

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	<p>Medical Veterinary and Life Sciences (Undergraduate Annual Monitoring Summary)</p> <p>Notes in parentheses indicate from which course AMRs specific comments arose.</p> <p>School of Medicine Dentistry and Nursing (SMDN) Medical School (MS) Dental School (DS) Nursing and Health Care School (NHCS) School of Veterinary Medicine (SVM) School of Life Sciences (SLS)</p>
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Reflection

In general feedback from students, external examiners and teaching staff and other data, demonstrate a high level of academic engagement and achievement with the provision of effective learning environments across all Schools and Institutes. Examples of good practice that have been shared in previous annual monitoring reports are being further developed and novel and innovative ideas are continuing to be disseminated. This document provides the opportunity to highlight and detail issues which require attention, actions that should be considered and enhancement strategies that are being progressed. One of the substantive benefits from this monitoring process is the collation of information that enables common themes to be identified and acted on at College and University levels. One such theme is the maintenance and strengthening of staffing levels especially for face-to-face teaching.

What is working well?

Teaching

- The alignment of Vocational Studies teaching (MBChB1) with core curriculum themes has made teaching more relevant and integrated. A review of Vocational Studies learning (MBCh2) has led to i) closer working of staff in Medical Science and Vocational Studies, ii) a realignment of the Vocational Studies course with the Medical Science core, iii) a continuation of the policy of seeing the Year as having a single curriculum, and iv) having a degree of integration between the Medical Science and Vocational Studies in the examination. (SMDN-MS)
- An increase in the amount of imaging taught in anatomy was well received by students. The external examiners noted the positive effect this has had on student performance. (SMDN-MS)
- Introduced to MBChB3 was a Clinical Procedural Day, this was well received by students, and was accompanied by a new Clinical Skills booklet. Also introduced were lunchtime prescribing practice sessions to improve prescribing skills. Every five weeks there are Q&A sessions using the new SLIDO software: students felt well supported and have commented on the team's excellent efforts to improve communication as evidenced from EvaSys /Moodle feedback. (SMDN-MS)
- Individual induction to each clinical placement in MBChB5 is evaluated as a routine in the first week of each placement, this has improved standards. (SMDN-MS)
- Early exposure to clinical activities and the efforts of the clinical dentistry team to facilitate this along with

the variety of teaching methods used on the course, tutorial style teaching and the use of technologies to support teaching e.g. videos, quizzes, ECHO360. Evidenced by EvaSys feedback. (SMDN-DS)

- Graduate Attributes activity integrated into the programme, with welcome contributions from the University Careers Service and the Royal Colleges, further assists student preparation for graduation and integration into an increasingly competitive employment market. (SMDN-DS)
- Nursing and Life Science topics were delivered alongside each other. Students felt that there was a good balance of theory and interactive discussion. Content being taught by subject specialists including guest lecturers and a strong link between theory and practice. The improved critical appraisal skills and critical thinking input was well reviewed. (SDMN-NHCS)
- Writing retreats and lectures on referencing, writing abstracts worked well and facilitated and supported the development of research skills. (SMDN-NHCS)
- The multi-disciplinary approach to teaching worked well. (SMDN-NHCS-Graduate Certificate in Burns and Plastic Surgery)
- Courses (BSc Vet Biosciences, BVMS1, BVMS2) are stimulating, challenging and well organised and there is good coordination between courses/modules in a year. (SVM)
- The quality of teaching and the variety of authentic workplace learning environments (BVMS5) provides a rich and rewarding learning experience. Students also emphasised the benefits of the 4 week rotation length, small group sizes, diverse groups and hands on learning opportunities. The Professional phase clinical oversight group provides an opportunity for senior clinical staff from across the School to discuss and agree important policy decisions. (SVM)
- Putting content into a clinical context (BVMS3) and providing clinical scenarios to work through to re-inforce relevance and ILOs, particularly in Lecture Based Problems and in manned Problem Based Learning tutorials. (SVM)
- Blended learning approach (BVMS3): Number of lectures reduced and online Self-Directed Learning Assignments (SDLAs) increased e.g. Computer Assisted Learning (CALs) and preparation material. (SVM)
- The 'one health' Global Medicine module (BVMS4), which is believed to be currently unique within UK veterinary schools. It has successfully improved the relevance of clinical phase course content to international students. (SVM)
- This was the first year of the new (SLS), systematically designed Year 2 curriculum. By all measures (including EvaSys surveys, assessment outcomes, staff-student liaison committees, and a College Teaching Excellence Award 2018), this new curriculum has been a huge step forward and the first main step towards programmatic teaching and programmatic assessment: a coherent, programme-wide approach to assessment for learning. (SLS)
- The new (SLS) Year 2 curriculum included the first systematic and ambitious attempt to embed NUMERACY and STATISTICS across all programmes. ALL students got to use R and RStudio (Statistical and Qualitative Data Analysis Software) and the success of that experience emboldens the School to extend and rationally build numeracy/statistics into the entire curriculum (Years 1-4). (SLS)
- Biology 1A and 1B: The course Moodle sites continue to be praised by students and other courses. Other colleges continue to invite us to show them how we make best use of Moodle. (SLS)
- Research-led teaching is at the core of the School's delivery: one external examiner comments: "There is good emphasis on research-driven discoveries and lots of opportunity for students to research topics from primary peer-reviewed papers. Furthermore, research-driven elements are incorporated into a range of different teaching methods from presentations through projects and dissertations". (SLS)

