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	College of Social Science
	This report has been informed by School AMRs provided by the Quality Officers responsible for postgraduate taught provision across all of the Schools that comprise the College:
	Adam Smith Business School PGT Studies: Dr Evangelos Vagenas-Nanos
	School of Education: Dr Dely Elliot
	School of Interdisciplinary Studies: Dr Steven Gillespie
	School of Law: Dr Ernest Metzger
	School of Social & Political Sciences PGT Studies: Duncan Ross
	The report was compiled by Dr Robert Doherty, College Quality Officer and Kathleen Simmonds, Strategy and Operational Planning Administrator.

Reflection

What is working well?

Adam Smith Business School

Accounting & Finance reported high levels of student satisfaction recorded through EvaSys together with feedback that indicates the achievement of quality teaching across courses. The subject area also recently achieved recognition by the CFA Institute. Economics also noted high levels of student satisfaction across two key programs with content and delivery prominent in the credit recorded by students. Four courses where recognised as achieving 100% satisfaction scores. A number of courses where identified in relation to particular strengths including course design, delivery and engaging tutorials. Management reported an overall satisfaction with teaching quality, high completion rates and encouraging degree classification profiles. The non-credit bearing MBE professional development course was singled out for its success in terms of high attendance, the involvement of alumni and employers together with their recognition of achievement on students' HEAR.

School of Education

In the School of Education, in seeking what works well in postgraduate programmes, it can be observed that programme teams exert effort that is often beyond what was expected with a view to maintaining effective practice and enhancing their provision while providing a healthy relationship with students through flexibility, approachability, pastoral support and responsiveness to their needs. Five programmes were recognised as intellectually stimulating and relevant with balanced and well-designed activities. Three programmes reported impressive student satisfaction from PTES and positive evaluation from EvaSys feedback. Strong academic practice with an excellent culture of tutor and peer support, staff commitment and collegiality was noted across eight programmes. A range of strengths was identified across programmes including; effective practice with the support of technology, growth in student numbers, student progression and completion, ongoing curriculum development, supportive and effective teaching, enhanced assessment including innovative formative and/or summative

assessment, student voice, representation and communication together with strong administrative and GTA support.

School of Interdisciplinary Studies

Across all units of learning many areas of strength were identified. The MSc programme noted recruitment and student diversity. Environmental Politics recorded strengths around excellent student feedback and the successful involvement of expert speakers. The tourism programmes reported recruitment of international and EU students and first-rate student evaluations. The Heritage programmes highlighted strong degree awards and excellent course evaluations. Students enjoyed the diversity of teaching methods and topics. Other areas of note included practical field classes, learning tasks that made contributions to the local community and field trips. The MSc in Enhanced Practice in Education highlighted intensive study days and successful timetabling designed to maximise student participation on the course. The MLitt Environment, Culture & Communication recognised the success of innovative assessment methods including personal projects and the successful adoption of interdisciplinary methods by students. A Cultural History of Animals recorded the high standard of student work and programme design. The programme Climate Change Impacts on Ecology, successfully inaugurated a student placement that produced high quality student assignments.

School of Law

The School of Law reported a number of areas of strength contributing to programme quality and success including the provision of internships; the widespread use of internships has enhanced LLM. There is an established programme of guest lecturers: students expressed a great appreciation for the session-long programme. External visits, including the Court of Session, financial institutions and the Scottish Parliament, the ICRC and UN in Geneva, were highlighted as working well. Students [LLM] had the opportunity for the first time to take an innovative, extra-curricular course, on advanced copyright provided through blended learning and developed by the Berkman Klein Center at Harvard University and the Glasgow School of Law. The Free Legal Advice Clinic and Corporate Law Advisory Support Project (students met with clients under supervision of a qualified solicitor) were recognised as successful innovations.

School of Social & Political Sciences

In relation to student recruitment SPS notes the development of very effective collaboration practices between Programme Convenors, the Marketing and Recruitment team in College, and Support Staff in School/College. PGT within SPS has grown by over 60% in FTE terms in the last three years. The proportion of international PGT students has also continued to rise (an estimated increase of over 30% on the previous session), linked with the prestigious Erasmus Mundus Joint Masters Programmes. Student Satisfaction increased this year by 3% according to the PTES results. Programme Convenors report notable improvements in individual courses' EVASYS feedback scores. Programme Convenors report that incoming students found induction and social events useful, and appreciated newly added employability sessions. Convenors are responsive and there is a strong focus on listening to students.

What needs work?	What action is being taken forward?
Adam Smith Business School Accounting & Finance • There is a significant disparity of uptake across optional courses.	• To address the size imbalance of elective courses, an Elective Fair is to be organised towards the end of Semester 1, new electives will also be introduced. The Elective fair will be followed by an informal session with the staff, giving students an opportunity to discuss the details of the course. Convenors are considering offering informative videos.
• There is some concern over student attendance and engagement, related to class size, this is	• Consideration being given to the development of more targeted programmes for students with

most acute towards the end of the semester. It was noted that some courses were rated with a satisfaction score of 70% or below.

- There is a concern over a lack of criticality in students' engagement and a need to help students go beyond description in their writing and to move away from strategic preparation for examinations.

- There was a need to more actively monitor PGT opportunities.

Economics

- A number of courses are taught by multiple-lecturer teaching teams leading to some confusion among students.

- Project Planning Appraisal and Implementation has a majority of students from Engineering.

- Basic Econometrics is taught to a large and heterogeneous class, leading to some students finding the course too easy, whilst others find it too difficult.

- The supplementary course material for Hedge Fund Risk Management lacks structure.

- Microeconomics with Applications in Finance has a low satisfaction score (67.9%). Students on the latter course would prefer more end-of-chapter exercises.

- In some MRes Economics courses, students have requested more examples and exercises to aid their understanding.

higher levels of background knowledge. Contact time has been extended including new/more tutorials; feedback will be sought through the SSLC.

- Convenors are considering the introduction of short lectures on developing and nurturing critical skills. Additional emphasis will be given on student attendance on the appropriate academic writing training. Staff will be encouraged to explicitly cover this issue in classes.
- Staff will engage with students on the issue of inappropriate strategic exam preparation. Consideration is being given to the introduction of a module on critical think as part of the Graduate Award, possibly using on-line multi-media technologies.

- Work will be undertaken with the Careers Service in induction, and throughout the year. The school intends to continue development of the Graduate Award.

- Teaching teams have been restructured on certain courses and content amended.

- Project Planning Appraisal and Implementation is seeking to find a balance in offering Engineering-relevant content, whilst not abandoning the Economics students. Separate assignments, for Eng and Econ students, are helping with this issue.

- More detailed assessment information has been provided together with an extended introduction to the course and additional material around difficult topics. Pre-requisites under revision, pre-sessional courses will to be made compulsory for all students.

- Additional material for Hedge Fund Risk Management and Microeconomics with Application in Finance has been introduced.

- The teaching team on Microeconomic Theory has been changed.

- Additional material and examples have been introduced for Microeconomic Theory, Topics in Microeconomic Theory, and Econometrics.

- Quantitative Methods has a low student satisfaction score (66.7%), and students would prefer more contact, or teaching to be done at a slower pace.

Management

- Management PTES scores have been lower than the other two subject areas (with significant improvement in some areas such as Finance and Management between 2016 and 17) set against lower figures for the MBA and some of the Specialist and Generalist degrees. Both internal EvaSys and PTES results data have internal contradictions.

