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 |

**Reflection**

What is working well?

This section reflects an overview of what is working well within the College. SVM, SM and SLS indicates specific points or examples raised by individual schools.

Over the College, feedback (which is channelled into ‘annual monitoring’) is being collected in a variety of ways including face to face contact and using electronic means. It was noted in all reports that excellent communication between staff and students and within teaching teams was seen as vitally important to the success of the College’s teaching programmes. It was noted that increased use of electronic in course/module (SVM) and end of clinical placement ‘traffic light’ (SM) evaluation systems had allowed teaching teams to be more responsive to student’s needs. These systems often allowed changes to be made during the year and prevented issues being raised in end of year/course reviews. The use of course feedback meetings for the purposes of AMR were in general well received but there were some teething problems where this was the first year that this system had been used.

The AMRs indicated the commitment of the staff to the delivery of a high quality teaching experience for students despite significant academic, administrative and clinical pressures.

The reports indicate broad satisfaction with regard to the content, assessment and means of course delivery from the students and external examiners.

It is clear from the school AMRs that systems are in place that effectively review teaching provision and allow changes to be made, for implementation the next or following session, to ensure high quality teaching provision is maintained.

It was noted that use of TELT/VLE is now deeply embedded in the teaching practice of the College as an administrative tool but also as a ‘repository of an impressive range of resources to support student learning’ (SVM), ‘e-handbooks’ (SM), a means to deliver ‘on line micro lectures’ (SM), ‘use of Adobe Connect as medium for external lectures(SM) and online introductory courses to engage a wider audience’ (SM). In addition, it is being used to collect student feedback via questionnaires/online forums and as a means of providing ongoing formative feedback to students via regular online quizzes. It was noted that improvement to the library facilities, number of PCs and WiFi connections across almost all hospital sites had improved the study environment (SM) although as noted below there is a perceived shortfall in computer provision/access.

The use of intended learning outcomes as a focus for both teaching and the associated blueprinting of assessment were clearly articulated by the professional schools, as part of best practice and also as required by some of our accreditation requirements.

It was noted that there have been a number of changes with regard to the use of assessment and assessment policy that were well received/working well in session 2014-15. These include, changes from formative to summative assessment, increased use of formative examinations, development and use of specific testing methodologies/question types to address specific learning needs, standard setting, standardised marking, second marking, marks analysis and the provision of both generic and individual feedback to students and with regard to the marking of OCSEs to staff.
The use of graduate teaching assistants (GTAs) had been increased, in some areas within the College, as a means of both personal development for the GTAs and to address some pressures on academic/clinical/teaching staff. Personal development for both experienced and younger students was also noted as being enhanced by the use of Peer Assisted Learning (PAL) and it was recognised that graduate attributes are actively integrated into all teaching programmes.

The Peer Observation of Teaching (POT) programme was noted as a useful tool to drive up teaching standards (SM).

Collaborative teaching arrangements (University of Strathclyde, Stirling University and Queen Mary’s, London) are being successfully and cost effectively used by both SLS and SM.

The continued use of viva voce examination was again praised by external examiners as they value the opportunity provided to get a rounded picture, not just of an individual student or a class cohort, but of teaching and learning, particularly at final honours (SLS).

What needs work?

This section reflects an overview of what needs work to be within the College, again SVM, SM and SLS is used to highlight specific points or examples raised by individual schools.

While it was reported that there had been engagement with the AMR process, there were additional requests that the process becomes more transparent, to prevent/counteract its perception as a ‘paper exercise’ i.e. outcomes need to be communicated better to teaching staff and students.

The use of informatics with regard to assessments is noted as an area for investment and improvement, and it is thought that such actions could be beneficial on many levels.

- For QA purposes, e.g. monitoring grades and comparable feedback between cohorts or between courses taken by a cohort, tracking degree cohorts as they progress through their degree.
- For comparison of the efficiency of standard setting relative to examination performance.

In addition such systems could be used to provide rapid, individualised examination feedback to students. While systems are being developed to address some of these issues locally within some areas of the College a more coordinated approach or central support may provide added value.

TELT.