Assessment

- Clinically relevant skills (MBChB2) examined in the OSCEs with appropriate time given for each skill. Provision of high quality feedback to students post exams and coursework has been commended by external

examiners. (SMDN-MS)

- The robustness of the MBChB5, OSCE was praised by the external examiners. (SMDN-MS)
- The learning outcomes for registration from the General Dental Council (GDC) document 'Preparing for Practice' have been integrated seamlessly into the course. (SMDN-DS)
- The external examiners have commended the efforts to tailor the BDS1 assessment to the learning outcomes generated by the General Dental Council and consider that Glasgow is probably further advanced in this process than most of the dental schools in the UK. (SMDN-DS)
- External examiners (BSc Vet Biosciences 2) continue to appreciate the mapping of examination questions to the course ILOs. (SVM)
- Current Directions in Life Sciences. Students were very positive about the use of the Aropa software in the course. This was used to incorporate student reflection and reviewing of their own and their peers' work in the course. Students praised these assessments and were very clear about the usefulness to their own learning and development. (SLS)
- Graduate Teaching Assistants (GTAs) were used to grade student assessments for the first time this year. A training process has now been developed that appears to be working well. The ability to now use the condensed grading scheme has helped with the grading and staff moderation of student assessments. (SLS)
- Grade analysis and quality control of final year courses assessment were further developed based on the School's invention of "Delta-GPA" analysis two years ago. A School-wide internal examiners meeting is held to consider the data and to reflect on standards, teaching and how best to support the decisions of the final examination boards. (SLS)
- The work placement scheme (MSci programmes) illustrates the research-led nature of the programmes. The external examiner comments "The placement programme itself is an area of good practice and I was encouraged to hear that there is a growing number of students keen to take part. I was also delighted to see that the viva is still being used as one of the means of assessment. It is my personal opinion, and that of the Board of Examiners, that the viva is beneficial to students who have undertaken a year in placement". (SLS)

Staffing

- The increase in course capacity (Environmental Biology) to a maximum of 125 students has worked well. This course continues to receive very positive student feedback with staff mentioned and complimented by name. It is clear that this would be the limit for the class size with current staffing and resources. Any further increase in class size by the School will require additional staff to be allocated to the course. (SLS)
- School of Life Sciences: External examiners are impressed with the quality of the students, their education and the assessments. The degrees continue to be high-quality, research-led degrees taught by dedicated and enthusiastic staff from across the School and the cognate Institutes. (SLS)
- The contribution of Research Institute staff to the education of the students is paramount and sustained, and is a real strength of both the degrees and School's community. (SLS)

Feedback

- The electronic assessment and feedback system, LIFTUPP continues to increase the provision of feedback to students. (SMDN-DS)
- New and improved systems (BVMS5) for absence management, performance feedback and remediation of underperforming students. (SVM)
- Feedback forms (BSc Vet Biosciences 2, BSc Vet Biosciences 3) provide students with structured feedback which is similar for all courses. (SVM)
- Assessment feedback (BSc Vet Biosciences 2) is now posted on Moodle for individual students and individual courses. This indicates to the student how they are performing and allows them to compare their grades in all elements of the assessment with the class grade profiles. Included in these reports are the assessment ILOs

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so the student can work out where they performed well in specific areas of the course. (SVM)

- The external examiner (BSc Vet Biosciences 2) commented that the exam scripts were well annotated. This is important, not only for the examiner to appreciate where marks have been awarded and what [information] would have increased the mark, but also for students who wish to see their scripts. (SVM)
- Very regular feedback sessions with students (BVMS3) e.g. end of module feedback, focus meetings, online end- of-year feedback form. Students engaged and providing constructive feedback. (SVM)
- Current Directions in Life Sciences: More regular class representative meetings were held throughout the course (one at the end of each theme in the course). This proved very successful and identified developments that will be incorporated into the course for the next academic session. (SLS)
- Biology 1A and 1B: A new process, provisionally called 'Categories and Competencies', has allowed for an automated process that gives students personal feedback on assessments. This received very positive feedback from the students. (SLS)

Logistics

- Current Directions in Life Sciences. The increase in course capacity to a maximum of 115 students has worked well this year. The course will be made available to the College of Science and Engineering students in the next academic session. (SLS)

What needs work?	What action is being taken forward?
The Schools have identified a number of areas that require work; in some cases the issues are being resolved or a plan of remedial action has been identified as shown in the column to the right.	Where a course of action/plan has been identified it is 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. Issues that have been identified in previous AMRs are indicated with the dates.
MBChB1 – The number of students being admitted to the MBChB programme is increasing as a result of various initiatives. This will have an impact on all years. The 2018 intake is increased and a further increase is expected in 2019. This requires a resource and curricular rethink. (SMDN-MS)	Plan for resolution: This is underway, led by the Head and Deputies of the Undergraduate Medical School.
Staffing shortages and succession planning. (SMDN-SM)	Ongoing: Staffing profiles in all job families are kept under careful review. Academic succession planning will be considered.
MBChB - A persistent problem is monitoring of attendance and attendance issues. (SMDN-MS)	Ongoing: A School wide approach to attendance monitoring should be progressed. Attendance is being discussed and reviewed with the aim of improving and streamlining process. (AMR 2016-2017)
MBChB - Professionalism teaching is ad hoc and requires mapping across the curriculum. (SMDN-MS)	Plan for resolution: Professionalism will be mapped across the curriculum and that will flag areas for development and enhance consistency of delivery.
MBChB2 - Standard setting process to be reviewed on the advice of the external examiners to utilise the range of scores and a question by question approach. (SMDN-MS)	Plan for resolution: This will be undertaken during 2018-2019.
MBChB - Exam delivery, grading and analysis is outdated and is resource and labour intensive. (SMDN-MS)	Plan for resolution: Alternative solutions are actively being sourced and considered and SMDN is liaising with College wide developments.
MBChB - Release of timetables for clinical blocks in advance of induction day. (SMDN-MS)	Plan for resolution: There will be liaison with block leads to facilitate this happening.
MBChB3 - Review of existing OSCE stations and development of new stations is required. (SMDN-MS)	Plan for resolution: This will take place in 2018-2019.