- The Market Analysis course has been identified as requiring more emphasis on experiential learning. Large class sizes limit in-class interaction.

- Finance & Management (F&M) students generally found management courses to be challenging (particularly Semester 1 core courses), there was relatively weaker student performance. Reasons identified include a large proportion of students new to Management, lack of confidence in analysis and presentation forms of assessment, limited language, limited critical thinking and some group work conducted in native language.

- Increased number of F&M students opted for a Management dissertation, but many had limited experience in research.

- Students expressed concern about uneven

- Current resources mean that additional classes cannot be added to Quantitative Methods at present, however, this will be monitored.

- More effort is being invested on being responsive to student opinion, addressing identified weaknesses and providing more effective forms of support.
- Conveners are focusing on the relative expectations of degree groups, looking to improve patterns of engagement. Handbooks have been revised and marking turnaround has been reduced to three weeks (addressing PTES). Sessions on stress management, exam preparations, and writing dissertation proposals have been introduced. Induction events have been designed to help new arrivals. Conveners will highlight improvements and encourage more students to take part in the PTES survey so that this work is eventually recognized.

- Discussions have been initiated around possible ways of tightening processes and raising the IELTS requirement for specific Management MSc degrees. A request to explore additional ways of verifying standards of English (such as interviews) has been made to MaRIO.

- The role and processes of experiential learning will be made more explicit to students.

- Request to GIC to introduce additional group-work, presentation skills and 'applying critical scrutiny' classes, for smoother transition to Management.
- Conveners are emphasizing the importance of attending academic writing and presentation skills training workshops. Students are actively encouraged to attend formal and informal events and activities that provide opportunities to interact with English speakers.

- The F&M Convener is revising and redeveloping dissertation workshops to cover more topics about undertaking research.

distribution of work between Economics and Management courses. However, cross-subject timetable adjustments remain difficult. • On the MBA there is a need to increase support for professional development & employability and to achieve a form of parity with the PGT Graduate Award. Learning could be enhanced by aligning courses in an appropriate order.	• A new PDE Award, with webpage and brochure, will be launched in 2017-18. Some elective courses in semester two have also been swapped to ensure a stronger programme structure.
What needs work?	**What action is being taken forward?**
School of Education Pg Childhood Practice (MEd/PgD CP) – • Probationary review with a member of staff. • Support given to 'relatively inexperienced' marking team • New routes into teaching, i.e. Irish route • Revisiting the content, structure and interconnection between programme courses	• Further support given to the new staff member. • Ongoing review/work concerning moderation of marks, marking allocation hours, complemented by meetings. • Preparation to include this new cohort of students via revision of the course structure.
MEd in Children's Literature and Literacies (MEd CLL) – • Working with students from countries who lack fluency in English usage and different expectations on academic writing continues to be 'a matter for discussion'. • Further focus required on 'cultural literacy', particularly with the international student cohort. • Further links to employability, 'given niche area of study.'	• Students were advised to seek English language support during early stages. Expectations were made clear from the beginning, particularly concerning dissertation work. • Using the literature to raise and discuss 'cultural awareness'; this allows further discussion of issues in 'a safe space'. • Former students being contacted to speak about their work, currents posts and job requirements as part of developing understanding of employability in this area.
MEd Community Learning and Development (MEd CLD) • The input provided with respect to the research methods 'needs to be strengthened to ensure parity with other programmes in the school'. • Since most of the assessments are in the form of 4,000 word essays, 'a greater variety of assessments' is deemed more useful to students.	• Programme team members did further work with respect to 're-writ[ing] the course to embed research methods and to clarify the overall dissertation process'. • 'Additional forms of assessment will be explored in the next iteration of the programme'
MSc Education, Public Policy & Equity (MSc EPPE) • 'Formalising processes for assessment and management of dissertation'	• In the light of feedback received from the External Examiner, the programme team had taken the steps in providing 'clear documentation of assessment criteria for assignments (in particular when assessed through presentations) and dissertations'.
MSc/MEd Educational Studies (MSc/MEd ES)	• The programme leader is undertaking a review of both

• Review the curriculum to help ensure coherence and benchmarking above other high-quality Master's international programmes in education. The revised curriculum will take further account of the 'significant numbers of international students and the complexities of part-time home students'.	programmes. • Careful consideration of the entire curriculum, diversification and communicating options. • Consideration of 'many different dimensions at play' in supporting (international) students.
• Embedding student voice and SV policy within the Programme.	• With administrative support, the programme leader has started setting up regular meetings with student representatives.
• Providing clearer 'coherent option pathways' and better ways of communicating pathways to students. • Consider possibility of offering distance/blended learning to cater for the needs of part-time students.	• Plan to conduct focus groups with students to consider their 'future aspirations' to inform new programme design.
• 'Possibility of replacing AER with another course'; this will be considered as part of the programme review, including its potential implications for PhD progression and/or consideration of ESRC requirements. • Timetabling for SCIE needs to be looked at; the current set up poses a 'demoralizing situation' for staff and students concerned.	• Consideration of AER and SCIE will be a key part of the wider programme review. • Continuous search for the most appropriate solution to the problem.
• Course submission for Assignment 1 is changed from online to Moodle formal submission	• The new format is 'a great improvement' for staff and students.
• In IESR, registers prove to be problematic for students who need to fill them out several times. • Last year's feedback indicated lots of issues concerning employing GTAs who did not have any teaching experience. Students also indicated wanting 'more effective feedback on formative assessment'. • Work to simplify Assessment 1.	• Register during seminar only • This course has been re-designed to address last year's student feedback with respect to feedback and assessment.
• In AER, there were lots of issues encountered in relation to employing GTAs and less experienced staff due to a significant increase in student numbers putting pressure on staff. • There were problems associated with the feedback received for this course, subsequently affecting student evaluations. • Tutors can no longer give one-on-one support to students • There were issues linked to Assessment 1	• Tutors will adjust the approach to supporting students in order to address these issues raised from last year. More time will be invested in GTA development and support. • Continue further work in order to 'support student confidence.'
• In MET, due to 'the ongoing internationalisation of the student body' particular consideration is given with respect to the texts used. • Students were unhappy with previous practice of tutor rotation every three weeks for the seminar groups.	• Secondary texts are introduced in order to 'help students access the different perspectives and theorists covered' • Tutor rotation will therefore be discontinued.
• Course recruitment for Reflective Practice in Teaching has 'dropped', potentially due to the information and	

