups* |
| Answers and explanations for formative assessments should be posted on moodle and forum (SVM-BVMS3) | *Resolved: staff have been reminded to post specimen answers and replies to forum posts in a timely manner.* |
| Concern re general parasitology knowledge, specific pharmacology knowledge (SVM-BVMS) | *Resolved: further delivery formats have been discussed with ML, more vertical integration by tutors* |
| More training related to antibiotic use, particularly with regard to farm animal medicine (BVMS4) | *Resolved: This was flagged to the BVMS Programme Board for review by all course leaders and allow changes for 2018-19* |
| Problems with recorded lectures for "flipped classroom" teaching SVM-BVMS | *Resolved: Significant improvement of the recorded materials have been completed.* |
| The online feedback system used for performance feedback and processing of DOPS forms needs further refinement to ensure that the staff experience is as positive as that of the student and manage the staff workload. SVM-BVMS | **Ongoing: Course leader and admin to review and refine existing processes where possible. Presentation of new 'Lift Up' software planned for September 2017. Request has been submitted to college VLE board regarding use of Open Badges in Moodle** |
| Feedback turnaround time SVM-BVMS5) | *Resolved: Liaison with rotation leaders to ensure that all assignments are now submitted via moodle (electronic data trail)* |
| Review equivalence of DOPS assessment processes across different rotations. | *Resolved: DOPS audit process (including assessor peer review) was outlined and introduced to course team June 2017. Audit period planned for Sept-Nov 2017.* |
| The quality of extended matching question writing could be improved SVM-BVMS. | *Resolved: Extended matching question writing CPD session planned Semester 1 2017.* |
| The use of more detailed examination blueprints are required SVM- BVMS. | *Resolved: Course leaders to review examination blueprint prior to next exam cycle.* |
| Provide more information in advance about the final examination format SVM-BVMS | *Resolved: Exam information session to be held at end of Block 12 (optional, face to face)* |
| Access to surgical opportunities; in particular key day one procedures such as neutering. SVM-BVMS | **Ongoing: currently limited by staffing. Request for additional 0.4 FTE to enable existing staff team to cover holidays and an additional 1 FTE to be replaced to allow provision of surgical opportunities to previous levels are being considered at school level.**<br>**There is a ceiling on the availability of surgical opportunities within the current contractual arrangements, having lost the Dogs Trust opportunity, there is a limit to additional opportunities which can be provided through PDSA/SSPCA.** |
| Differences in the typical working week/hours between and within rotations SVM-BVMS5 | *Addressed: Policy on working hours to be drafted by course leader based on initial staff and student input and provided for consultation Oct 2017 by student representatives, rotation leaders and programme board.* |
| Introduction of a 'minor' cause for concern option as a way to provide a more measured response to relatively low level underperformance SVM-BVMS | *Addressed: Minor CFC option request to be considered at next Programme Board meeting and if agreed will be available at end of 2017.* |
| Portfolio access (for at least 5 years) after graduation | **Ongoing: Requests to College and University management to prioritise alumni access to Mahara. Continue policy of providing support for students in exporting their Portfolios prior to graduation. This issue will also apply re the new portfolio being developed within the BSc Vet Bio programme.** |
| Technical issues with ECHO 360. Microphones, visualiser SVM-BSc | **Ongoing: Tie microphone is now available in the Jarret.** |

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| Low EvaSys course evaluation return rate, compromising the usefulness of that feedback SVM-BSc2 | Plan for resolution: We plan to gather feedback in the focus groups taking students through a series of structured questions and recording their feedback on tablets. |
| Lack of fresh specimens for dissection classes SVM-BSc2 | *Resolved: Moving dissection classes from a Monday until later in the week.* |
| Statistical knowledge of students SVM-BSc | *Resolved: modification of how course material is delivered agreed for 2017-18.* |
| Mathematical ability of students SVM-BSc) | Plan for resolution: A Moodle (lab calculations) quiz will be developed to consolidate material covered in the teaching sessions |
| Time tabling issues: frequency of travel between Gilmorehill and Garscube SVM-BSc | *Resolved: Scheduling amended so that intercampus transfer occurs with lower frequency.* |
| Students would like a virus practical in PII-3. (BSc3) | **Ongoing: To be considered** |
| Students would like a longer revision tutorial in TIBF SVM-BSc | *Resolved: changes made for 2017-18* |
| Re-introduction of a December exam (SSLC). i.e. the possibility of the current formative exam (January) being taken on a more formal basis at Gilmorehill under exam conditions, could help prepare students better for their exam in May. | **Ongoing: Arlene Macrae will contact registry to see if this is an option however is doubtful as the rooms are used for other purposes outside the normal exam period but will enquire.** |