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MBChB4/5 - Review the process and procedure regarding the adjustment of pass marks. (SMDN-MS)	Ongoing: This will be reviewed in 2018-2019.
MBChB4/5 - There is a requirement for academic statistical and psychometric advice regarding assessment. (SMDN-MS)	Ongoing: Consideration is currently being given to the appointment of a psychometrician to advise all SMDN programmes.
MBChB - Space can be challenging, especially access to TEAL rooms. (SMDN-SM)	Ongoing: Views will continue to be made known to CMIS but the School feels that there is little opportunity to raise teaching space issues. (AMR 2016-2017)
BDS2 – The first student-patient clinical contact sessions following the introduction to clinic sessions would benefit from some oversight. (SMDN-DS)	Ongoing: Discussions are in progress.
BDS2/3 - Securing sufficient staff to deliver teaching in the Clinical Skills facility. Staff shortages often occur when teaching staff are redeployed to provide teaching cover in the student patient clinics. (SMDN-DS)	Ongoing: Restorative timetable continues to be reviewed to identify protected staff teaching.
BDS3 - Standardisation of LIFTUPP assessment between clinicians. (SMDN-DS)	Plan for resolution: Training of clinicians. Clinical Development panel discussions to facilitate. (AMR 2016-2017)
Development and review of content in Question Banks. (SMDN-DS)	Plan for resolution: BDS1 - Review Multiple Choice Questions (MCQ) in line with good practice including order of stems and number of components. Review and expand the question banks of Multiple Short Answer (MSA) questions and Structured Clinical and Clinical Sciences Assessment (SCCSA) questions.
Introduce flipped classroom approach to endodontic and paediatric clinical skills (SMDN-DS)	Plan for resolution: Invest time and resource to introduce change in 2018/2019.
Increase number of patients with a range of treatment needs to support the educational requirements of students. Ongoing from 2016-2017. (SMDN-DS)	Ongoing: Advertising initiatives for patients suitable for student treatment in the Dental Hospital and in Outreach locations. Discussions are on-going with individual health boards regarding patient supply in outreach. (AMR 2016-2017)
BDS5 - Maintenance of a consistent student learning experience from longitudinal to residential Outreach, and in the individual sites providing this service also focusing on tutorial provision. Ongoing from 2016-2017. (SMDN-DS)	Plan for resolution: Quality assurance and consistency within the various outreach sites is maintained by tutor induction, regular supervisory visits, inclusion in Dental School and NES training events and dedicated training days. (AMR 2016-2017)
BN1 - The service of a psychologist to deliver sessions on health psychology component of the course was withdrawn this year. Some sessions were covered by N&HC staff. (SMDN-NHCS)	Ongoing: The Medical School will be asked to provide support. Payment will be required for delivery of 3 taught hours and 6 hours preparation. It is recommended that a member of N&HC staff also undertake some study in this area to increase capacity. This will require time allocation and funding to progress.
BN - More “real-life” scenarios during clinical skills to facilitate skill transfer from clinical skills to clinical areas (SMDN-NHCS)	Plan for resolution: This will be considered through nursing curriculum planning.
BN - Further development of situational judgement in the curriculum. (SMDN-NHCS)	Plan for resolution: A proposal submitted to the ethics committee for further development.
BN - Enhance coverage of death and dying in the curriculum. (SMDN-NHCS)	Plan for resolution: Consideration will be given to enhancing palliative care in the nursing curriculum.
Obtaining sufficient projects is challenge for: Veterinary Biosciences [Research] Project (VBP) and MSci Research Project (MRP). (SVM)	Plan for resolution: The option of offering dissertation projects is being introduced. This should increase the number of projects that are available. With approval, students can arrange their own projects out with the

