

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	Medicine Veterinary and Life Sciences
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Reflection	
What is working well?	
<p>Recruitment</p> <ul style="list-style-type: none"> Attraction of high quality, motivated students, at a level appropriate for each of the specialised programmes. High conversion rates. <p>Structure/logistics</p> <ul style="list-style-type: none"> Modular nature of programmes allowing course sharing (core skills) and flexibility. Training of students in transferable skills: writing, oral presentations, use of the programming environment R and advanced general linear models continues to improve the quality of research project reports. Training all students in quantitative skills ODL course and programmes increasing, leading to the successful integration of ODL technology into on campus programmes as well. <p>Engagement</p> <ul style="list-style-type: none"> High attendance at all sessions and active participation by the majority of students. Students liked online resources and online delivery of content. Staff also appreciated after initial set up that online delivery has been easy and successful to work with. <p>Student support</p> <ul style="list-style-type: none"> Implementation of Advisor of Studies roles has been successful in the programmes that have utilized the scheme, this practice will be encouraged throughout. New administrative structure and improvement in some areas. However, work is still needed to maximise this resource. <p>End 'product'</p> <ul style="list-style-type: none"> Students report programmes as intellectually stimulating, and good preparation for future employment. Successful applications to PhD programmes and research positions for graduating students, in the first year following the Master's programme; many with positions arranged before completion. 	
What needs work?	What action is being taken forward?
The graduate school has 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 ' <i>Resolved</i> '. 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
The administrative support in the last 18 months has been problematic.	Plan for resolution: The administrative team has had a lot of turn over and issues. A more stable team will be in place shortly and will ensure more stable and efficient support.
Some library resources are based at Garscube but the students are on main campus.	Plan for resolution: Request that resources be made available online.

Form AM2 – College Annual Monitoring Summary - Review of Session 2016-17

Statistics support for projects is a high concern (Animal and Plant Sciences).	<i>Resolved: College wide statistics course has been set up on Moodle. Additional training may still be needed within the institute.</i>
Support for International students where English is not first language	Ongoing: Identifying students with language issues in Semester 1 and referring them to English language support classes. Use of Advisors of Study may help to identify problems sooner.
Managing 'good cause' or 'fitness to study' for students with long term mental health issues. One of the main issues is communication with staff	Ongoing: PGT admin team seeking clarification from Senate on requirements for deferred study and what best advice should be given to students. We are encouraging students to declare mental health issues with student disability service.
Not enough staff engaged with projects	Ongoing: Ongoing issue within the college, a working group has been established to analyse and assist with the assignment of UG and PG projects in the coming years.
Fair access to projects across MVLS	Ongoing: There are plans to change the mechanism and timing of opening projects to the students on different programmes
Programmes/courses with very low numbers struggle to run	Plan for resolution: Both courses and programmes with low numbers will be analysed for viability and possible restructure.
The administration of courses is not working well – timetabling issues, documentation etc	<i>Resolved: Multiple staff changes in the administrative team have lead to difficulties and confusion. A more stable team are now established</i>
In ability to predict student intake has caused many problems	Ongoing: International deposits have helped with prediction from that sector, we will also be trialling Home/EU deposits with the hope to gain more accurate predictions
Feedback - marking has been delayed for some assessments and feedback has been inadequate or non-existent for some assessments	Plan for resolution: Course leaders will be reminded of their remit and asked to ensure that marking and feedback practices adhere to MVLS and University policy. Feedback calendars will be instituted
Engagement with students - EvaSys questionnaires were not sent out for some courses	Plan for resolution: The administrative team will be asked to ensure that questionnaires are sent out for all courses in timely fashion
Development of a Blended Learning Approach for the On-campus students	Ongoing: With the launch of the ODL course, a wealth of rich online learning resources were created allowing an opportunity to introduce a blended learning approach for the on-campus students. Effective online resources optimise student opportunity to engage with directed learning and allow increased flexibility for learners. This is important for Post-Graduate Students and aims to improve student satisfaction.
Some programmes do not accurately represent the strengths and expertise of (world-leading) staff.	Plan for resolution: A number of programmes will be redesigned to launch in 2019-2020 and it is hoped that this will also increase marketing appeal
Research governance approval processes are becoming increasingly complex and protracted. Consequently, students undertaking primary clinical research are finding it difficult to meet dissertation submission deadlines.	Plan for resolution: From next session students working in these areas will complete an independent systematic review project that does not require research governance permissions