| **Good Practice** | |
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| What practices are innovative? | Which of these would you recommend for wider dissemination? |
| **Authentic investigative research experience in junior honours (SLS) - Contact - Prof. Gareth Jenkins**<br>• A lab is run where students work in groups to generate hypotheses (within certain limits), and then use the resources of the lab to test their hypotheses. | College/University |
| **Analysis of EvaSys course evaluation data (SLS) - Contact : Joseph V Gray**<br>• Analysis of our EvaSys course evaluation data has revealed that in course assessment (formative or summative) correlates very strongly with favourable perception by students of "feedback", with relevant group B options featuring highly in satisfaction. | College/University |
| **Mini-projects (SLS) - Contact: Dr. Sophie Spatharis**<br>• L3 mini-projects at the end of semester 2 allow students to apply the skills and knowledge learned through the year and is good preparation for performing well in L4 projects and gives them confidence in doing so. | College/University |
| **Programmatic Assessment (SLS) - Contact: Drs. J.V. Gray and Iain Johnstone**<br>• Programmatic Assessment, builds in practice, feedback, feedforward into an integrated scheme that builds Semester-to-Semester and year-to-year. (SLS) | College/University |
| **On line courses for on campus students (SLS) - Contacts Drs. Chris Findlay and Mary McVey**<br>• The Current Directions in Life Sciences (CDLS) courses is the first online course for campus based students. It uses several software platforms to integrate the course through Moodle. These include:Skype for Business; Glogster; Aropa. | College/University |
| **Pre-Entry Summer School(SLS) /workbook (SMDN)– Contacts Drs. Chris Findlay and Mary McVey**<br>• The Online Pre-Entry Nursing Summer School (OPENSs), provides a subject specific | College/University |

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| introduction and activities prior to students beginning their undergraduate studies. The experience of taking the course is helping to ease student transitions in HE and clarify student expectations of what undergraduate study will be like <br> • Graduate Certificate in Burns and Plastic Surgery: Adults and Paediatrics - Each course has a pre-course workbook. | |
| **Longitudinal data on performance (SMDN) – Contact Niall Rogerson** <br> • The introduction of LIFTUPP to pre-clinical skills provides data on longdituinal performance | College/University |
| **Use of 3D technology (SMDN) – Contact Niall Rogerson** | College/University |
| **The involvement of Childsmile Dental Educators and School visits (SMDN) -Contacts Niall Rogerson** | College |
| **Personal development planning (SMDN) – Contacts Niall Rogerson** <br> • A personal development planning formative assignment provides a basis for professional development during vocational training together with research based assignments encouraging a postgraduate approach to learning | College/University |
| **A writing retreat (SMDN) – Contacts Niall Rogerson** <br> • A writing retreat was held to support students in writing the dissertation and a student conference was held giving students the opportunity to present their work | College/University |
| **Individual domain and topic specific feedback (SMDN) – Contact Sharon Sneddon** <br> • Provision of timely individual feedback relative to specific domains and topics from written and clinical (OSCE) assessments. Feedback shows students their performance relative to the cohort | College |
| **Student partnerships to improve the use of technology to enhance learning and teaching. (Schools in MVLS)  - Contact Sharon Sneddon** <br> • In 16/17 the topics considered were digital identity, wellbeing and professionalism | University |
| **"Cheating Session" (SMDN) - Contact Sharon Sneddon** <br> • "Cheating sessions" where the reasons why people cheat, the consequences of cheating, learning from others mistakes are explored | College/University |
| **Resilience workshops (SMDN) – Contact Sharon Sneddon** <br> • student and staff workshops on resilience | College/University |
| **Professional digital networking (SMDN)  - Contact Doreen Molloy** <br> • Development of professional digital networking as a means of ongoing professional support using recognised support routes as well as informal networks. | College/University |
| **Managing the transition to HE (BVMS1)– Contact Alison King** <br> • An "Induction pack" was sent out to students before they arrived which streamlined information into one document with a corresponding website. This combined with the provision of "I need help" drop in sessions during induction week, attended by School support, IT staff, student peer advisors and the course leader, helped the students get to grips quicker with the course and the VLE, and hit the ground running. <br> • A series of 'signposting' sessions were introduced, starting during induction week and extended throughout the course. During term/semester 1, these focussed on identifying and normalising issues faced by students and where support could be found. In term 2 the focus moved to how to prepare for assessments including discussions relating to mental health issues and exam anxiety. | College/University |
| **Big blue button tutorials (BVMS1) - Contact Monika Mihm-Carmichael** <br> • Weekly "Big Blue Button" online voluntary drop-in tutorial sessions, allowed topical discussion and clarification of issues. However, uptake was low, possibly as student were not aware of it or the potential benefits it provided. | College/University |
| **PaCE Programme /peer teaching (BVMS) – Contact Zamantha Marshall** <br> • The Professional and Clinical Experience Programme (PaCE), was created to facilitate the development of professional practice attributes in our Clinical Phase students. It is structured around 6 themes: echelon teaching, peer review, team- | College/University |