advertising material sent to the West Partnership'. • Assessment design comprises four separate instruments, which make 'significant demands on staff.' • Most teaching and project supervision takes place outwith normal working hours.	
MSc/MEd Teaching English to Speakers of Other Languages (MSc/MEd TESOL) • 'Consolidate and develop employability and development of graduate attribute strand.' • 'Continue to develop and embed academic literacies.'	• Ongoing meeting with the Business School 'to learn' from their model. • Continuous provision of writing workshops, 'reading circles' and reflective writing.
MEd/PgC/PgD Inclusive Education: Research Policy and Practice (MEd/PgC/PgD IE: RPP) • Difficulties in understanding the application process for West Partnership funding. • Delay in students receiving GUID cards. • 'Room booking for classes that run all day during a week day.' • 'Language and academic writing ability of some international students who select the courses as options.' • 'Review of applications from international students to ensure appropriate candidates are not refused entry.'	• 'Identifying internal and external staff who have understanding of the West Partnership project.' • Coordination with those 'involved in applications' and supporting complete application process for Scottish students. • Raising student awareness of the 'range of support available' at the school and university levels. • Further discussion with admissions re: entry requirements, particularly with respect to applicants' 'relevant experience.'
MEd/PgD Learning and Teaching in Higher Education (MEd/PgD LTHE) • Whereas students stressed enjoying the course, students in this programme are academic staff members who often 'commented on the pressures on their time as they try to combine part-time study with full-time work,' with three students withdrawing from PgD. • Reduction of teaching staff 'from 6 to 3 during the academic session.' The 'interim solution to bring in staff from other teams was not very successful' and this brought the burden down on the three remaining tutors.	• Continue to 'to try to balance the students' time constraints with the need to ensure all programme ILOs are met fully.' In doing so, tutors will also aim 'to re-design some of the activities.' • Availability of a full teaching team of 6, 2 for each course to ensure high quality of teaching and learning support.
MEd Professional Practice (MEd PP) • 'Adaptation to support increase (and further doubling 2017-18) of student numbers.'	• 'New supervision model incorporating individual and group supervision' • 'CPD to be provided to support staff with the smooth implementation of this policy'
MEd Professional Learning and Enquiry (MEd PLE) • Continuous provision, which identifies 'appropriate progression routes and sequencing of study to dovetail with [students'] professional commitments and interests.' • A suggestion from the students for the course to be taught 'before the summer' as this will give them adequate 'time to formulate a question and carry out background reading over the summer holidays.'	• Tutors identifying and communicating a variety of progression routes to students, at various stages of the programme. • 'Students formulate the focus for their professional inquiry during course EDUC5853 during which methodology and methods chapters are also examined. It is possible to conduct background reading during the

	summer prior to commencing on the dissertation, albeit with support from a tutor. Support for the dissertation itself commences within the same timeframe for other Master's dissertations. It would not be possible to provide support prior to this particularly as supervisors are not normally assigned, as part of workload planning till late November/early December.'
MSc Psychological Studies (MSc PS) • Improve timetabling. • More statistics support for students. • Students requesting additional signposting for ease of finding course information on Moodle. • Giving students additional advice on career opportunities. • Low PTES response rate poses difficulty on 'whether feedback is representative of the entire cohort.' • Resources, e.g. additional staff members to supervise dissertations.	• Integration of more statistical support for the 2017-18 session • Additional signposts for students when finding information on Moodle. • Organise a 'careers' session for students. • Encourage students to take PTES by using email reminders and face-to-face talks in communicating the importance of completing this feedback system • Ongoing discussion concerning management and accommodation of dissertation supervision, e.g. working group to discuss best practices for group supervision, 'more directive topics' and 'more centralised support.'
MSc/PgD in Teaching Adults (MSc/PgD TA) • Alignment with school-wide courses. • Lack of professional accreditation.	• Contact with course leaders for further discussion of the core courses as well as options. • 'Pursue the process of applying for accreditation.'
PgC Into Headship (PgC IH) • Partnership arrangements with local authorities. • Professional verification.	• 'As local authorities have moved to formalise partnerships with university providers to locate all leadership preparation with one provider, there is an urgent need to review the partnership arrangements within the West Partnership which is unique among existing LA-University authorities in having two universities involved.' • 'Efforts are under way to streamline the administrative processes associated with the programme's professional verification strand and to communicate key dates to verifiers in advance of assignment submissions.'
PgC Middle Leadership and Management (PgC MLM) • Admission process. • Tutor guidance for poster presentation (time assigned).	• A need for 'earlier communication of key dates and dissemination of information' via West Partnership. • Clear guidance on formative approaches used for posters 'to ensure consistency' within the team
PgC Teacher Leadership and Learning (PgC TLL) • Students' difficulty in accommodating all the demands required by 'self-study activities 'as they are all working in highly pressurised professional roles.' They stressed that reading everything was not a necessity.	• Ongoing review of core activities and re-designing courses as appropriate in order 'to meet the needs of changing professional landscape.'
Pg Certificate in Academic Practice (PgCAP) • Assessment mix across the programme. A review of	• 'As part of a strategic programme design an entire new programme and several new courses are being proposed

assessment methods employed is required. • Programme design: New and replacement courses are needed. • Impressing 'greater student responsibility' among students who are also staff members ('mixed identities'). International Master in Adult Education for Social Change (IMAESC) • 'EvaSys does not capture robust feedback'. Doctor of Education (EdD) • 'Students need encouragement to read.' • Some of the students do not 'take full advantage of the course resources and activities.' • Issues related to 'noise at the study weekend venues.' • 'Succession planning' is crucial to ensure adequate staffing of qualified staff to teach and supervise EdD students. • Workloads need to align the actual work and income generated by the EdD programme.	(in Feb 2018). This new programme will be in alignment with ECDP requirements, promotions criteria at Glasgow and the UKPSF.' • As above • 'Greater communication of code of assessment, use of MyCampus, Good Cause, etc.' • This was discussed on the forums and included in individual emails to students. • 'Continuous encouragement to work systematically and intensively, especially in briefings at study weekends.' • Liaison with hotel concerning noise; request for rooms located in the quieter parts of the building. • Workload issues taken up with the Deputy Head of School for further discussion.

What needs work?	What action is being taken forward?
School of Interdisciplinary Studies MSc Environmental Science, Technology and Society 5075 Environmental Politics and Society: One improvement was made to change the assessment design; this is under review. 5079 Environmental Communication: Student feedback has requested extended case studies, more creative opportunities in class, and more student-led examples. 5019 Tourism Sustainability and Climate Change (SG): Reduction in the number of assessments for parity with other courses on the programme. MSc Enhanced Practice in Education The Programme Leader had left the University after semester 2 2015-2016 and a colleague took up the role of acting PL.	• 5060 Environmental Ethics: Minor adjustment of course assessments and coverage. • 5075 Environmental Politics and Society: Assessment modification is under consideration. • 5079 Environmental Communication: • The use of case studies continues to develop, a creative option has been added to the presentations and students are now systematically encouraged to bring examples of environmental communication to class to share and analyse. • 5019 Tourism, Sustainability and Climate Change (THS): The exam has been removed from this course leaving two assessments (approved by Learning & Teaching). • MSc Enhanced Practice in Education • 5090: N/A • A revised teaching team will be in place in 2017-