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	University of Glasgow. This may reduce the number of projects that need to be provided by MVLS staff.
BVMS2 - Continued updating of the radiation physics/safety component to reflect the equipment and digital media that vets are likely to be using in practices in the next three to four years. (SVM)	Plan for resolution: Update of practical learning activities and the introduction of new equipment in teaching and assessment.
BVMS5 - Student feedback consistently requests opportunities for greater surgical and first opinion practice experience. Possible expansion of teaching in this area is currently limited by staffing and availability of caseload. (SVM)	Plan for resolution: New posts approved for teaching in the clinical skills and first opinion practice to improve staffing in this vital area. Proposal developed with SSPCA (Scottish Society for the Prevention of Cruelty to Animals) for additional surgical and preventive medicine clinic opportunities.
Examination question banking (BVMS1, BVMS2, BVMS3) The “temporary” system established in SharePoint that has limited functionality is still used. (SVM)	Plan for resolution: The College is currently tendering for a commercial package to support this area. However, this package will not be able to incorporate/evaluate historic data.
Improving the processing of examination performance data (BVMS1, BVMS2) during examination time and for future development of standard setting and assessment. (SVM)	Ongoing: Limited administrative support has restricted the ability to interrogate examination data and fully evaluate assessment performance longitudinally to support student learning through detailed feedback. Problem flagged to SVM undergraduate school.
BVMS5 - Portfolio access after graduation (for at least 5 years) continues to be a significant problem as students are not able to access this important employability tool beyond graduation. (SVM)	Ongoing: Continue to advocate for Alumni Portfolio access at College and University level. 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 with regard to the new portfolio being developed within the BSc Vet Bio programme. (AMR 2016-2017)
BVMS5 - Overall satisfaction via EvaSys has dipped significantly this year. (SVM)	Plan for resolution: Monthly focus group meetings with Professional Phase students to discuss any concerns at programme or course level, action to address specific concerns where appropriate, and publication of a ‘You said, We did’ document responding to comments raised at this meeting. Liaison with Programme Director to consider School response to this and to the NSS results for this cohort which mirror a reduction in satisfaction.
BVMS - More administrative support is needed. (SVM)	Plan for resolution: The College is conducting a review of Undergraduate Teaching Support.
BVMS - Examination feedback to students in relation to ILOs (SVM)	Ongoing: Needs appropriate software
BVMS - DOPS assessment administration is time-consuming and relatively inefficient at present. This has negative impacts on the course administrator as well as causing delays in providing feedback to students. (SVM)	Plan for resolution: Work with MVLS IT to develop a proposal for incorporation of DOPS into the new Professional Phase Feedback system and take this proposal to the School Executive to consider funding. (AMR 2016-2017)
BVMS - Access to surgical opportunities; in particular key day one procedures such as neutering. (SVM)	Ongoing: Currently limited by staffing. Request was made 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

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	<p>levels are being considered at School level.</p> <p>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.</p>
Demand for places continues to stretch/exceed the capacity to deliver. Many programmes are vulnerable. (SLS)	Ongoing issue considered at Senior Management Group (SMG) level. However, student numbers cannot expand year on year without implications for resource or for quality of educational experience.
Management of student numbers, demand exceeds capacity to deliver. (SLS)	Plan for resolution: School review of the number of programmes. Discussions about more input from Institutes.
Requirement for e-assessment and assessment management software. (SLS)	Ongoing: Petitioning and arguing the case at College and University level.
The School of Life Sciences is highly limited by the lack of e-assessment and assessment management software. The School could, for example, expand formative and summative use of MCQ and online assessments if the systems could cope. (SLS)	Plan for resolution: Involved in the College of MVLS bid for a CAS system for 2019-2020.

Good Practice	
What practices are innovative?	Which of these would you recommend for wider dissemination?
<p>Online feedback (SDMN-MS)</p> <ul style="list-style-type: none"> Individualised online feedback on written coursework. Contact: Dr Amada McKie Online feedback of exam performance allowing students to understand and reflect on strengths and weaknesses. Miss Suzanne McDowall 	College/University
<p>Integrated teaching (SDMN-MS) Contact: Dr Jason Long</p> <ul style="list-style-type: none"> Integrated approach to the teaching of clinical skills across the curriculum. 	College
<p>Core week of lectures and clinical skill teaching (SDMN-MS) Contact: Dr Jenifer Sassarini</p> <ul style="list-style-type: none"> Core central teaching across all blocks currently takes place in Obstetrics and Gynaecology. This is recognised as good practice and would benefit from being rolled out to all attachments. 	College
<p>Feedback from analysis of examination data (SMDN-DS) – Contact: Dr Alison Cairns</p> <ul style="list-style-type: none"> Detailed formal feedback to students following exams using question breakdown and year statistics enabling students to track their progress against that of their peers. 	College/University
<p>Personal development plan formative assignment (SMDN-DS) – Contact: Dr Alison Cairns</p> <ul style="list-style-type: none"> The introduction of a personal development plan formative assignment which can be shared as a basis for continuing educational and professional development during Vocational Training. 	College/University
<p>Graduate attributes week (SMDN-DS) – Contact: Dr Alison Cairns</p> <ul style="list-style-type: none"> The introduction of a Graduate Attributes Week to address the issues students will face in a highly competitive employment market. 	College/University
<p>Policy development and appraisal (SDMN-NHCS) Contact: Dr Clare McFeely</p> <ul style="list-style-type: none"> Use of Centres for Disease Control and Prevention (CDC) Preparedness 101 (Zombie 	College/University