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| working, client communication, health and safety in the workplace and (veterinary) legal responsibilities, these skills are often not easily addressed within the curriculum. Students must complete an assessed activity within each of the 6 themes during both years of Clinical Phase. | |
| **Video submission: Contact Monica Mihm-Carmichael.**<br>• Students were asked to prepare a short video of themselves discussing the therapy for a given small animal or equine clinical diagnosis to the client. This very successfully tested a combination of knowledge (clinical/pharmacological), communication (verbal and face to face communication) and professional (deadline submission, timekeeping, depth of preparation). (N.B. Time consuming and staff intense) | College/University |
| **Embracing the international nature of the student body  - Contact Sandy Love**<br>• Significant addition of new "one health" content, emerging infectious disease material and wildlife medicine. | College/University |
| **Portfolio - Contact Jenny Hammond**<br>• An electronic Mahara Portfolio is used as part of competency assessment and to provide a platform for reflection on learning and professional development. | College/University |
| **DOPS assessment – Contact Andy Bell**<br>• Tablet based app used for Directly observed procedural skills (DOPS) assessment | College |
| **Use of simulators – Contact Jayne Orr**<br>• New calving simulator is used in Production animal rotation | College |
| **Cause for concern system: Contact Jenny Hammond**<br>• System to highlight and remediate student underperformance. Focus is on supported remediation and reflection. This may be academic, clinical or professional.  Closely aligned with Professional portfolio assessment. | College/University |
| **Personalised assessment feedback – Contact Dr Lesley Nicolson**<br>• Following each set of examinations each student now receive a personalised grade profile detailing their overall performance along with the performance in each component/sub-component of assessment (for example MCQ and Short answer questions) along with an overall cohort profile so they can judge their performance relative to the class. | College/University |

## Closing Loops

| What progress has been made on actions identified in last annual monitoring cycle? | |
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| Action: | Progress: |
| **College level** | |
| Technical support presence required when delivering technology dependent assessments, e.g. when using tablets for OSCES, given the potentially serious consequences of failure *(SVM)* | *Addressed - Arrangements with College IT had been discussed/agreed with SVM* |
| Question banking requires long-term cross-College solution *(SVM)* | *Addressed  - Escalated for university wide project development/implementation* |
| Better support needed for wet lab and investigative research projects *(SLS)* | *Addressed - College expectations re research projects communicated to all members of research staff* |
| Better sharing of resources and expertise (including staff time) between SLS and other parts of the College: teaching and delivery of research projects (SLS) | *Addressed: Head of college requested all research active staff offer two projects for SLS students.* |
| Timetabling of individual student's placements as part of College Revolve project has not yet been delivered *(SVM)* | This issue has become obsolete |
| Wifi access at hospital sites where students should have access to eduroam. (SMDN) | *Addressed* |