	18 through the recent recruitment of 2 replacement colleagues and a new PL.
MLitt Environment, Culture and Communication 5080 and 5081 (DB): Students undertaking 5080 should be encouraged to undertake Personal Project work in 5081 which was different from, or extended, or challenged, the previous Project. 5034 A Cultural History of Animals (LH): Convenor would like to introduce a segment on ethics/philosophy/law, particularly around the issue of 'personhood' and the rights of non-human animals over time and up to the present day. 5104 Placement One important issue that was identified was the need for greater scrutiny of applicants as one student who undertook the Placement this year was regarded as unsuitable.	• 5080/5081: This advice will be carried forward in information sessions and in the handbook for 5080. • 5034: Convenor will lead the introduction of new content. • 5104: The Placement convenors held a troubleshooting meeting to identify weaknesses in the placement structure. Revisions to the process will be undertaken to avoid similar problems next year.
What needs work?	What action is being taken forward?
School of Law • EvaSys response rates. Rates were lower than desirable, mostly between 21% - 55%. • Excessive reading. Students expressed the desire to have less reading, and for staff to flag better what reading was relevant. • Multiple lecturers. Students had concerns about courses taught by multiple lecturers: different styles made adaptation difficult. • Class size. The class sizes were criticized as too large. • Teaching Rooms. A significant number of	• At UG level we have been trialling some of the suggestions offered by Senate for increasing response rates, with some promising results. We intend to trial the same methods for PG during the current academic year. • Teaching staff have indicated they would review their readings lists in light of students' comments, but pointed out (1) the reading lists are already divided into essential reading and additional reading; (2) the reading is set within the 100-page limit for any one LLM class; (3) where a set text or textbook is absent, the reading list must be composed to cover the breadth of the topic. • Lecturers will attempt to achieve more coordination, but point out that it is difficult to address this issue in courses with several themes, each requiring different expertise • A cap of 25 students is generally followed, though recent high demand for the course has sometimes made this difficult across the board. • The matter is brought to the attention of the

students and tutors have expressed the view that the teaching rooms in the Alexander Stone Bldg are too small and outdated, and the temperature is erratic.	University.

What needs work?	What action is being taken forward?

School of Social & Political Sciences
 	
 • Core courses are typically too large
 • Some students could not get their course options as they were already at capacity
 • Some of the lecture and seminar rooms are either too small or do not have a suitable layout, e.g., to facilitate discussion
	• The School recognises that there is shortage of teaching space across the Campus. Our significant increase in student numbers over the last three years, above expectations and set targets, has added strain to resources and remains a risk that the School will continue to monitor and mobilise support for.
	
	 • Other suggestions by Convenors include to:
	   - Develop new teaching formats for larger classes, esp. core courses and high demand options.
	   - Put on more course options and improve managing course offerings
	   - Simplify and tailor the way options are presented on individual Programme pages, directing attention to relevant courses across the College, if appropriate, as suggested by the Convenor of the Chinese Politics Programme, in reference to the Confucius Institute.

• The International Master format of our Erasmus Mundus Programmes are more complex and labour-intensive than typical PGT Programmes. Consequently, there are inevitably administrative issues and teaching issues that Programme Convenors and School are working to iron out and learn from.	• Monitoring of teaching provision and administrative practices is being undertaken constantly, including at bi-annual consortium meetings and SPS Committee meetings. The 4th Erasmus Mundus programme to be submitted in February 2018 has reflected on the experience and best practice generated in our other programmes, whilst avoiding complex administrative arrangements with Partners that have caused issues in the past.
• For most Programmes, rising student numbers represent a challenge. There are exceptions to the rule, however, with the Convenor of the Chinese Politics PGT recognising the relatively slow recruitment for this programme and the School identifying it in response as one of its priority areas to support in the current recruitment cycle to gain further understanding about its marketing potential.	• In November 2017, in a management team meeting, the following actions were agreed: • We will drill down into past recruitment information to work out where our students come from. • We will review Google analytics and information on other webpages to work out what could be done to make clear the USP, why students should take it.

	- Review market intelligence - Review HESA statistics – GU, UK and international. - Do a separate e-newsletters for our students - Promote the programme using Facebook - Update student testimonials - Discuss with Emma Smith in College Office how to make more of work-related opportunities, involving external speakers, etc. - Invite offer holders to PG Open days - Include MSc information in Agent Symposium in Glasgow on 8 March 2018. - Compare content with other programmes in the UK - Continue to explore options for cooperation with Nankai in developing the programme.
MSc Programmes in Urban Studies are facing issues with excessively large class sizes, complicated degree structures and risks associated with the over-reliance on individual staff members responsible for their delivery. Additionally, Urban Studies has had a number of staffing changes and wish to build on these new areas of expertise, in particular its strengths in research methods, data, and urban conservation.	Urban Studies has initiated an internal review of its PGT Programmes and produced a revamped Portfolio proposal. Following market assessments and quality evaluations of the proposed changes by School and College, changes to these programmes are to be implemented in due course.
In one case, the Programme Convenor for Criminology discovered in October that its current external examiner's period of tenure had expired. There had been no warning of this from the University, as per the guidelines.	At short notice it was difficult to find an alternative examiner. It required approaches to five examiners before finding someone.

Good Practice

What practices are innovative?	Which of these would you recommend for wider dissemination?
Adam Smith Business School **AccFin:** - Convenors organised sessions on academic practices including plagiarism and exam etiquettes. - Practitioners' seminars were arranged and guest lectures were organised for different courses, which provide excellent opportunities to students to learn from the expertise of high profile speakers, build contacts and network with professionals. - Lab sessions in various courses to help students practice the methods they have learned in the lectures. - Some courses use financial databases such as Bloomberg in their courses.	ASBS: All items listed are recommended for dissemination where suitable.

• The use of real world case studies in various courses to help develop critical and problem solving skills.	
• Use of different methods of assessment ranging from 100% case studies to participation in class, group and individual presentations, group and individual essays.	
• AMS has been beneficial to external examiners – improvements made on accessibility, navigation, and comprehensiveness have been well received.	
• The robustness of the assessment procedures has also been commended by the external examiners. Feedback and audit trails maintain the quality of the assessments.	
• Student participation in social events has been well received.	
• Assessment feedback was useful and appreciated. Students given opportunity to view marked exam scripts and the best written assignments.	
• Approachability of teaching teams in relation to feedback was viewed very positively.	
• Targeted work to develop critical thinking – tutorial content, and critical terminology dictionary.	
• Smaller class sizes in Semester 2 allowing for more student/lecturer interaction.	
ECON:	
• Continuation of previous practices, such as textbook/research paper combinations, use of MATLAB, guest lecturers.	
• Linking of theory with empirical papers encourages independent thinking in students, and offers different perspectives.	
• Presentation of contrasting theories/schools of thought, exposing students to less mainstream ways of thinking.	
• Clear and detailed communication of ILOs aids student expectations.	
• Non-assessed student presentations have been introduced in some courses, giving students additional motivation without the pressure of assessment or recording.	
• Macroeconomics has introduced exercises, encouraging students to work in groups to undertake analytical, graphical and numerical problems. These are not assessed, and detailed solutions are provided, but participation is encouraged as the course exams are based on similar analysis. Students learn effectively from each other through sharing skills.	
MGT:	
• In IBE, the combined project and assessment for three core units in Semester 1 provides a holistic approach to new venture creation and internationalisation, combining theory and practice.	
• The underlying idea behind F&M (to focus on two main components between Management and Economics/Finance) is great. Specifically, students are provided with the chance to pursue either a Management-focused path or Finance (Economics) path, and have the option to conduct an in-depth research in the form of dissertation. However, coordination between subjects requires improvement and commitment to make this work more effectively.	
• Introduction of an interactive table, allowing for better MBA group work. Additional table purchased in 2017-18 following feedback from 2016-17.	
• MBA recruitment interviews introduced in line with AMBA requirements.	
School of Education **Pg Childhood Practice (MEd/PgD CP)** – • Innovative and cyclical feedback-giving. Students are encouraged to 'use their previous feedback and indicate areas that they have taken cognisance of in order to enhance their engagement with the following course' creating 'a hermeneutic spiral' feedback loop. • Within the programme, a wide range of assessment types are employed, including: group and individual presentations, visual frameworks, traditional narratives, action plans that are	*The first example has been recommended for dissemination across School and College.