Form AM2 – College Annual Monitoring Summary - Review of Session 2016-17

Good Practice	
What practices are innovative?	Which of these would you recommend for wider dissemination?
Students given access to marking criteria, prior to assessment.	College/University
Pre-arrival reading and online MCQ, to allow the students to assess how well they understood the pre-course reading. This seems to have worked well and was well received	College/University
Students working directly with PhD and PDRAs in research groups for their projects, facilitating skill development and subject expertise.	College/University
Presentations in the dissertation course are organised into a mini-conference, with students submitting abstracts in advance, an abstracts book is produced, and audience questions are invited.	College/University
Regular informal meetings with the students to ensure that they are integrating well within the school and helps ensure they get the most out of their experience in Glasgow.	College/University
For clinical exposure, students receive feedback on their performance and they are always encouraged to reflect on their experience.	College/University
Joint events with industry or NHS to promote students and their work.	College/University
Careers day where previous alumni come back to talk to the students about their experiences on the programme and how the programme helped with their careers and give advice to current students.	College/University
Using the Moodle Scheduler function (as presented at the PGT Away Day) made organising Adviser of Studies meetings more streamlined for staff and students.	College/University

Closing Loops	
What progress has been made on actions identified in last annual monitoring cycle?	
Action:	Progress:
Assessment and feedback: explicit link between ILOs and marking criteria.	<i>Addressed - Implemented new marking sheets for research projects.</i>
Getting students to engage with feedback.	Ongoing: Evasys was useful for convincing students that their concerns were noted; further formalised staff-student liaison committees.
Coordination of assignment deadlines/workloads.	Ongoing: Ongoing efforts to spread out deadlines, including altering timing of some courses. Timetables were rearranged such that there was no overlap between taught courses and projects
Timetable clashes in the previous year between project and taught courses were identified as a problem	<i>Addressed - Timetables were rearranged such that there was no overlap between taught courses and projects</i>
Links to Student services to be made available on the programme Moodle pages	<i>Addressed - There are now many links to student support services both through Moodle and also in the Programme Information Documents.</i>
New course-specific Moodles are being instituted in 2016/17, which will enable much tidier and more efficient provision of resources for the students	<i>Addressed - All courses now have their own Moodles, which link to programme hubs.</i>
Conversion of short courses to CPD.	Ongoing: This is ongoing, with plans for late 2017/18 online non-credit bearing CPD
Aspects of organisation received criticism	Ongoing: Centralisation of administrative support has not uniformly improved the process, hopefully this will improve in the coming year.
Students have expressed difficulties around sessions at QEUH	Ongoing: Timetabling has been changed to minimise down-time between sessions at QEUH, but issues related to transport have not been resolved. It would be helpful if the University would consider a shuttle-bus

	running between the main campus and QEUH.
Student feedback scores in PTES were generally lower than other aspects.	Addressed - A number of changes have been made including introduction of the feedback calendar, staff signposting when feedback is being given and explaining types of feedback and use of structured marking grids where appropriate
Introduction of an induction week with sessions introducing transferable skills such as developing critical thinking, academic journal review and data handling and interpretation (Nutrition Programmes).	<i>Addressed - Completed and has worked successfully. There is still a problem with students who arrive late due to visa delays who miss this valuable experience and may struggle.</i>

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

College

- Academic/clinical staff need to be made aware that contributions to Master’s teaching is part of their job and not “good will” contributions despite the many other demands on their time.
- The centralization of the PGT administrative support has resulted in more work for staff running courses and programmes. It is hoped this will be addressed by new appointments as soon as possible.
- Programme teams should be consulted or at least notified where there is an increase in fees
- We need to see which applicants have paid deposits, to help with predicting numbers.
- The need for additional College academic staff who are experienced in bioinformaticians, computing scientists, software engineering who have a teaching remit.
- Issues relating to ease of access and transport to the QEUH site continues to draw regular criticism from staff and students
- Increased student numbers require concomitant allocation of resources for teaching and administration.
- There is a need for resource for development of programmes to compete with competitors and to allow modernisation of course delivery methods and desired innovations.

University

- Getting appropriate sized rooms for the large class
- Room booking is too inflexible for PGT teaching and the room sizes and availability are insufficient.
- Insufficient teaching space for wet lab practical’s and computer clusters.
- Teaching accommodation could be improved by improved maintenance and repair of equipment.
- Mental health is an increasing issue impacting on student performance. We need explicit guidance on use of good cause / fitness to study as where mental health issues are involved.
- Advanced warning of increases in fees.

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?

Although this is a priority for the PGT administrative team, ongoing issues have prevented widespread use. It is hoped this will be rectified in the coming session.

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

Where used it is suggested that the input has been useful. However, there is concern over the funds used to pay GTA’s for Institute/School budgets and the training they receive.

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

- Funding for dissertation projects in IHW, not just lab-based projects would improve the experience of data collection and access to secondary data for dissertation students.
- The huge amount of additional administration and paperwork imposed on programmes which detracts from time available to teach and to develop teaching. It would be good to ask programme staff about future administrative changes before implementation so that it is possible for input from academics early in the process.