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Apocalypse) to reinforce the principles of policy development and appraisal.	
<p>Evolving clinical scenarios – Online Learning (SDMN-NHCS) Contact: Mrs Louise McCallum</p> <ul style="list-style-type: none"> • Use of Moodle to develop evolving clinical scenarios enabling students to consider application of nursing theory into clinical practice and to share learning with peers. 	College
<p>Embedding learning disability into the curriculum (SDMN-NHCS) Contact: Dr Doreen Molloy</p> <ul style="list-style-type: none"> • Membership of the Scottish Learning Disabilities Nurse Education Network enables Learning Disability to be embedded into the curriculum in line with the Scottish Government and Nursing and Midwifery Council recommendations. 	College
<p>Plastinated organ specimen bank to be increased (SVM) Contact: Prof Maureen Bain</p> <ul style="list-style-type: none"> • The use of plastinated specimens allows students to have more hands on experience, this assists with the explanation and understanding of the 3D/topography organisation of organs. • If a production process is established it would be attractive to other vet schools and have a potential commercial value. 	College/University
<p>Personal development planning (SVM) Contact: Dr Lesley Nicolson</p> <ul style="list-style-type: none"> • A Personal Development Plan (PDP) has been introduced for all BSc students, to help students reflect on their attainment of Graduate Attributes. The PDP is formative in Year 2 and Year 3 and will be summatively assessed in Year, 4 as a required (pass/fail) component to complete Year 4. • The development work for this PDP project is being funded by a grant from the Staff-Student Partnership programme. 	College/University
<p>Performance feedback system (SVM) Contact: Mrs Jenny Hammond</p> <ul style="list-style-type: none"> • Introduction of a new performance feedback system – this bespoke system was implemented in May 2018 and provides functionality to improve delivery of performance feedback for students in clinical placements. • The reporting elements of the system provide valuable data to track student performance and meet the outcomes assessment requirements of the accrediting bodies. 	College/University
<p>Professional portfolios (SVM) Contact: Mrs Jenny Hammond</p> <ul style="list-style-type: none"> • Professional portfolios – the external examiners reports identify the professional portfolio (an electronic portfolio) as a particular example of good practice in ‘Programmatic Assessment’. • The Professional portfolio aligns well with demonstrating and developing the employability of graduates. 	College/University
<p>Diagnostic test analyses and critical appraisal (SVM) Contact: Dr Monika Mihm-Carmichael</p> <ul style="list-style-type: none"> • Evidence based medicine: diagnostic test analyses and critical appraisal tasks. Students evaluate diagnostic tests, and undertake a critical appraisal of the literature using online material that is reinforced in question and answer sessions. • The students required guidance and submissions were of a high standard with almost 100% pass rates. 	College/University
<p>Programmatic approach to curriculum design and to assessment (SLS) Contact: Prof Joseph Gray</p> <ul style="list-style-type: none"> • Programmatic approach to curriculum design and to assessment (including feedback as feedforward: within a course, semester to semester, and year to year). 	College/University
<p>Online course for campus based students (SLS) Contacts: Dr Chris Findlay, Dr Mary McVey</p> <ul style="list-style-type: none"> • The Current Directions in Life Sciences (CDLS) course 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 and Aropa. The use of 	College/University

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these for teaching, learning and assessment could be disseminated widely.	
Dedicated Assessment Office (SLS) Contact: Prof Simon Guild <ul style="list-style-type: none"> The setting up of a dedicated Assessment Office (with an Assessment Manager, academic Head of Assessment) to enable and oversee better and more uniform assessment practice across the School. 	College/University
Employability skills (SLS) Contact: Dr Nicola Veitch <ul style="list-style-type: none"> Employability skills were linked to a group presentation assessment in Year 2. Support workshops were created with Dr Scott Ramsey (LEADS) and Ms Fiona Stubbs (Careers Manager). 	College/University
Peer Marking IT System (SLS) Contact: Prof Joseph Gray <ul style="list-style-type: none"> Biology 1A, 1B and Current Directions in Life Sciences – New Peer Marking IT System. The course staff, along with IT services staff, have built an online portal to support the grading and peer marking that is included in the group work assessments. This system allows for the staff grades to be uploaded, the students to peer score each other's contribution to the project and automatically calculate the individual grade for each student. 	College/University
Summer Schools - access and pre-entry online courses (SLS) Contact: Prof Joseph Gray <ul style="list-style-type: none"> Biology Summer School (Access) and Online Pre-Entry Nursing Summer School (OPENSs). These summer schools are now run by L1 staff and are expanding each year. A lot of the provision is now managed online with supporting practical elements where needed. In this academic session the OPENSs course needed to be run twice over the summer due to admissions requirements for different sets of students. 	College/University

Closing Loops

What progress has been made on actions identified in last annual monitoring cycle?

Action:

Progress:

College level

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-MS)

The histology labs are too small, resulting in classes being repeated 4 times. (SMDN-MS)

Digital modernisation of Final Examination Part 3 – OSCE. (SMDN-MS)

MBChB1&2 – Space can be challenging, especially access to TEAL rooms. (SMDN-MS)

The prosthodontic teaching laboratory (Room D47) would benefit from refitting. (SMDN-DS)

BVMS5 - Online feedback system; the need to introduce one and consider options. (SVM)

BVMS1 - Exam feedback to students in relation to ILOs. (SVM)

BVMS5 - Audit of feedback timeline liaison with rotation leaders and Moodle auditing. (SVM)

Plan for resolution: The review of curriculum and resource to accommodate the increasing student numbers being admitted to MBChB in 2018/2019 and 2019/2020 will incorporate this issue.

Plan for resolution: To be progressed during 2018 – 2019 session.

Resolved: Implemented May 2018. Early feedback suggests positive feedback from students and staff who find the system easy to use and senior management who are impressed by the reporting functionality.

Ongoing: Waiting outcome of exam software tender. In meantime continue to use existing system.