tailored to practice, self-evaluation against the Standard for Childhood Practice, peer and tutor, formative feedback, online support for proposals with additional mop-up sessions. These assignments are also closely synthesised with their own practice.
• All Moodle sites contains relevant and useful resources including the PIP, self-study guide with level of study descriptors and link to the Standard for Childhood Practice. There is consistency in layout and content, with resources, e.g. slides available three weeks in advance, which promotes greater accessibility and learner autonomy.
• Self-study booklets (printable from Moodle) and feedback received from students strongly suggest that students found them 'invaluable'.
• Peer assessment. Students are given 'criteria led and guided peer assessment' to help them 'recognise' what is included in their formative assignment exercise. Students received 'very specific' feedback.
• External Examiners 'commended the programme for organisation, range of detailed feedback that is given to students and the variety of assessments' as well as 'ethical attitude' and the supportive attitude of staff towards students.

MEd in Children's Literature and Literacies (MEd CLL) – • 'Creation of an environment that encourages students to developing professional ethos by drawing on their backgrounds, knowledge and constantly evolving to meet their needs' • Students' highly valued their tutors providing formative feedback on content prior to submission as well as having 'a public presentation as part of summative assessment'. • Summative feedback includes specific comments on improving academic writing; this was particularly appreciated by the international student cohort as this reflects the formative assessment support received. • 'Attendance at day conferences and community event opportunities (e.g. Social Science Festival at The Barras) given for programme members to help with the organisation and management and engage with non-academic public.' • A strong sense of community among PGT and PGR students studying in this field facilitated by social media, e.g. Facebook and blogs	*All examples, but specifically the 'creation and monitoring of the professional environment' have been recommended for dissemination across School and College.
MEd Community Learning and Development (MEd CLD) • The programme team considers the use 'video tutorials' for specific learning activities, including assignments and placements to be most useful.	
MSc Education, Public Policy & Equity (MSc EPPE) • 'The programme is demanding as it is fast paced and covers a wide domain straddling positive/normative dimension, theory/practice and quantitative/qualitative research methodologies. This spurred the development of innovative teaching materials.'	
MSc/MEd Educational Studies (MSc/MEd ES) • In MET, 'previous Course Leader offered 10-minute consultations after lectures for all students, serving as a check-in point, heavy on time but useful.	
MSc/MEd Teaching English to Speakers of Other Languages (MSc/MEd TESOL) • Effective dissertation support provision for both staff and students using 'a blended model of workshops and individual supervision'. • 'Articulation of assessment process using rubrics, criteria, feedback templates. Quality of process is commented upon by students and external examiner'. • Employability opportunities being embedded throughout the programme • Continuous effort to provide 'student opportunities to engage with professional/research environment; through BALEAP workshops, IATEFL, and TeachMeets'	*The first two examples have been recommended for dissemination across School and College.
(MEd/PgC/PgD IE: RPP) • Collaboration between Scottish students and international students which contributes to	*This example has

'deeper understanding of inclusive practice in different cultural settings'	been recommended for dissemination across School and College.
MEd/PgD Learning and Teaching in Higher Education (MEd/PgD LTHE) • Being a fully online course, tutors continually develop their approach through the use of online fora, quizzes, wikis, and collaborative projects using Sway, as well as encouraging and supporting students 'to provide feedback to their peers using Aropä'.	
MEd Professional Practice (MEd PP) • 'Co-operative practices with students: joint staff-student bid to LTDF'. • Innovative assessment.	*Both examples have been recommended for dissemination across School and College.
MEd Professional Learning and Enquiry (MEd PLE) • A 'central feature' of this programme is the 'Practice-focused inquiries supporting improvement within Schools'. Each student selects their own inquiries and these are linked to their 'individual Professional Review and Development objectives set within the context of their institutional improvement plans'.	
MSc Psychological Studies (MSc PS) • Blended learning approach employed in Research Methods. • Use of a variety of formative assessments across courses • 'Secured funding for a research project, including a postgraduate student intern in 2016-2017 to further support external engagement in the conduct of impactful dissertation research'.	*The first example has been recommended for dissemination across School and College.
MSc/PgD in Teaching Adults (MSc/PgD TA) • In group supervision, tutors 'genuinely listen to and cater to the needs and interests of the students in an informal format whilst ensuring that they are supported in the key stages of their dissertation'.	
PgC Into Headship (PgC IH) • The significant role played by 'Headteacher in Residence'	*This would be a good model for showcasing partnership working and co-construction with the teaching profession and school leaders and is recommended for dissemination across School and College.
PgC Middle Leadership and Management (PgC MLM) • Critical friends' groups – 'as part of their change initiative "critical friends" groups were formed around key themes to act as sounding boards and to test ideas and processes. Groups organised themselves informally and continued to engage beyond the duration of the course'	*This would be a good model for student-lead learning and is recommended for dissemination across School and College.

PgC Teacher Leadership and Learning (PgC TLL) • The designated 'self-study booklet has both reading and self-evaluation activities' that are practice-focused, therefore linking theory and practice. Building on socio-constructivist thinking, these knowledge and activities are consolidated via face-to-face teaching with opportunities for 'dialogue and learning'. • Self-study activities are tailored towards supporting 'focused professional dialogue' and developing students' understanding of the main conceptual frameworks. • Built into the programme, students are given the opportunities to 'engage in self-evaluation linked to leadership practice' **Pg Certificate in Academic Practice (PgCAP)** • 'Assessments enhancement focused, providing participants an opportunity to reflect on an enhanced practice'. **International Master in Adult Education for Social Change (IMAESC)** • Good working collaboration with BACD, particularly in the provision of community placements. The field trip to Belfast with the BACD students was 'extremely interesting'. • This Master's degree is 'joint in structure and involves a lot of interaction between partners. For example the University of Malta and Tallinn University deliver courses to our students in Glasgow'. **Doctor of Education (EdD)** • 'Consultation with external examiner, including consultation about feedback.' • Complementarity between 'matching study weekend practice' and 'online learning'. • Mentoring and support for new members to staff, despite this element not being 'factored into workload model'.	*This example has been recommended for dissemination across School and College.
What practices are innovative?	Which of these would you recommend for wider dissemination?
School of Interdisciplinary Studies **MSc Tourism, Heritage and Development (THD)/ MSc Tourism, Heritage and Sustainability (THS)** 5008 Heritage Management in Context (LH): Course offers a practical dimension. The Poster Presentation prepares students for potential future work-related task or conference experience. Fieldtrips and heritage management guest speakers further enhance the practical dimension of the course. 5009 Heritage, Interpretation and Development/ 5012P Tourism and Heritage Dissertation/ 5018 Tourism and Regional Development: Offer wide variety of options and good variety of teaching techniques including field trips, film and other media, lectures and practical work. 5019 Tourism, Sustainability and Climate Change (THS) (SG): Problem based learning/ industry engagement through field class. 5102 Tourism Marketing (GT): offers an interesting mix of theoretical themes and best marketing practices in the tourism industry.	