The increased use of electronic resources has led some to question the utility of the chosen platforms e.g. Mahara for e-portfolio preparation (SM). There is a call for increased development/use of electronic assessment and marking.

Echo 360 is being used effectively in places within the College but the infrastructure for more widespread use needs to be installed. The use of video links/Camtasia could also be developed/promoted for visiting/external speakers/experts.

Evasys is being used within the College, but is not being used consistently across either programmes or schools.

There have been some problems with access to electronic resources that are run through external bodies such as the NHS online trakcare and PACS systems.

Staffing remains an area of concern for a number of reasons

- insufficient numbers of staff available for teaching
- a mismatch between staff expertise and teaching need
- barriers to making efficient and maximum use of the discipline expertise of some research Institute staff.
- Clinical duties
- Forward planning re staff changes
- Time taken for staff replacement

**Vertical oversight of teaching within programmes** (SVM) to ensure consistency of teaching/assessment policy, avoid duplication of teaching and ensure adequate coverage of disciplines where ‘integrated’ teaching is practiced, in addition this would allow great understanding of all of the assessment deadlines set for students and development of a more balanced work portfolio for students (timing and content).

**Achieving good turnaround times for feedback**

Improving/supporting **writing skills**, particularly among junior honours and honours students.

Consideration needs to be given to ways of further **enhancing students’ independent learning and self-assessment** abilities.

**Gathering more useful feedback from students**, particularly when developing/evolving new/novel teaching.

Exploration of methods to help address the issues of **student attendance, monitoring and progression**.

**Accommodation timetabling** and the allocation of appropriate accommodation particularly where there is back to back teaching.

The **standard of some teaching accommodation** remains below expectation with regard to the fabric and the IT infrastructure (SM)

**Action Plans**

What actions are being taken forward?

Specific points from the school action plans are presented in this section.

**Within SLS**
- The appointment of a new Head of School and an emerging new management structure will stimulate a wholesale revision of the activities of the school including teaching, degrees and strategies.
- The introduction of the new course monitoring system across the School in 2015-2016 provides an opportunity to develop and embed better practice in exploiting informatics and comparable feedback to monitor quality and impact of courses and programmes.
- The School will expand its involvement in the LEAF initiative (2.0) to enhance Feedback quality and use.
- Strengthening of laboratory skills training is ongoing across the SLS, with modules being altered and new modules introduced on a reflective cycle (e.g., L3 microbiology practicals)
- Revisions to course content and delivery are planned that will continue the diversity of delivery, to ensure increased alignment between and within courses that originated separately but are being taken in parallel or in sequence by students.
- To Improve staff “ownership” of teaching blocks, particularly in L2, to drive up the quality of design and delivery.
- Supplementation of in–class teaching with more online support material (bespoke and already existing).

**Within SVM**
- Introduction of a new management structure for Veterinary Bioscience BSc programme in which year leaders will play a role in enhancing consistency, co-ordination and integration between courses in each year and between the 4 years of the programme.
- Amalgamation and substitution of a number of BSc Vet Biosci modules to better align teaching hours and assessment load with credit rating and/or enhance provision.
- Increase the number of BVMS module teaching team meetings (planning, handover & review meetings) to facilitate timely resolution of issues and to improve staff engagement.
• Release OSCE titles to BVMS students the night before the examination to reduce student anxiety
• Development of Mahara teaching resource database to facilitate navigation
• Use of tablets for DOPS assessments, to improve the administrative efficiency

SM - MBChB 1-5
• Vertical Theme leads will review curriculum content with the immunology component being a priority.
• Production of more focused ILOs and review of the content and modes of delivery of some teaching sessions.
• Introduction of EvaSys to monitor student feedback across the whole MBChB programme.
• Plan to introduce more rigorous attendance monitoring process.
• Further increase the examination bank (SN, MEQ & MCQ) and review some coursework elements.
• The assessment group will consider how to improve the efficient grading and administration of assessments and systems to improve consistency of simulated patients in OSCEs and marking of assessments.

