

University of Glasgow**Academic Standards Committee – Friday 24 January 2020****Summary of Postgraduate College Annual Monitoring Summaries
2018-19****Lesley Fielding, Senate Office****1. Process**

The report contains information from two College Postgraduate Annual Monitoring Summaries:

- Draft report from the College of Medical, Veterinary & Life Sciences (the report still to be approved by the College)
- Report from Social Sciences, however, it should be noted that the report does not include the School Annual Monitoring Summary for the Adam Smith Business School as the summary was not completed in time for inclusion in the CAMS.

There is no report from the College of Arts, and the completed report will not be available until 10 February 2020.

As agreed previously, the College of Science & Engineering merged their Undergraduate and Postgraduate Summaries into a single reporting point which was submitted to ASC in November 2019.

The College Summaries for MVLS and Social Sciences have been reviewed by the Senate Office in order to identify any common themes. These are presented below. Following its consideration of the College Annual Monitoring Summaries, ASC is asked to confirm that the themes identified below are an accurate reflection of the issues raised by the Colleges. The Senate Office will then seek updates and responses from the relevant sources to these University-wide matters.

Areas of good practice have also been identified in the College Summaries. These have been broken down into themes and will be sent to the Learning Enhancement & Academic Development Service (LEADS) for wider dissemination.

2. Key Themes for University attention

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

- Suitability and quality of teaching spaces
- Student mental health
- IT facilities
- Staffing
- University Systems
- Assessment and feedback

In addition to the themes identified in the Undergraduate Reports, individual comments were received on the following topics:

- Nankai

- PGT student access to mental health advice
- Student Recruitment and admissions
- Notification of student disability

2.1 Student Recruitment and Admissions

From the CAMS submitted, this issue was highlighted. Concerns focused on student recruitment targets and the impact on workload.

“Student Recruitment targets remain an area of concern and more careful consideration vis-a-vis acceptable growth and aspirational growth needs to be balanced to ensure sustainability, reputation and hence future marketability of our PGT provisions. This is an issue that affects all levels of management and administration. While we appreciate the value of the hard work of staff in this area and the importance of tuition fees for budget and income generation, staff are concerned that the overall quality of what we can do is limited without either new resources or a more balanced approach to recruitment.” (Social & Political Sciences)

“MVLS Graduate School administration has been working under pressure. There are concerns around the potential impact on the effectiveness of courses and programmes for two reasons:

(1) There are more students and there is more course sharing, which increases workload and complexity.” (College of MVLS)

2.2 Nankai

The School of Social & Political Sciences reported that staff teaching in Nankai had expressed major concerns with the programme and the broader changing situation in China. Challenges staff encountered included core course materials being blocked by the Chinese firewall together with increasing surveillance; issues with oral defences used in dissertations with staff feeling uncomfortable supervising topics that were beyond their area of expertise.

2.3 PGT Access to mental health advice

The College of Medical, Veterinary & Life Sciences raised concerns regarding the waiting times for students to access mental health advice particularly in relation to postgraduate students who were only at the University for a year. The college expressed the need for a PGT fast track system to be introduced.

2.4 Student Disability

The College of Medical, Veterinary & Life Sciences reported that challenges had been encountered due to the nature and extent of student disabilities not being disclosed until arrival at the University which created difficulties with unsuitable accommodation and problematic timetabling.

3. Good practice

Below are examples of themes reported in the good practice section of the College Summaries. These included the following:

- Student support
- Innovative teaching practice
- Graduate attributes
- Student feedback

3.1 Student support

The following examples of strategies and events to support students in their learning were identified:

“Appointment of a Media Training Officer which allowed us to expand the support offered to Summer project (dissertation) students and now do some elements of supervision in small groups which allows for peer learning and support which has improved the quality of work submitted in September.” (SSPS)

“Dissertation support for staff and students through a blended model of workshops and individual supervision, extended to include series of short methodology talks.” (Education)

3.2 Innovative teaching practice

The following innovative teaching practice was identified:

“Inputs and real-life issues-based learning scenarios from professionals representing various agencies at a regional level: education services, the NHS, Police Scotland, social services.” (SSPS)

3.3 Graduate attributes

Both College Summaries made reference to good practice in relation to practitioner engagement and developing graduate attributes such as communication skills.

“Alumni engagement was facilitated with new students at a discipline-specific induction session... These were alumni who were either engaged in careers that are of future interest to students, or who have progressed to PhD study at UoG. This knowledge exchange offered our new students networking opportunities, sources of potential peers support and information about progression to PhD study.” (MVLs)

“Inclusion of professional practitioners to observe and comment on group seminar facilitation and final assessment.” (SSPS)

“Course conveners bring extensive industry experience into the academic framework. Problem-based learning/industry engagement is also a feature of some of the courses.” (SSPS)

“The EE reports that ‘on all courses, the judicious use of different assessment types allows students to showcase different critical and creative competencies.’ (SSPS)

“Role play has proved to be popular and effective. Students are allocated characters based on real-life cases in the public domain, culminating in a typical council meeting.” (SSPS)

“Integration of Professional Skills Programme (offered by College Employability) into dedicated summer school provision for students in CEES.” (SSPS)

3.4 Student feedback

Both College Annual Monitoring Summaries included several examples of good practice relating to student feedback.

“Use of high quality in-depth formative feedback to support online learning, particularly during milestone activities. Less an innovation as this has occurred for years, more an example of excellent continuing practice.” (Education)

“A ‘Using your Feedback’ workshop was run to encourage students to review their feedback and develop an action plan for improvement, using the Sheffield Hallam self-assessment tool.” (MVLS)

“Getting students to identify an aspect of their coursework on which they would like specific feedback (rather than markers deciding all feedback priorities).” (MVLS)