MSc Enhanced Practice in Education 5090 Reflective Practice and Action Research (RPAR) (OO): Students can choose the topic for their assignments, as long as the reflective strategies, data gathering tools and literature explored during the course are featured in the assignment.	
MLitt Environment, Culture and Communication (DB) Course convenor connected to Ecocritical and Environmental Humanities scholars and able to assist students in looking at future careers in these areas. Inclusion of Gilmorehill colleagues and local partners as lecturers and field trip facilitators works well. Students enjoy Personal Project assignments, which produce innovative work. 5034 (LH) The Research Project assignment gives students the opportunity to build a creative and multi-faceted portfolio around a human-animal studies topic of their choice. Students are encouraged to reach beyond the traditional essay structure and to incorporate other types of evidence.	
5104 Placement The public-facing report, designed on Weebly and accessible on the internet, gives the placement students a chance to showcase their work and experience, which could prove useful for future job interviews.	
What practices are innovative?	Which of these would you recommend for wider dissemination?
Professional networking. The Diploma in Legal Practice brings together students and alumni in regular social gatherings. This is of great benefit to students in a professional curriculum who require greater acquaintance with the professional world.	Recommended
Professional mentoring. The Diploma in Legal Practice pairs students with qualified members of the profession, who are able to improve the student's understanding of the profession.	Recommended
What practices are innovative?	Which of these would you recommend for wider dissemination?
School of Social and Political Sciences In the International Relations Programme, there has been a new series of employability events with outside speakers from highly relevant job markets, such as government, think-tanks, and media. Additionally, research-based events, like "Doing a PhD" have been arranged and well received by students.	Yes, events, academic AND social, organised by Programme Convenors (or by Subject) are particularly successful and should be supported.

Our International Masters in Central and East European, Russian and Eurasian Studies incorporates a joint course, taught between 8 partner institutions and employs online seminars and video lectures.	Yes. The Big Blue Button platform is innovative and has been used to great effect. This may help others as well.
The Chinese Politics Convenor has been actively trying to develop the programme through collaboration with external partners including Xi'An Jiaotong Liverpool University (which from 2016/17 offers an externally taught course for our students). We have also been trying to develop a form of collaboration with Nankai University that would work to mutual advantage.	Collaborations are indeed helpful and may also support recruitment, where required.
Assessment methods in the practical journalism module which involve a sequenced tasks which build on each other and incorporate feedback from both teaching staff and students – eg week 3 task is set, week 4 group work delegated, week 7 presentation on progress and staff and class feedback and final presentation and delivery .	Yes (with relevance to different areas of practice)
Development of seminar and workshop series in which students engage with industry practitioners in scenario-based learning.	Yes
The PGCert in Art Crime run by Dr Donna Yates is an excellent example of online and flexible learning and the first of its kind in the School.	Yes, this is a format that, where appropriate, may help reduce pressure on resources (e.g. class sizes)
The courses taught by Caitlin Gormley and Marguerite Schinkel demonstrate innovation in pedagogy; the former through use of field-trips and subsequent discussion, the latter through creating space for real-world connection	Any innovation in teaching and responsiveness to student feedback is encouraged.

Closing Loops

What progress has been made on actions identified in last annual monitoring cycle?	
Action:	Progress:
Adam Smith Business School AccFin**:** Five action points were addressed. • Competitiveness and recruitment • Performance discrepancies between Accounting and Finance courses.	 • This is progressing with MSc International Financial Analysis now recognised by the CFA, and active recruitment underway for the MAcc Professional Pathway programme. • This is being addressed through increase discussion and critical skills development ,

	contact time, additional tutorials, and a restructuring of a compulsory MAcc course (concentrating student effort on in-class preparation and discussion with a view towards the assessment).
• Student engagement, expectation and attendance.	• All three are being continually monitored and elaborated upon, to better the student experience.
• Grade discrepancies between dissertation proposals and final thesis.	• This issue has been addressed in both Accounting and Finance and the Management Generalist programmes. The proposals no longer carry any weight (previously 20%).
• Several courses which have scored low in most aspects on EvaSys have been reviewed.	• Changes have been made to teaching teams in both Accounting and Finance and Economics. Specific actions proposed in the EvaSys review will be discussed with the respective coordinators of these courses.
School of Education Staffing-related issues a) More full time permanent staff with expertise in working with international students at Master's level is needed to meet increasing student numbers and address succession planning b) Care is needed in the recruitment, deployment and training of associate staff and GTAs as it can impact significantly on student experience	• The School has made a number of strategic investments in staffing to ensure that programmes have adequate full time permanent and experienced associate staff. • The School has developed a GTA policy to ensure that our processes are transparent, fair and robust. This was rolled out in September 2017 and will be reviewed for the 2018-19 academic year.
Workload related issues a) Programme and course leaders are put in a difficult position with respect to meeting students' needs with the current workload allocation for a 20-credit courses. This is more pertinent when dealing with international students. Programme and course leaders routinely work extra hours to provide necessary student support. b) Dissertation supervision capacity must be increased. Additional time needs to be allocated for dissertation supervision which requires extra	• The PGT Director highlighted these issues with the Workload Coordinator and the Director of Staffing. There are plans to review how dissertations are supervised in the School in 2016-17.

time especially when supporting students for whom English is not their first language

c) There needs to be recognition that new online courses will require time for development and staff training

d) Provision of detailed formative feedback is insufficiently acknowledged in the workload model.

Concerns over meeting students' needs

a) Language and academic writing skills and competences of students, particularly international students, is a concern. It is suggested that the language entry regulations need to be reviewed since many students come with 'inadequate' language levels despite achieving the required IELTs score for a Masters.

b) The research needs of students are not being met through IESR, and they 'continue to struggle' with the methodology and assignments. Could this course be taught in a way that has a closer focus on each subject/field? Could this course be taught using a hub and spoke manner and/or could it be taught in semester 2?

c)

Assistance for student recruitment and retention

a. Assistance over conversion rates is welcome, especially since when there is an increase in applications, there is an observable decrease with conversion rates. It would be good to understand and strategically address cases of withdrawn applications.

b. Urgent attention needed: 'Advertising/marketing programmes – coordination between PGT office, RIO and the programmes is unclear'. The programme welcomes 'the new School Marketing and Promotions Committee' and is willing to support the work through 'the new RDP intern' but further liaison between MARIO and Programme Leaders to ensure all programmes are understood and can therefore be promoted, particularly at international

- Since IELTS has been increased at the college level to 7.0 academic (no subtest under 6.5) the School of Education is going to review the impact on student support requirements and recruitment.

- The new School Marketing and Promotions Committee has worked with MARIO and the College to raise awareness of the School of Education's programmes. This committee has also worked to make all recruitment and conversion processes clearer to PGT Programme Leaders.

recruitment fairs.
 	
Facilities and teaching resources
 	
   a) Mahara: Continuing issues with this software, also raised last year. Lack of designated support within the School for this despite all of the computing labs in StAB have this software installed.
   b) Classroom essentials, e.g. flipcharts, markers are not always available in the classroom
   c) Writing Days for PG students should be made available for students who cannot attend during week days; is it possible to have sessions which take place on a Saturday?
   d) Technical support should be available in the evening when many courses are taught.
	• In 2016-17 the St. Andrew's Building is receiving infrastructure investment to modernise several classrooms and improve technical systems and support.
	• All PG activities will be planned with a sensitivity to the diversity of our students.

