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 Graduate School

Reflection

What is working well?

Recruitment
- Attraction of high quality, motivated students, at a level appropriate for each of the specialised programmes.
- High conversion rates, particularly of domestic students.

Structure/logistics
- Within the clusters programmes are offered online, face-to-face, part-time and as continuing professional development (CPD). This offers a flexible approach to student learning which is relevant to the Athena Swan agenda.
- Online Distance Learning (ODL) courses and programmes increasing, also leading to the successful integration of ODL technology into on campus programmes.
- Training of students in transferable skills: writing, oral presentations, use of the programming environment R and advanced general linear models continues to improve the quality of research project reports; many are publishable quality and an increasing number have been published in peer-reviewed journals.
- Use of peer review to assist formative learning.

Engagement
- High attendance at all sessions and active participation by the majority of students.

Student support
- High degree of staff commitment to enhancing the student learning experience despite the increasing workload.
- A range of academic staff, guest NHS clinicians, subject specialists and experts and practical sessions enrich the student experience and feedback from students has been very positive across programmes in the College.
- The opportunity for clinical exposure, hands on clinical experience and the relevance of the teaching sessions to clinical practice was found to be a strength across programmes.
- New courses have been developed to enhance student choice in some programmes and this was well received.
- Many programmes ensured there were regular opportunities to informally meet with students (face- to-face or virtually) to discuss content, progress and to highlight feedback.
- Feedback on assessment: teaching staff are providing clear and useful written feedback when marking project work.
- External examiners emphasised and commended academic staff teams on various aspects of the programmes including assessments, organisation and feedback to students.
- Staff-student liaison committees very useful and productive in making improvements, in real time.
- Many programmes highlighted the excellent support of the administrative staff which has ensured the smooth running and organisation of these programmes. This has been highlighted by staff, students and external examiners.

- Range of research projects: both students and external examiner commented on choice of research available to meet needs of broad student cohort. This was also reflected in the quality of projects completed with a majority being awarded Merit/Distinction grades in their project. There were excellent opportunities for overseas fieldwork in some programmes, that were taken-up by several students.

End 'product'
- Many programmes have opportunities for recent graduates to submit the results of their research for presentation nationally or locally, and for publication in peer review journals.
- High performance of students, with relatively few in the C category and only rare exceptions that do not receive at least D grades; large proportion of students achieving Merit or Distinction.
- Successful applications to PhD programmes and research positions for graduating students, in the first year following the Master's programme; some with positions arranged before completion.
- Master's students have provided a pipeline for short-term research contracts by members in the institute.

What needs work?	What action is being taken forward?
The Graduate School has identified a number of areas that require work; in some cases the issues are being resolved or a plan of remedial action has been identified as shown in the column to the right.	
Lack of staffing this year meant provision of neuroscience mandatory courses and options was challenging.	Two new neuroscience staff arrive soon, teaching content will be reorganised and new course coordinators appointed. Continue to identify potential staff, and recruitment opportunities.
Assessment and Feedback	Efforts have been made to improve the speed of return and the quality of feedback. Various strategies have been attempted to ensure consistency of feedback and that feedback matches grade descriptors but this remains challenging. Either very high workloads for some individuals to moderate or unhappy students. We need better strategies for training markers.
Supporting students with mental health problems is an increasing challenge, partly due to increased class sizes.	Increased communication with disability services; making better use of available information (e.g. meeting students individually, class attendance) to catch problems earlier and to direct students more efficiently towards available support. Also encouraged students, at an early opportunity, to discuss financial and personal issues with staff.
Lack of applications for ODL programmes in the School of Veterinary Medicine.	Marketing has now taken on both of our ODL programmes and already there has been an increase in interest. The Wildlife and Livestock Management and One Health programmes are both on hold for this year but look promising for next year.
The Public Health staff team is increasingly limited in size and diversity of academic interests and this is a limitation in programme development.	Institute management staff will be made aware of this.
Efficient distribution of duties across administrative staff and the core academic team continues to require work. There is a need to further develop systems to	Specification of job roles and responsibilities have been updated so that all team members are clear about their duties. This has also helped identify areas where operational procedures could benefit from revision.

ensure that administration loads are rationally distributed to team members.	
Assessment marking loads and turnaround times remain a challenge. Improving performance in this domain has been flagged as a condition of accreditation by the British Psychological Society.	Closer monitoring of staff performance regarding marking turnaround times has been introduced. Reviewing assessment approaches with the aim of identifying changes to assessment that should lead to efficiency improvements.
The external examiner for MSc Advanced Practice in Health Care/MSc Advanced Nursing Science has suggested a marking rubric to make assessment more explicit for students	A rubric linking intended learning outcomes with Schedule A grades will be developed and piloted.
Changes to the Association of Nutrition (AfN) accreditation means that consideration is required of how to assess some competencies which are currently covered but not assessed.	Access to funding from the LTDF was sought but with little success.