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| IT support for digital/electronic assessments | *Addressed: college support has been agreed* |
| Equine Core student accommodation is unsatisfactory *(SVM)* | **Ongoing: This was to be addressed by space released in AHTC – and progressed with College and E&B** |
| Clarification the roles of School versus Institute staff, and allowing for a more flexible, less binary, direction in career development (SLS) | **Ongoing – there has been more movement between career tracks recently** |
| The lack of IT support is limiting innovation in e-learning & assessment *(SVM)* | |
| College-wide solution for attendance monitoring system is recommended *(SVM)* | |
| The time taken to release posts after staff have left should be reduced *(SVM)* | |
| Teaching provision within schools relative to retirements and research demands of institute staff (SMDN, SVM, SLS). | |
| Lack of computers and study space at QETLC and Installation of power charging facilities at QEUH lecture theatre to allow students to use their devices for a full day teaching. (SMDN) | |
| The prosthodontic teaching laboratory (Room D47) would benefit from refitting (SMDN) | |
| The histology labs are too small, resulting in classes being repeated 4 times. (SMDN) | |
| Digital modernisation of Final Examination Part 3 – OSCE(SMDN) | |
| **University level** | |
| Better university transport between Gillmorehill and Garscube campuses (for both staff and students). | *Addressed: This issue was progressed by Prof Jill Morrison MVLS Dean of Learning and Teaching and discussed at a variety of levels within the University. Glasgow city council to install a shared bike station at Garscube campus* |
| Responsiveness of E&B and IT/AV Services, specifically in relation to the speed at which reported issues are resolved, is adversely affecting the student experience and the School's NSS results (SVM) | ***Ongoing: SVM welcomes recent progress by E&B with the Ilay LT (and other projects in the School) and has noted a significant improvement in responsiveness and customer-orientation; in relation to IT/AV, the School welcomes work done by the College Director of Operations to develop an SLA for the support of teaching spaces, building on work done in SVM to coordinate support by janitors, College IT and University IT/AV. However, service levels in relation to the first line support of teaching spaces have not been met and it is essential to find a sustainable arrangement for the management of these core facilities.*** |
| Retain Turnitin. A very important platform and much more robust and usable than Urkund – particularly for provision of feedback… a factor that is key to the L&T strategy. (SLS) | **Ongoing: a review has been commissioned across the university** |
| Lack of statistical support. (SMDN) | **Ongoing: An online course has been introduced for PGT which could potentially be used at UG** |
| Room booking system is not satisfactory, particularly the lack of "roll over" (SLS) | Concerns were escalated through Academic Standards Committee |
| Room bookings - Limited availability of lecture theatres suitable for 290 students and consecutive lectures in | Concerns were escalated through Academic Standards Committee |

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|---|---|
| different buildings. (SMDN) | |
| CMIS timetabling system, is not working well for complex courses (SMDN) | Concerns were escalated through Academic Standards Committee |
| Central teaching facilities and how this is allocated. (SMDN) | Concerns were escalated through Academic Standards Committee |
| Lack of computers and study space at QETLC and Installation of power charging facilities at QEUH lecture theatre to allow students to use their devices for a full day teaching. (SMDN) | |
| The prosthodontic teaching laboratory (Room D47) would benefit from refitting. (SMDN) | |
| The histology labs are too small, resulting in classes being repeated 4 times. (SMDN) | |
| Wifi access at hospital sites where students should have access to eduroam. (SMDN) | |
| Concerns about the inflexibility of the EvaSys course evaluation system and University policy on student questionnaires. Many staff would like to be able to get more specific information. Lack of student engagement with Evasys. (multiple schools) | |
| A need to reduce the amount of university spam on student e-mails to make communication more effective (SMDN) | |
| Temperature in teaching spaces, both high and low, especially at times of high stakes examinations. (multiple schools) | |
| Matching resources to the increasing demands for breadth and quality of teaching (SLS) | |
| Additional academic staff time to develop and deliver curriculum | |