Action:	Progress:
School of Interdisciplinary Studies • Action: MSc Tourism, Heritage and Development (THD)/ MSc Tourism, Heritage and Sustainability (THS • 5009 Heritage, Interpretation and Development/ 5012P Tourism and Heritage Dissertation/ 5018 Tourism and Regional Development: The number of courses offered is now six. Students are provided with a generic Dissertation template for support and as part of this course students are offered a single topic placement related to the course. Placements can be done as part of the dissertation and it is up to students to choose and organise. Choices of possible placements are provided as support. • Action: MSc Enhanced Practice in Education • 5090 The External and the acting PL suggested the name may need reconsidering as every year some essays were not 'action research' bur rather 'professional enquiry.' • Action: MLitt Environment, Culture and	A new placement option was effectively developed and encompasses a reflective report and project report as summative assessments. 5090 The name will be changed for 2017-2018 as follows: 'Reflective Practice'. The changed as been approved by L&T Committee and a new code provided for 2017-2018. A Placement option has been achieved and was available

Communication: creation and implementation of placement option parallel to dissertation in the summer period in collaboration with other colleagues	Summer 2017
Action:	**Progress:**
School of Social and Political Sciences	
• Optimise course offerings	New course options have been added in certain areas, where needs had been identified. The School is now responsible for Course and Programme Approval and has increased its Oversight and rationalisation of its teaching portfolio across the board.
• Advertise LEADS support better	Support services, e.g., from LEADs or Library are announced during induction events and have been added to course documents.
• Provide student with sample essays	Course convenors, at their discretion, share sample essays and feedback forms to better guide student expectations regarding course work.
• Problems with allocation of supervision, especially for School Programmes.	A new School wide supervision policy has come into effect.
• Dissatisfaction with Research Methods Training provision.	The School has invested time and energy into supporting the Research Methods Training Programme revamp, in line with past student feedback and new ESRC/SGSSS requirements. A new Research Design course has been offered, in addition to substantial changes in the other two key Methods courses offered across the College. Some teeth issues have been reported and the School is monitoring closely how these changes are being received by students and staff. Despite this, the overall sense is that they represent significant steps towards addressing long-standing student concerns over our methods provision.
• The core course 'research and enquiry in crime and justice' involved substantial overlap with the new College level 'Research Design' course. A strategy away-day was held on 7th Dec 2016 where a suggestion for a revised structure for research methods provision was agreed.	After consultation with staff, students and senior colleagues, the course 'Research and Enquiry and Crime and Justice' has been replaced with the College-level 'Research Design' course. This has itself created further issues, which we are in the process of addressing.

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

College

Adam Smith Business School

Wide range of assessment methods such as class participation and publishers' assessment resources, etc, should be encouraged and resources should be dedicated in this regard to increase students' engagement and improve student learning experience.

School of Education

College level student provision

- PG students in the School who are not able to attend these courses during weekdays have made requests to have some of these sessions to be offered on Saturdays. (MEd/PgD CP).
- Develop flexible systems that support part-time student, including registration processes, collection of GUID cards, events to support students learning (through LEADS, etc.) being available in the evenings or at weekends. **(**MEd/PgC/PgD IE: RPP).
- Balance a student desire for additional learning time, enhancing the student learning environment through the use of targeted support and College systems whilst adhering to timings for twenty credit courses, especially for the support of International students.' (MEd CLL).
- Transferability of 'the assessment innovations and the joint student-tutor initiatives, which will lead to joint peer-reviewed publications and encourage transition to PhD/EdD study.' (MEd PP)

Assistance with student recruitment and conversion rates

- The programme team requires assistance with respect to conversion rates. The programme team would like to increase their understanding as to why some 'applications are withdrawn.' (MEd CLL)
- Continued and deeper liaison between international recruitment and marketing and Programme Leaders to ensure all programmes are understood and can therefore be promoted, particularly at international recruitment fairs. **(**MEd/PgC/PgD IE: RPP)
- Assistance in relation to marketing for the programme is crucial. (IMAESC)

Moodle use

Although communication about pending changes to Moodle has improved, we were not consulted about some features that were changed in the most recent upgrade, e.g. not being able to see/switch to the next resource and lack, now, of an easy to see list of postings since the last login. Finding reports is also clunky and yet very important if we are to offer informed student support.' (EdD)

School of Interdisciplinary Studies

The PGT teaching group queried whether the PTES survey was conducted too early in relation to some of the question areas, in particular that of students understanding the feedback area.

School of Social and Political Sciences

For the methods courses offered by the Graduate School, both for the Research Design and Qualitative Methods class, students raised that the GTAs' skill levels varied drastically. Some students also suggested that it would be useful for the methods tutorials to have GTAs from the same subject as students are from, i.e., to have a Politics PhD as a TA for a Politics tutorial group.

University

Adam Smith Business School

Room booking and student engagement issues: Students are dissatisfied with very large classes. Semester 1 tends to have much larger classes across the subjects, and so this is when the majority of room booking issues occur. Other room bookings issues include:

- Rooms unsuitable for the format of classes e.g. desks cannot be rearranged for interactive type sessions.
- Staff and GTAs having consecutive tutorials sometimes face problems when rooms are very far from each other (such as St Andrews Building to Adam Smith Building).
- Some lecture rooms have been changed on a weekly basis, and widely spread across campus. This has resulted in students and lecturers being late for lectures and being unsure of facilities in the room when they arrive.
- Off Campus lectures.

- Lectures being held after 5 pm.

Library: Students have requested that all desks in the library have charging sockets.

School of Education

EvaSys: The low returns achieved via EvaSys points to very poor student engagement. 'It is summative and does not allow for feedback to be listened to mid-course when it is most needed. Staff need to use alternative methods of feedback to ensure they have the information they need to support students'. (MSc/MEd TESOL)

Facilities, rooms and websites

- Canteen facilities in the School of Education - students who come on Saturdays often find vending machines not stocked at the weekend. (MEd/PgD CP)
- Part-time students are disadvantaged as a result of writing days and writing support provision only offered during the week. (MEd/PgD CP)
- Issues with room bookings have impacted on this group. Issues with registration have proved problematic, particularly for a group of students who are not able to access university services during the working day.(PgC IH)
- Changes to the programme website must be discussed e.g. 'the entry requirement of a master's degree was removed' without first checking with the programme team resulting in 'misleading potential applicants and occasioning questions from current students'. (EdD)

Recruiting international students for the programme: The programme requires 'continued support for the Tier 4 students. The UKBA regulations may have an impact on our recruitment of international students.' Likewise, support is needed in supporting 'EU-funded programmes within a pre-Brexit UK. (IMAESC)

Students' mental health: There is little training on mental health issues and pastoral care for PGTs (apart from this being recognised in the workload model). Consultation with Programme leaders on this issue would be beneficial for all.' (MEd CLL)

External changes and its implications for the programme: PGCAP remains part of ECDP and is undergoing a significant redesign in light of the University ending its subscription with our accrediting body (the HEA). An awareness of this redesign and the implications of leaving the HEA need noted at University level. (PgCAP)

School of Law

Technical equipment in the classrooms: Equipment is not always reliable and available in smaller seminar rooms. Technical support staff are not always available to assist during the teaching day. Provision of recording facilities for smaller seminar rooms would be helpful.