SM - BSc (Med Sci) Clinical Medicine
• Direct contact hours within the core course will be reduced and a further review of how we are teaching will be undertaken.
• Mahara will be replaced with the NES E-Portfolio and with regard to assessment The Core programme will be relocated into better accommodation within WMSB.
• Provide better support for Statistics teaching
• Further development of online submission and marking will be carried out.

SM - BDS1-5
• Work with relevant Health Board partners involved in Outreach to maintain a patient base which can adequately support the education requirements of BDS students.
• Further enhance Flipped classroom teaching methods and extend to other clinical skills areas.
• Greater use of PAL.
• Hospital visit timings and venues will be reviewed so that students gain better observational experience.
• Ensure maintenance of a consistent student learning experience from longitudinal to residential Outreach, and in the individual sites providing this service.
• Comprehensive review of and expansion of examination question banks, continued development of examination blueprinting, a review of formative assignments and examination standard setting process and consideration of implementation of methods for computerised assessment to ease the administrative burden and improve efficiency.

SM - BN1-4
• Improve student instruction on the use of Mahara.
• Introduce a 30% course work component to the assessment of BN1.
• Provide more timely feedback on formative assessments.
• Subject to approval by the NMC, widen the assessment methods used in BN2.
• Review intended learning outcomes to try to avoid overlap.
• Explore the use of PeerWise to increase engagement with formative peer-reviewed assessment.
• To review the process of how students are allocated to their placements in collaboration with the Central Placement Unit in another University who are responsible for allocating placements.

SM - Graduate Diploma in Specialist Lymphoedema Management
• Develop the use of video links and podcasts for fortnightly bite size online sessions with guest lecturers.
• Work with the digital team to develop more variations on the introductory online course.

SM - Graduate Certificate in Burns and Plastic Surgery: Adults and Paediatrics
• Exploring live-streaming of lectures.

Good Practice
What practices are innovative?

The schools all listed numerous examples of good practice. The following list summarises examples of innovative good practice being conducted within MVLS

Teaching methods and practice

- Flipped Classroom teaching i.e. the traditional lecture and homework are “reversed” or “flipped” in order to provide students with the opportunity to work at their own pace prior to the lecture (SM, SVM, SLS).
- Development of an information literacies Moodle course to support students in finding, interpreting and critically evaluating media prior to coursework submission (SM).
- Introducing additional teaching material to create an online microlecture resource, to support students on clinical placement (SM).
- The use of mind maps (Mind Meister), where students were given scenarios to work on, and then presented the findings back to the class (SM).
- A preparation for practice exercise, for nurses, (Medical Education Clinical Skills Department at Kirklands Hospital), entitled ‘Evening on Call’ simulated a short period of time on an evening shift within a district general hospital containing four wards. The programme provided a realistic view of what it would be like in practice as a nurse in a busy clinical setting but also promoted inter-professional learning (SM).
- Development of a pre-course workbook (SM).
- Stimulating creativity/imagination: e.g, the “Million Dollar Question” sessions in which students are presented with big, real-world scientific questions/challenges; also a “design exercise” where students design experimental strategies (SLS).
- Ph.D. students discussing their research with small groups of students: use of Blue skies lectures by world leaders, can be very enthusing (SLS, SVM).
- Explicit development of science communication skills (SLS).
- Promotion of interaction with primary literature and associated “open book” examinations (SLS).
- YACRS/polleverywhere classroom response systems, which allows in session quizzes etc using the student’s own smart phones (SM).
- Using live messaging (e.g. Twitter, TodaysMeet) during teaching sessions to enhance student involvement (SM).
- Use of digital photography to capture pictures drawn on blackboard or visualiser for Moodle (SM).
- Streamlined use of Moodle forums: guidelines issued to students & staff (SLS,SVM).
- Peer assisted learning/Echelon teaching (SVM).

Assessment and feedback

- End-of-the-week assessments (quizzes) in order to help student accurately measure interim performance (SM, SVM).
- Peer assessment: each student was anonymously allocated assignments, for marking, from another two students. The peer mark was combined with an additional mark given by the Course leader (SM).
- Production of individualised student domain based exam feedback - A banking system for the written exams has been developed which holds mapping information (i.e. which aspect of the curriculum is covered in each question) and it can group questions in specific domains. This has been linked to the assessment package and allows the generation of individualised feedback for each student (SM).
- Use of digital or scanned assessments as a means of providing assessment feedback (SLS).