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

College

**Staffing**
- Access to surgical opportunities; in particular key day one procedures such as neutering is currently limited by staffing. Requests for additional 0.4 FTE to enable existing staff team to cover holidays and 1 FTE to allow provision of surgical opportunities at previous levels are being considered at school level. (SVM)
- More MPA staff to support L&T, assessment analysis and review. (SLS, SMDN, SVM). This issue is further exacerbated by prolonged recruitment periods following posts becoming vacant and the release of time limited posts (6 month) which has a negative impact on quality of subsequent applicant and thus recruitment success.
- Staff workload: staff shortages, lack of staff replacement and prolonged recruitment periods. This has resulted in a requirement to use external staff which results in uncertainty in terms of availability and potential for inconsistencies in teaching and assessment (SVM, also in AMR 2015-16)
- Appropriate staffing in all job families to support teaching and facilitate succession planning and research demands of institute staff (SMDN, SVM, SLS 2015-16)
- Shortage of clinically experienced staff to meet teaching demand (SVM)
- Clarification the roles of School versus Institute staff, and allowing for a more flexible, less binary, direction in career development (SLS 2015-16)

**Teaching**

- Access to surgical opportunities; in particular key day one procedures such as neutering is currently limited by availability of surgical opportunities within the current contractual arrangements, having lost the Dogs Trust opportunity, there is a limit to additional opportunities which can be provided through PDSA/SSPCA. (SVM)
- Better support for provision of wet lab research projects in final honours. (SLS)
- Project allocation for vet bioscience student is currently working well but may be impacted by college expectations for staff to offer projects to other degrees, as there is no reciprocity. (SVM)

**Assessment and Feedback**

- Requirement for comprehensive e-assessment and assessment management software to allow robust question banking, teaching staff feedback on question performance and student feedback in relation to ILO (SLS, SMDN, SVM)

**Logistics**

- An effective means of attendance monitoring is required (SMDN, SVM, also in AMR 2015-16)
- Timetabling of individual student's clinical placements as part of College Revolve project has not yet been delivered *(SVM 2015-16)*
- A workload model that captures teaching in the round, including the time and effort in assessment, in providing feedback, in informal dialogue with and support of students (affective support, mentoring and career advice). (SLS)
- Space can be challenging, especially access to TEAL rooms. Views will continue to be made known to CMIS but the School feels that there is little opportunity to raise teaching space issues (SMDN)
- Management of student numbers in SLS as demand exceed capacity to deliver (SLS). (SLS proposes to review the number of programmes and discuss support with Directors of Institutes)
- Problems matching demand and resources. Student demand for places does match onto the capacity to deliver. Resilience is low and any changes in staff precipitate crises or near crises. (SLS)
- There is still a problem with travel to and from Garscube. Even if all lectures are given on the main campus, a considerable number of students have to travel to Garscube to carry out their final year projects. On average this will cost each student ~£100 over the course of the project by the cheapest public transport. (SLS)

**IT**

- Portfolio access (for at least 5 years) after graduation (SVM)
- Requirement for university support for TURNITIN, as it is used as a similarity search engine AND as a mechanism for delivering FEEDBACK (SLS)
- Allow reporting across assignments on the VLE so that feedback turnaround can be monitored.
- Requirement for comprehensive e-assessment and assessment management software to allow robust question banking, teaching staff feedback on question performance and student feedback in relation to ILO (SLS, SMDN, SVM)
- The lack of IT support is limiting innovation in e-learning & assessment *(SVM 15-16)*
- Lack of IT support for digital/electronic assessments (SVM, SMDN, SLS 2015-16)