Ongoing: New feedback system allows effective audit of performance feedback. Moodle enables some

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	monitoring of assignment feedback but reporting across assignments is not yet enabled. Proposal to VLE board being followed up by Mr Gordon McLeod.
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.
The lack of IT support is limiting innovation in e-learning and 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)	
Portfolio access after graduation. (SVM)	Ongoing: This has been pursued at College level by VLE Board Representatives There is currently no change in the level of access.
More Management, Professional and Administrative (MPA) staff to support Learning and Teaching in the School of Life Sciences. (SLS)	Plan for resolution: Staff have been hired, particularly to support assessment.
Adequacy of staffing levels relative to workload. (SLS)	Plan for resolution: New workload model and more active recruiting strategy is helping, but within a limited resource.
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.
Teaching provision within schools relative to retirements and research demands of Institute staff. (SMDN, SVM, SLS)	
University level	
Lack of statistical support. (SMDN)	Ongoing: An online course has been introduced for PGT which could potentially be used at UG.
CMIS timetabling system, is not working well for complex courses. (SMDN)	Ongoing: Concerns were escalated through Academic Standards Committee.
Central teaching facilities and how this is allocated. (SMDN)	Ongoing: Concerns were escalated through Academic Standards Committee.
A need to reduce the amount of University spam on student e-mails to make communication more effective (SMDN)	
Room bookings - Limited availability of lecture theatres suitable for 290 students and consecutive lectures in different buildings. (SMDN-MS)	Ongoing: 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-MS)	
The histology labs are too small, resulting in classes being repeated 4 times. (SMDN-MS)	
Wifi access at hospital sites where students should have access to eduroam. (SMDN-MS)	
The prosthodontic teaching laboratory (Room D47) would benefit from refitting. (SMDN-DS)	Plan for resolution: Is being progressed during 2018 – 2019 session.
Responsiveness of E&B and IT/AV Services, specifically in relation to the speed at which reported issues are	Ongoing: SVM welcomes recent progress by E&B with the Ilay LT (and other projects in the School) and has

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resolved, is adversely affecting the student experience and the School's NSS results. (SVM)	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.
Portfolio access after graduation. (SVM)	Ongoing: This has been pursued at College level by VLE Board Representatives There is currently no change in the level of access.
Better university transport between Gillmorehill and Garscube campuses for both staff and students. (SVM, SLS)	Addressed in part: 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. Further discussion at MVLS Learning and Teaching committee meetings to monitor progress.
Room booking system is not satisfactory, particularly the lack of "roll over" (SLS)	Ongoing: Concerns were escalated through Academic Standards Committee.
More Management, Professional and Administrative (MPA) staff to support Learning and Teaching in the School of Life Sciences. (SLS)	Plan for resolution: Staff have been hired, particularly to support assessment.
Adequacy of staffing levels relative to workload. Matching resources to the increasing demands for breadth and quality of teaching. (SLS)	Ongoing: New workload model and more active recruiting strategy is helping, but within a limited resource.
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 Learning and Teaching strategy. (SLS)	Plan for resolution: A review has been commissioned across the University and it has been agreed to keep Turnitin.
Temperature in teaching spaces, both high and low, especially at times of high stakes examinations. (multiple schools)	
Additional academic staff time to develop and deliver curriculum. (multiple schools)	
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)	

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

College

Issues that have been identified in previous AMRs are indicated with the dates.

Staffing

- More MPA staff to support Learning and Teaching, assessment analysis and review. 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. (SMDN, SVM, SLS: AMR 2016-2017)

- Appropriate staffing in all job families to support teaching and facilitate succession planning and research demands of Institute staff. (SMDN, SVM, SLS: AMRs 2015-2016 & 2016-2017)
- 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: AMRs 2015-16 & 2016-2017)
- Shortage of clinically experienced staff to meet teaching demand. (SVM: AMR 2016-2017)
- Consistent Undergraduate School support is required for the efficient running of teaching programmes. The short term nature of the recent appointments had resulted in staff turnover with a disruption in the support provided. All staff have to be trained in Moodle. (SVM)
- There are a number of areas where teaching expertise is 'one deep' and loss of such staff has led to problems with delivery of teaching. Of particular concern are Small Animal Primary Care and Public Health. There is also no perceived plan with regard to succession planning regarding upcoming retirements and how the replacement of teaching capacity is coordinated between the School and Research Institutes. Of particular concern are Physiology, Parasitology and Anatomy. (SVM)
- Establishing a production line for generating plastinated anatomy specimens will require staff with time dedicated to this role and an assessment of the functional status of the facilities. (SVM)
- Psychological support for students. It is widely acknowledged that mental health issues are a major concern for our student body. This is of particular concern during assessment periods. Whilst the SVM has dedicated and trained staff in this area none of them are formally trained as counsellors and the demand for support far exceeds our capacity to support our students particularly at times of high demand, often out of working hours. (SVM)
- SVM provides a highly practical curriculum that offers mostly blended learning opportunities that are innovative and appropriate to medical education. Thus there is an absolute requirement for experienced clinicians as clinical tutors and for dedicated Moodle and IT support. (SVM)
- Clarification the roles of School versus Institute staff, and allowing for a more flexible, less binary, direction in career development. (SLS: AMRs 2015-2016 & 2016-2017)
- Problems matching demand and resources. Ensure 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)

Teaching

- Life Science input into teaching on the professional undergraduate programmes is an ongoing issue. Positive progress has been made by the appointment of an SMDN funded Lecturer in Anatomy but a wider strategic approach is needed to allow the programmes to maintain high quality teaching and meet the requirements of the professional bodies. (SMDN)
- 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: AMR 2016-2017)
- Better support for provision of wet lab research projects in final honours. (SLS: AMR 2016-2017)

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 ILOs. (SMDN, SVM, SLS: AMR 2016-2017)
- 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)