Marketing

- Introduction of the open, free availability, introductory level, short courses as a marketing strategy and to manage expectations of standards (SM).

Staff/student
• The Recognition of Trainers (ROT) day - >60 NHS clinicians engaged in learning about teaching methodology, the Undergraduate Curriculum and workshops on teaching skills, use of technology, developing ILO’s, copyright law (SM).
• Troubleshooting” meetings during teaching with class reps/focus group for early recognition of issues (SVM, SLS, SM)

What practices should be recommended?

• Use of ECHO360 and Moodle and online delivery of taught materials to allow students access to course material following classes or out with the university (SVM, SM)
• Increased use of technology (e.g. Twitter, EVS) in teaching and formative assessment (SM)
• YACRS/polleverywhere classroom response systems (SM)
• Use of tablets for OSCEs DOPS assessment (SVM)

• Flipped Classroom and student wiki learning resources (SM, SVM, SLS)
• Use of PeerWise (SM, SLS, SVM)
• Peer assisted learning and assessment (SM)
• Mind Maps (SM)
• Inter professional learning and high fidelity simulation as a preparation for clinical practice (SM)
• Stimulating creativity/imagination: e.g, the “Million Dollar Question” sessions in which students are presented with big, real-world scientific questions/challenges; also a “design exercise” where students design experimental strategies (SLS)
• More Interaction with primary literature and associated “open book” examinations (SLS)
• Use of near peers eg Ph.D. students or world leaders (research/clinical leaders should not be hidden from students) to inspire learning (SLS, SVM)

• Statistical monitoring of examination results to ensure balanced, robust and reliable assessment (SM).
• Use of a Marker Analysis Feedback System for staff (SM)

• Provision of individual feedback to students on their examination performance (SM, SLS).
• Peer observation of teaching (SM)
• Free online introductory short courses as marketing strategy and to give an indication standards expected (SM)
Closing Loops
What progress has been made on actions identified in last annual monitoring cycle?

It is evident that a number of approaches are being made with regard to ‘closing the loops’, some of which are passive and are often rolled into annual course development i.e. changes are introduced and are ‘experienced’ by the stakeholders without specific notification. This benefits subsequent student cohorts but those that initially raised the issue are not specifically informed. An initiative by SVM was the production of a ‘you said, we did’ section on Moodle where specific points raised by students and the schools response are posted. As in previous years, comments were presented that the AMR process needs to be more transparent to avoid being seen as a paper exercise. As noted last year, one difficulty in reporting change is the disparate nature of the items identified requiring action (Course, School, College and University level) and the differing timescales over which these actions occur.

SVM
The SVM did not give detailed responses with regard to each individual issue raised in the session 2013-14 report but noted that the refurbishment of Teaching Laboratory 2 had been successfully completed and received very positive comments and that two issues had not been satisfactorily resolved
- Staffing levels, including proper recognition of teaching for progression
- Ilay Lecture Theatre ventilation remains problematical

In the SVM, an action list is created from the annual monitoring summary, which is then considered by the relevant management groups at the School so that an outcome eventually results for each action. A summary of the actions and outcomes is then uploaded to the School's QA Mahara page which is accessible by students and staff

SM
The SM AMR detailed how the school had addressed progress made against the points raised in the ‘improvement plan’ included in the SM 2013-14 AMR. It would appear from the list of actions provided and information provided elsewhere in the SM AMR that significant progress had been made in all areas identified in the improvement plan. It was not clear whether, where issues had been resolved, the ‘loop had been closed’.

SLS
Likewise SLS has addressed the majority of issues that it identified in its 2013-14AMR improvement plan. It was not clear whether, where issues had been resolved, the ‘loop had been closed’.

The following issues identified in the CMR 2014 for College attention have been addressed (at least in part)

It was noted that there were shortfalls in support & administrative staff with particular regard to assessment. This was noted by the SVM and SM.