**Facilities**

- The Post mortem facility at Garscube is too small for current class sizes, outdated and is not fit for purpose (SVM).
- The prosthodontic teaching laboratory (Room D47) would benefit from refitting (SMDN 2015-16)
- The histology labs are too small, resulting in classes being repeated 4 times. (SMDN 2015-16)
- Wifi access at hospital sites where students should have access to eduroam. (SMDN 2015-16)
- Lack of computers and study space at QETLC and Installation of power charging facilities at QEUH lecture theatre to allow students to use their devices for a full day teaching. (SLS 2015-16)

University

**Staffing**

- More MPA staff to support L&T assessment analysis and review (SLS, SMDN, SVM). This issue is further exacerbated by prolonged recruitment periods following posts becoming vacant and the release of time

limited posts (6 month) which has a negative impact on quality of subsequent applicant and thus recruitment success

- Staff workload: staff shortages, lack of staff replacement and prolonged recruitment periods. This has resulted in a requirement to use external staff which results in uncertainty in terms of availability and potential for inconsistencies in teaching and assessment (SVM)
- Appropriate staffing in all job families to support teaching and facilitate succession planning (SMDN)
- Shortage of clinically experienced staff to meet teaching demand (SVM)
- Lack of flexibility in terms of employment is restricting how we can use Graduate Teaching Assistants in relation to teaching and assessment (BVMS1) and the HR processes involved in creating contracts for GTAs can be prohibitive (SVM).
- Loss of detailed evaluation of individual teaching staff and issues with regard to dissemination of the evaluation that is available due to EVASYS (SVM)

**Assessment and Feedback**

- Requirement for comprehensive e-assessment and assessment management software, to allow in-class secure online assessment, robust question banking, teaching staff feedback on question performance and student feedback in relation to ILO (SLS, SMDN, SVM)

**Logistics**

- Space can be challenging, especially access to TEAL rooms. Views will continue to be made known to CMIS but the School feels that there is little opportunity to raise teaching space issues (SMDN)
- The room booking system is not satisfactory; for instance, rolling over as a default would make more sense than starting from scratch every year; checking the bookings is unnecessarily complicated as teaching staff are asked to operate on worksheets which do not include actual calendar dates and the entries are in a seemingly random order. In addition, the parallel use of timetabling weeks and teaching weeks (instead of calendar weeks or *actual dates*) adds to the confusion. This is not only time-consuming but also makes the system prone to errors. (SLS)
- Suitability of some teaching spaces for a 21$^{st}$ (or a 20$^{th}$) century learning experience. Acoustics in some large halls (Kelvin Gallery is a standout case) is appalling and unacceptable. (SLS)
- The Current Directions in Life Sciences course was completely online. It proved confusing and ultimately impossible to schedule online webinars, as they are not allocated to a specific room in CMIS. As online delivery increases the ability to be able to add specific events to a student's timetable will be essential. (SLS)
- Communication with CMIS and dialogue regarding teaching space allocation (SMDN)
- Timetabling of classes in in appropriate rooms at Gilmorehill (SVM)
- Appropriate Exam space allocation (NB final MBChB issues with Kelvin Hall and space for online exams) (SMDN)
- There is still a problem with travel to and from Garscube. Even if all lectures are given on the main campus, a considerable number of students have to travel to Garscube to carry out their final year projects. On average this will cost each student ~£100 over the course of the project by the cheapest public transport. (SLS)
- The first year intake of Life Science students was very large this year, with little warning of the increased numbers. This made it very difficult to plan for room allocation, lab requirements and staffing needs. The course coordinators were made aware of the increased numbers 2 weeks before the start of teaching. This is much too late and caused huge difficulties and issues for all staff. Clearer and more timely communication with course staff is needed. (SLS)
- inflexibility of and loss of detailed evaluation of individual teaching staff and issues with regard to dissemination of the evaluation that is available due to EVASYS Lack of student engagement with Evasys. (multiple schools, and AMR 2015-16)

**IT**

- Mahara (Portfolio) access (for at least 5 years) after graduation (SVM)
- Retain TURNITIN as a highly effective FEEDBACK tool that also happens to have powerful similarity searching capability. It is not an alternative to URKUND, it is different and has unique valuable capability. (SLS)
- Better computer cluster provision and support (SLS)
- Better support for Moodle functionality e.g. Open badges functionality, and training in, Moodle (the VLE) (SLS, SVM)