School of Interdisciplinary Studies

Library Facilities: The local library service at the Dumfries Campus is provided through the University of West of Scotland services. Students are concerned about the level of service, in particular the opening times. The School has tried to address availability of study space through the creation of a PG Hub (which can be accessed and used 24/7) however the students still highlight the need to have a physical library facility which is open in the evenings and weekends.

IT Services: At Dumfries this is provided through the University of West of Scotland services. Concerns have been raised by students having to operate on a different network and the implications of having to use different IT systems (e.g. UWS printing rather than UoG Printing), having a different log in, different student desktop and file storage and different firewall protocols leading to challenges in accessing some websites.

School of Social and Political Sciences

External Examiners: The process of informing Convenors/Heads of Subject that an external examiners' period of tenure is approaching an end (as listed on the University website) is not working. This resulted in the end of an externals' period of tenure without a replacement being arranged, and a bit of a last-minute dash to find someone.

| **Hot Topics** |
| Do you have any comments on the following topics? |
| 1. Did you find the feedback calendars, which were introduced in 2016-17, helpful? Have they prompted any action, particularly with regards to the timeliness of feedback? |

Adam Smith Business School

There have been some positive comments regarding the feedback calendar from the PGT administrators. The effects of its full implementations will be more noticeable in 2017/2018.

School of Education

Established approach: Programme teams have been using them for 'years' (MEd/PgD CP), (MEd CLL), (MSc/MEd TESOL), (PgCAP). It is useful as enables staff and students 'to anticipate marking and feedback returns' (MEd/PgD CP) and 'to plan time and manage student expectations' (MSc/MEd TESOL). Participants have been appreciative of the formative feedback which is timed to provide useful comments well in advance of submission dates for summative assessments.' (MEd/PgD LTHE). The programme has 'successfully met the 15 working day turnaround time for all assessment'. (IMAESC)

Challenge on giving timely feedback: 'a real pressure for staff but it has focused the team on getting feedback to the students to inform their subsequent work'. (MEd CLD). Marking time remains an issue 'both in time allocated to staff for marking and in the volume of marking at points in the academic year'. (RPT)

Inconsistent practice, no impact, further guidance: Not had much 'impact upon practice in this programme'. (MEd PLE, PgC TLL). Not yet proven to be extensively helpful' (MSc PS). It's helpful to have clear guidelines on this'. (MSc EPPE). More 'helpful for standard semester courses'. For non-standard courses, 'submission of assignments occurs outwith the normal semester' (PgC IH, PgC MLM)

School of Social and Political Sciences

Calendars promote transparency for students, which is a good development. Some Convenors report that they have also been helpful encouraged timely feedback, although whether they did indeed made feedback timelier or whether it only improved perceived timeliness is an empirical question. Not all Convenors were equally familiar with the feedback calendars, so reminders would be helpful in some cases.

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

Adam Smith Business School

In Management, adjunct staff and GTA contributions are necessary to cope with the number of students, specifically in covering tutorials and delivering on the commitment to rapidly process assessed work. It is clearly important to engage effectively with this group and ensure that they are suitably skilled, developed and motivated. There has been some concern about this recently, with evident dissatisfaction on the part of some GTAs and adjunct staff who have reduced their involvement. Harnessing effective contributions from a flexible and reliable group of well-qualified GTA and adjunct tutors and markers will be an important consideration over the coming months.

In Accounting & Finance, the GTAs were used in several courses mainly for marking exam scripts. Guidelines were followed to ensure that the moderation process was smooth and the marking was fair and consistent. No issues have been reported.

School of Education

Lack of reliance on GTAs: For professional programmes, staff members are expected to come from the profession to ensure that they have the 'practical professional experience' required. (MEd/PgD CP, MEd PLE, PgC TLL). The programme does not have GTAs in their programme. (MEd CLL, MSc/MEd TESOL, MEd/PgC/PgD IE: RPP, MEd/PgD LTHE, PgC IH, PgC MLM, PgCAP). 'On the horizon' (MSc EPPE).

Actively working with GTAs: 'We are expanding our student, GTA and academic staff numbers and giving considerable responsibility to GTAs to develop future leadership skills by creating a support programme for new academic tutors on the course'. (MEd PP). GTAs were leading seminars for two of the courses. They also assist with assessment and assignment feedback-giving. (MSc/PgD TA). There were two GTAs in International Issues and the Psychology of Adult Learning who were fully integrated into assessment. 'In both classes, the GTAs and the course leader assessed a portion of the assignments. The scripts were then moderated by the relevant member of staff. Before assessment the groups met as a team to review the assessment grid and determine a coordinated approach to the assessment'. (IMAESC). 'GTA involvement is limited to the year one induction, but we urgently need more support from GTAs for checking and updating resources and links on Moodle for all courses'. (EdD)

School of Law

In 2016/17, GTAs participated broadly in marking and giving feedback on assessments. All marking was moderated by the respective course convenor.

School of Social and Political Sciences

- As a general rule, GTAs are not typically used to support PGT Teaching, with some exceptions.
- In the case of the 'Media, Communications and International Journalism' Programme, the Convenor reports a positive experience with GTA support. She works extensively with GTAs on delivery of the Masters programme – this year the more formalised publication project has been supported by a GTA with journalism experience and, due to the nature of the Summer project (dissertation alternative), we have utilised GTA support in respect of supervision of these projects. This is an unusual case where the practical skills needed to support this process cannot be found within the School. As such, we have devoted time and attention to sourcing the most qualified people to do this work.
- The experience with the utilisation of GTAs in the Research Methods course is more variant, and in some cases, raises concerns that the School will reflect on and consider ways to mitigate relevant risks.

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

Adam Smith Business School

- With a continuous change in the student body and the technological advancements, a wide range of assessment options should be encouraged and resources should be dedicated for training and implementation of these methods.
- The challenges that large classes pose for interaction are further complicated by the limits of available teaching accommodation. There are regular frustrations with central services, specifically with the allocation of teaching space, the limitations of audio-visual equipment and, above all, recurring problems with heating and the basic conditions necessary to sustain lectures effectively for two hours at a time. Teaching has now been extended into the evening, although services are not always available at the same time. Faults are regularly reported, with variable response rates and limited 'real time' interventions, which is a problem for extended lectures.
- One final key issue for staff and students is the failure to adjust heating sensors and timers in line with weather conditions. Attending to basic conditions that affect the classroom experience is just as important for enhancement as content and academic responsiveness, and there is a feeling that some of this is beyond local control.

School of Education

Pros and cons of increasing the number of international PGT students: 'The team is keen to increase international PGT numbers but this will impact on workload and this will have to be considered by those responsible for workload management. An increase in numbers also requires suitable physical space to accommodate them re library, eating facilities, classrooms etc. Consideration needs to be given to impact on student experience, depth of learning and teaching methodology to ensure all students have an appropriate learning experience.' (MEd/PgC/PgDIE:RPP)
Academics working closely with administrative staff members: 'Blending academic and administrative roles to improve learning and teaching, i.e., learning and working closely with experienced administrative staff.' (MEd PP)
Difficulty in joint programme provision: 'There are sometimes difficulties in working across both Schools, particularly with communication, which is an issue we have noted as a team across Schools and that we are continually striving to improve.' (MSc PS)

School of Social and Political Sciences

Sustainable growth, investment and resourcing, engaged students, happy staff.