A member of staff has been employed within the SVM to address the electronic support of assessment. However, it is clear from the 2015 AMRs that the development of blueprinting of assessments and an increased need for feedback systems are present across the College thus there is still a potential need for additional suitably qualified IT support for this role.

Postgraduate teaching assistants
There has been a push to recruitment of postgraduate students as demonstrators for practical classes in order to improve availability but additional changes in employment practices ie the need for the use of contracted workers vs atypical workers has negatively affected the ability to recruit external assistance with regard to assessments for SVM.

Echo360
More teaching spaces now do have Echo 360 but there is also increased demand so this process is not complete. Staff and students will be aware of this as they are now using Echo360 in more locations

Wifi coverage
Greater and improved wifi coverage has been provided. Staff and students will be aware of this as they are now using it in more locations

The following issues identified in the CMR 2014 for University attention have been addressed (at least in part)

Wifi coverage
Greater and improved wifi coverage is now available. Staff and students will be aware of this as they are now using it in more locations
What matters (if any) need to brought to the College or University’s attention?

<table>
<thead>
<tr>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following list contains the points identified in the 2014CAM in which it is not known if any progress was made (italics) and any new issues raised as part of AMR 2015 (normal text) if an issues was raised in both (bold text)</td>
</tr>
</tbody>
</table>

### Staff
- **Staff workload**, an equitable workload model is required (SVM, SM).
- **Shortfalls** in both academic, atypical and administrative staff both for teaching **AND ASSESSMENT** (SVM, SLS).
- The development of blueprinting of assessments and an increased need for electronic feedback systems and TELT requires additional suitably qualified IT support (SM, SVM).
- Staff student ratios
- That more resources be provided by the School to aid staff to develop and innovate their pedagogic practice (SLS, SM).

### HR
- Recruitment of staff from Research Institutes and other Schools within MVLS can be challenging due to competing priorities. As appointments to institutes are largely informed by research strengths, it is becoming increasingly difficult to find staff equipped to teach, for example, Physiology to undergraduate medical students (SM)
- Recognition of the diverse contribution that staff make to teaching: that diversity is not efficiently captured or rewarded (SVM, SLS)
- The extended teaching day results in technical staff being asked to work past core hours which attracts overtime pay (SVM)
- Matching staff expertise with teaching need (or visa versa) to make efficient use of time and deliver top quality research-driven teaching (SLS)
- Most new Hospital Consultant staff contracts do not include teaching provision (SM)

### Infrastructure
- **More teaching spaces need Echo 360**
- **Cochno Farm**: continues to require investment and development (SVM)
- **Suitability of the Millport Marine Station as a teaching space** (SLS)
- **Decay in physical spaces** (e.g., West Medical Building stands out for particular attention) (SLS)
- Post mortem facility at Garscube is outdated, too small and is poorly sited (SVM)
- SCPAHFS Seminar Room 1 & IAMS poorly suited to lecture style teaching (SVM)
- Weipers Centre Equine Hospital teaching spaces too small (SVM)
- Improved facilities for teaching clinical skills (SVM)
- Improved access to production animals & improved cattle handling facilities to enhance animal handling teaching (SVM)

### Room bookings
- **Room availability**, appropriate size and allocation for both small and larger group teaching (SM).

### IT
- **Improved technical support for the VLE (SVM, SM)**
- Development of the infrastructure required for the secure delivery of summative assessments on line (SVM)
- Chronic and growing need for more and more appropriate computer cluster provision (to accommodate 40-50 students) (SLS)
## University

The following list contains the points identified in the 2014CAM by Schools as requiring attention at University level or which have significant impacts above School and College level, in which it is not known if any progress was made (italics) and new issues raised as part of AMR 2015 (normal text) if an issues was raised in both (bold text).