- A need to reduce the amount of university spam on student e-mails to make communication more effective (SMDN)

**Facilities**

- Heating/noise/IT problems in teaching spaces continue unresolved (SVM Comment: SVM noted significant improvement in responsiveness and customer-orientation re ongoing issues BUT service levels in relation to the first line support of teaching spaces have not been met and it is essential to find a sustainable arrangement for the management of core facilities).
- Temperature in teaching spaces, both high and low, especially at times of high stakes examinations. (multiple schools)
- Provision of electrical sockets in lecture theatres inadequate (SVM)
- Lack of computers and study space at QETLC and Installation of power charging facilities at QEUH lecture theatre to allow students to use their devices for a full day teaching. (SLS 2015-16)
- The Post mortem facility at Garscube is too small for current class sizes, outdated and is not fit for purpose (SVM).
- The prosthodontic teaching laboratory (Room D47) would benefit from refitting (SMDN 2015-16)
- The histology labs are too small, resulting in classes being repeated 4 times. (SMDN 2015-16)
- Wifi access at hospital sites where students should have access to eduroam. (SMDN 2015-16)

**Student support**

- Funding and resource available for student counselling and support of students with mental health issues(SMDN)
- Portfolio access (for at least 5 years) after graduation (SVM)

# Hot Topics

Do you have any comments on the following topics?

1. Did you find the feedback calendars, which were introduced in 2016-17, helpful? Have they prompted any action, particularly with regards to the timeliness of feedback?

**Positive**

- Their potential lies as documents that trigger ongoing cycles of dialogue between staff and student and among students themselves on what feedback is, its use, all its forms and its limitations.
- yes they were useful
- Staff are striving to meet the feedback deadlines and overall this is working well

**Negative**

- No. Problems with delivering timely feedback are usually due to markers being overloaded.
- There is more to learning than feedback, e.g, practice, feedforward and dialogue, and a coherent journey from semester to semester and year to year.
- These were found to be of very limited value and clear local calendars are in place matching with deadlines that may differ slightly from other areas of the University.
- We find feedback calendars of limited use as most feedback has already been timely and a calendar in itself is passive product delivered by staff to students and we have too many of those.

**Unknown!**

- Engagement is also incomplete across the School but improving.
- Some answers indicated that staff were not aware what a feedback calendar was.

2. How do you work with Graduate Teaching Assistants in assessment, assessment moderation and feedback moderation?

We provide bespoke training in specific tasks, we moderate their grading, engage in dialogue about their grades, comments, perception of standards and feedback. In our experience, GTAs are very conscientious and reliable. We aim to use GTAs in subsequent years on the same or related tasks once they are trained and proven.

No (SMDN)

We have limited use of post-grads in the teaching of practical classes and marking of practical assessments – it can be difficult to coordinate and find suitable individuals to meet this requirement (SVM)

During the assessment period they are used for invigilation and marking of practical spot exam papers (Paper 3) and for the assessment of OSCEs (SVMS

The lack of flexibility in their terms of employment make their recruitment difficult (SVM)

The HR processes involved in creating contracts for GTAs can be prohibitive. (SVM)

| 3. Are there any other topics you wish to comment on? |
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Promoting numeracy, particularly as relating to statistics, among our student body. Numeracy in the era of analytics and big-data will be key to evolving our degrees and better preparing our graduates for the world of work.

Concerned about the stability of degree programmes. Staff numbers are critical in several programmes.

Employability. We are embedding employability skills across the curriculum, but particularly by slowly shifting the curriculum itself from passive learning (didactic lectures, reception of information) to more active learning (getting students to DO things and APPLY their knowledge: active/pro-active mode; non-didactic, flipped classrooms; from closed book assessments to open-book assessments; from working in isolation to working in groups; from following experimental recipes to making decisions about strategy and tactics; from knowledge as fact to knowledge as something provisional etc..).