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: AMR 2016-2017)
- An effective means of attendance monitoring is required. (SMDN, SVM: AMRs 2015-2016 & 2016-2017)
- Support is required for Curriculum mapping. (SVM)
- CMIS - the ability to include all final year and Masters teaching is required to improve workload modelling. (SVM)
- Management of student numbers in SLS as demand exceed capacity to deliver. SLS proposes to review the number of programmes and discuss support with Directors of Institutes. (SLS: AMR 2016-2017)
- Problems matching demand and resources. Student demand for places should match onto the capacity to deliver. Resilience is low and any changes in staff precipitate crises or near crises. (SLS: AMR 2016-2017)
- 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 approximately £100 over the course of the project by the cheapest public transport. (SLS: AMR 2016-2017)

IT

- IT resource – IT support and development is under resourced. The SMDN is aware that a review is currently ongoing by the College. (SMDN)
- Portfolio access (for at least 5 years) after graduation. (SVM: AMR 2016-2017)
- The lack of IT support is limiting innovation in e-learning and assessment. (SVM: AMRs 2015-2016 & 2016-2017)
- 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 ILOs. (SMDN, SVM, SLS: AMRs 2015-2016 & 2016-2017)

Facilities

- The histology labs are too small, resulting in classes being repeated 4 times. (SMDN: AMRs 2015-2016 & 2016-2017)
- Wifi access at hospital sites where students should have access to eduroam. (SMDN: AMRs 2015-2016 & 2016-2017)
- Heating problems continue in the Jarret Lecture Theatre and Mary Stewart Building seminar room. (SVM)
- Continued problems with ECHO360 need some attention. (SVM)
- Cattle handling areas for animal handling need reconfigured at Cochno Farm to facilitate a safe environment for staff and students. (SVM)
- Establishing a production line for generating plastinated anatomy specimens will require an assessment of the functional status of the facilities. (SVM)
- Sliding dividers should be fitted to the first floor seminar rooms in the small animal hospital to increase the flexibility of the tutorial rooms. (SVM)
- The clinical skills facility (a series of small rooms used heavily for practical teaching and assessment) is in need of a major refurbishment. (SVM)
- The quality of projection in the lecture theatres is poor (noted by staff and students). There appears to be no budget for replacement projectors. (SVM)
- Better support for provision of wet lab research projects in final honours. (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. (SLS: AMRs 2015-16 & 2016-2017)

University

Issues that have been identified in previous AMRs are indicated with the dates.

Staffing

- More MPA staff to support Learning and Teaching, assessment analysis and review. 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. (SMDN, SVM, SLS: AMR 2016-2017)
- The Campus redevelopment is hugely welcomed but a plea not to lose sight of investing in staff resource simultaneously to ensure success in increasing student numbers. (SMDN)
- Appropriate staffing in all job families to support teaching and facilitate succession planning. (SMDN: AMR 2016-2017)
- There is a real need to retain good administrative staff. There is a very high turnover of staff probably reflected by the low pay grade associated with programme support and the short, fixed term nature of appointments. (SVM)
- There are a number of areas where teaching expertise is 'one deep' and loss of such staff has led to problems with delivery of teaching. Of particular concern are Small Animal Primary Care and Public Health. There is also no perceived plan with regard to succession planning regarding upcoming retirements and how the replacement of teaching capacity is coordinated between the School and Research Institutes. Of particular concern are Physiology, Parasitology and Anatomy. (SVM)
- Psychological support for students. It is widely acknowledged that mental health issues are a major concern for our student body. This is of particular concern during assessment periods. Whilst the SVM has dedicated and trained staff in this area none of them are formally trained as counsellors and the demand for support far exceeds our capacity to support our students particularly at times of high demand, often out of working hours. (SVM)
- 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: AMR 2016-2017)
- Shortage of clinically experienced staff to meet teaching demand. (SVM: AMR 2016-2017)
- 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: AMR 2016-2017)
- Loss of detailed evaluation of individual teaching staff and issues with regard to dissemination of the evaluation that is available due to EvaSys. (SVM: AMR 2016-2017)

Assessment and Feedback

- A concern that the SMDN are falling behind the sector in e-assessment, in part because there is not space or resource to develop appropriately. (SMDN)
- Urkund is not fit for purpose and a move back to Turnitin would be welcomed. (SMDN)
- 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 ILOs. (SMDN, SVM, SLS: AMR 2016-2017)

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: AMR 2016-2017)
- The ability to plan examination and graduation dates further in advance is required. (SMDN)

- CMIS continues to be difficult to use, particularly for the MBChB and BDS programmes. This system is time consuming to utilise. Further engagement with central teams to work towards a more efficient and pragmatic approach would be welcome. (SMDN)
- CMIS - the ability to include all final year and Masters teaching is required to improve workload modelling. (SMDN)
- Support is required for Curriculum mapping. (SMDN)
- The room booking system threw up several problems again this year. The roll-over of last year's data did not seem to work effectively as some events were missing from CMIS. Additionally, there were several events when rooms were not booked and the School was not informed of this. On enquiry, the room booking teams stated that rooms were simply not available. However, School staff were able to source rooms and inform the room booking teams what to book, or staff could access locally-booked rooms. These issues should have been flagged and School staff should not have to locate rooms themselves. Further, there were at least two instances where computer cluster rooms were booked that were too small for the class (30 computers for a class of 50 students). (SLS: AMR 2016-2017)
- 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 is essential and should be accommodated via CMIS. (SLS: AMR 2016-2017)
- 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 approximately £100 over the course of the project by the cheapest public transport. (SLS: AMRs 2015-2016 & 2016-2017)
- The first year intake of Life Science students was again very large this year, with little warning of the increased numbers. This made it very difficult to plan for room allocation, laboratory requirements and staffing needs. The course coordinators were made aware of the increased numbers two 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: AMR 2016-2017)
- 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: AMRs 2015-2016 & 2016-2017)