### Infrastructure
- **Provision of a regular shuttle bus between Gilmore Hill and satellite campuses, particularly Garscube.** This issue is seen as key to facilitate research and teaching links between these campuses, and to be a serious safety matter for students, particularly female students, undertaking research projects in Garscube (SVM, SLS)
- **Cochno Farm: continues to require investment and development** (SVM)

### Room bookings
- **Room availability, appropriate size and allocation for both small and larger group teaching** administrative burden associated with room bookings is excessive (SM, SLS).
- **Allocation of examination rooms across campus makes resolution of any difficulties by staff difficult** (SVM)
- **Access required to the Western Infirmary Lecture Theatre** (SM)

### IT
- **Staff would like more freedom to explore and test emerging TELT-related technologies outwith the strictures of institutional IT systems/policies** (SLS).
- **VLE policy has restricted access to full Moodle and Mahara functionality, constraining innovation and ability to personalise the learning experience for students; improved VLE performance during periods of heavy use** (SVM, SM, SLS)
- **Technological support for the VLE** (SVM, SM, SLS)
- **Copyright issues of clinical pictures used with ECHO 360** (SM).
- **Chronic and growing need for more and more appropriate computer cluster provision** (to accommodate 40-50 students) (SLS)
- **Review of policy on student use of electronic devices is needed.**

### Other
- **That more resources be provided to aid staff to develop and innovate their pedagogic practice.**
- **Ensure the timings in the University of Glasgow calendar allow course coordinators to prepare comprehensive and individual feedback before exam results are posted.** This has been an arduous task with an ambitious deadline between the BoE meeting and the publication of results.
**Hot Topics**

Do you have any comments on the following topics?

1. In developing the campus across all sites, what kind of teaching spaces would benefit/support your teaching? Please note if your comments are specific to a specific campus e.g. Crichton, Garscube, Gilmorehill etc.

   - More and improved computer cluster provision (SLS, SM)
   - More small group/flexible teaching spaces (SLS, SM)
   - Post mortem facility at Garscube is outdated, too small and is poorly sited (SVM)
   - SCPAHFS Seminar Room 1 & IAMS poorly suited to lecture style teaching (SVM)
   - Weipers Centre Equine Hospital teaching spaces too small (SVM)
   - Improved facilities for teaching clinical skills (SVM)
   - Improved access to production animals & improved cattle handling facilities to enhance animal handling teaching (SVM)
   - More large lecture theatres that can accommodate the entire class (SM)
   - Installation of ECHO 360 in all lecture theatres (SM).
   - The prosthodontic teaching laboratory facilities at the Dental School would benefit from refitting to include support for digital design and manufacturing facilities (SM).

2. Please comment on your experience of lecture recording.

   - Well received by students.
   - Some staff are hesitant to use recording facilities for a number of reasons including concerns over lectures copyright, confidentiality and ideas being copied by others Also concern that the University may wish to capture lectures so that it does not have to employ or invite participants in subsequent years have been raised. Addressing these concerns by the University would help provide reassurance.
   - Some teaching staff had reservations regarding levels of consent regarding patient related material.
   - Staff commented that the need to remain at the lectern restricts their lecturing style.
   - Some concerns (unsubstantiated) about the effects on student attendance.

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

Two comments were included in the AMR submissions about fees, one questioned competitiveness when Glasgow fees were being raised above other UK competitors and the other questioned how the fee changes for RUK students will affects BSc application numbers.

External Examiners within BDS were concerned with the way the BDS1 examinations were standard set. Specifically the use of the Angoff method and is being reviewed by the Director of Dental Education.

Specific additional comments from SLS were as follows;

The externals do not all perceive their role equally, with a small minority concerned that their views of a student performance (based on viva and all other inputs available to them) are not always accepted by a BoE. A brief reminder to all externals just before or upon arrival at the University of the nature and limits of their role should help unify the decision-making process of the BoEs.

Our BoEs and assessment officers continue to be seriously concerned about how GPA are calculated when determining degree awards and discretionary zones in determining final degree awards.

   - The primary use of rounding what are already-rounded course grades seems very unsatisfactory. A written submission on this point (invited in response to the last School/College AMR) to the ASC was rejected in 2014, but with little explanation or apparent rationale.
   - The use of course grade profile in applying discretion is NOT well suited to degrees within SLS. Our B.Sc.(hons) students take only 6 20-credit courses in their final year – a grade profile with 6 data points is not a robust discriminator. We have requested the Senate office to consider allowing the SLS to use profiles of ALL constituent grades (usually 15-20 in number).