IT

- Alumni access to Mahara (Portfolio) for at least five years after graduation. (SVM and AMR 2016-2017)
- E-assessment software and assessment management systems that work, are supported and can be invested in. (SLS)
- Better computer cluster provision and support. (SLS: AMR 2016-2017)
- Better support for Moodle functionality e.g. Open badges functionality, and training in Moodle. (SVM, SLS: AMR 2016-2017)

Facilities

- The histology labs are too small, resulting in classes being repeated 4 times. (SMDN: AMRs 2015-2016 & 2016-2017)
- Wifi access at hospital sites where students should have access to eduroam. (SMDN: AMRs 2015-2016 & 2016-2017)
- Cattle handling areas for animal handling need reconfigured at Cochno Farm to facilitate a safe environment for staff and students. (SVM)
- The quality of projection in the lecture theatres is poor (noted by staff and students). There appears to be no budget for replacement projectors. (SVM)

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- Suitability of some teaching spaces for a 21st century learning experience. Acoustics in some large halls remain a problem (Kelvin Gallery is a standout case) this is unacceptable. (SLS: AMR 2016-2017)
- 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: AMRs 2015-16 & 2016-2017)
- 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). (Multiple Schools: AMR 2016-2017)

Student support

- Funding and resource available for student counselling and support of students with mental health issues. (SMDN)
- Good Cause is not always fully understood or consistently used; further advice would be welcome. (SMDN)

Hot Topics

Do you have any comments on the following topics?

1. The University has recently established a working group on teaching space refurbishment. What points, positive and negative, would you like them to be aware of?

- Own device use to be facilitated with e.g. charging points easily available in teaching areas. (SMDN)
- Flexibility in room sizes and usage so that big classes can be accommodated (up to 330-350) and space allocation ensures travel is kept to a minimum, especially in the earlier years. Flexibility in use of space is also critical – didactic teaching, smaller group work and e-assessment space is all required. (SMDN)
- All teaching spaces should have visualisers and/or good whiteboards and lighting. (SVM)
- The quality of projection in the lecture theatres is poor (noted by staff and students). There appears to be no budget for replacement projectors. (SVM)
- Temperature control is important and the ability for local control is often overlooked during the planning of teaching spaces. (SVM)
- Although AV equipment generally works well and robustly, technical help is rarely available to address any acute issues. (SLS)
- Desperate need for improved provision of computer clusters or equivalent capability. (SLS)
- Shortage of teaching laboratory space across Campus. (SLS)
- The Bute Hall and Kelvin Gallery are not ideal locations for lectures delivered to >300 students. These locations can make interactive sessions difficult with students and the locations are not available for the last week of semester when Winter graduation is taking place, which means the large class has to be split over different locations and lectures delivered remotely. (SLS)
- Rooms are not always flexible in their use limiting what is possible in the spaces available. (SLS)

2. To what extent do the courses/programmes that you teach on use online marking and what has been your experience of this?

- There is limited use of electronic marking which is mainly used for coursework. This is primarily because systems are not in place. Facilities to increase the use of electronic marking would be widely welcomed with the caveat that any system would need to be accessible to NHS colleagues. (SMDN)
- The teaching teams (Veterinary Body systems, Applied Animal Management, Research Skills, BVMS1, BVMS2) use online marking for Self-Directed Learning Assignments (SDLA), assignments, Classroom

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Assessment Techniques (CATs) and formative quizzes. Also feedback is provided in this way. This is an efficient way to do both and the students are appreciative of feedback in this form. (SVM)

- Online submission and feedback via Moodle. This works well and is well received by students. (SVM)
- Return to using Turnitin would be greatly appreciated. (SVM)
- No online assessment (BSc Vet Biosciences 4, Advanced Research Skills) is being used however student work is graded online. (SVM)
- End-of-week Moodle quizzes (BVMS1 and Masters in Public Health) can be auto-marked which reduces workload. (SVM)
- The BVMS5 Formative Assessment is marked online as a Moodle quiz. This works well and has been very successful; good for multiple markers and to be able to mark from anywhere. (SVM)
- All coursework (BVMS2) is submitted and marked online. Moodle rubrics are sometime used; however, these are complex to implement and do not always meet the needs of the assignment. (SVM)
- Marking of assignments generally works well but is more time consuming than paper based submissions due to clunky Moodle navigation. (SVM)
- More tiring to read lots on material on a screen. This may not be possible for some staff due to health issues. (SVM)
- Online marking is used fairly routinely. Moodle has some good functionality and is used by some staff. Turnitin also works very well, particularly wrt annotation and feedback. A Comprehensive Assessment System (CAS) solution is urgently needed. (SLS)

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

- EvaSys was not useful for course evaluation in the last reporting period (BSc Vet Biosciences). However, this year it was much improved, the students were well engaged and useful feedback was obtained. (SVM)
- Concerns about the stability of degree programmes. Staff numbers are critical in several programmes. (AMR 2016-2017)