Good Practice

What practices are innovative? (Please include a named contact for each piece of innovative practice)	Where, if anywhere, would you disseminate this innovative practice?
Veterinary Public Health MVPH (Ms Noelia Yusta) used an Equity card carrying actor to develop students' communication skills. Recommended for any programme where difficult conversations may occur.	College/University
Quantitative Methods in Biodiversity, Conservation and Epidemiology (QMBCE): Students greatly appreciate being well integrated in Institute activities (seminars, research group meetings, social events). Away days with students and staff (including administrative) to engage in joint outdoor activity was well received by the students.	College/University
Conservation Management of African Ecosystems (CMAE): Students greatly appreciated the media training session, which involved a mock radio interview around a contemporary conservation topic. Professor Neil Metcalfe provided excellent input into this session.	College/University
Training of all students in scientific communication has improved project quality. High staff time so resources required to implement.	College/University
Use of peer review to improve assignments before submission for marking and formal feedback.	College/University
Offering MRes Ecology and Environmental Biology students choice of one long project or the two traditional shorter projects has increased proportion publishing and going on to PhDs.	College/University
MSc Health Professions Education are using some of the programme materials to create a series of HPE Bytes, to offer as free CPD to NHS colleagues who teach our UG medical students. This should have the effect of supporting UG medical education and attracting individuals to apply to the programme. Disseminated it at a conference for local NHS clinicians.	College/University

Closing Loops

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

Action:	Progress:
The dependence on one staff member in Applied/Clinical Neuropsychology makes this vulnerable. This was raised in the British Psychological Society (BPS) Accreditation report from 2013 and is likely to be raised again as a matter of concern from the November 2018 visit.	A proposal for a new course (and an associated new programme) is progressing through the programme approval process. Included in the business case is a request from some additional academic and administrative staff time. Whilst this is primarily associated with the new course/programme it would potentially mean there was someone who could take on some tasks currently undertaken by the Programme Director and provide some continuity in the event that the Programme Director was absent.
MSc Advanced Practice in Health Care/ MSc Advanced Nursing Science encouraged students to complete Evasys evaluations during timetabled sessions to increase completion rates.	Completion rates have increased to 54 - 100% on the MSc programme although lower on the PG Cert in Chaplaincy. Action - Timetabling evaluations when Chaplaincy students are on campus, and emphasise to students the importance of their views.
Continuing to make sure that staff have committed to deadlines and feedback timelines.	Reminder to staff and students about expected timelines.
Individual meetings with students to discuss course choices and introduced additional session in October to discuss course options.	Planned actions have been taken forward and are well received by the students.
Providing International Students with support for English language.	This is an ongoing challenge for programmes and is specifically highlighted at first Advisor meeting and students enrolled for English language courses.
Stress and mental health support for students.	Attempting to spot some of the early warning signs where mental health may be impacting student performance. Students have been encouraged to seek help provided by University and a new administrator has met all students and will be a point of contact.
Better coordination of assignment deadlines.	Remains challenging, particularly with addition of three new courses for the Institute of Biodiversity, Animal Health and Comparative Medicine (IBAHCM) programmes this year. Action - maintain a Google Sheets Calendar with all assignment deadlines and discourage course leaders from giving extensions.
Reducing variance in feedback.	Continuing to work on mechanisms for improvement however trying to manage student expectations and be more rigorous with staff to ensure deadlines are kept.

Coordination of workloads across undergraduate and PGT programmes.	Attempt to maintain a joint assessment calendar to avoid overloading staff with marking of UG and PGT at the same time. Attempting to coordinate project supervision across UG and PGT by maintaining joint spreadsheet but difficult to implement because of differences in timing of project allocation.
Low numbers of applications for ODL programmes.	External relations have agreed to target marketing for these programmes.
Increase liaison with Sun Yat Sen University (SYSU) including the update of research interests across staff to promote collaborative work.	The Joint Management Board has met this year and the provision of funding for research staff exchange is being pursued. Joint research interests have been updated and shared.

Please reflect on any themes that you wish to report to the University
College

- The multiple changes in PGT administration staffing had a large impact on efficiency of coordination and management. This was especially apparent during peak periods of assessment and exam boards. Workload may be an issue regarding cases where the administrator is required for more than one PGT programme in different areas of the College.
- Harmonisation strategies have increased staff workloads and resulted in perception to students of lack of organisation (e.g. decisions to create new Moodle sites each year but then not having enough PGT staff to get them set up in time).
- There is too much focus on process and not enough on outcomes; the excessive paperwork to make any changes to courses and programmes is not consistent with cutting edge research-led teaching provisioning and prevents development of new courses and programmes.
- The current financial model is not conducive to increasing student numbers: until the resources can go back to the Schools or Institutes that run the programmes so that they can provide adequate support in terms of staff time and demonstrators, further expansion is not feasible.
- There is a clear need to increase mental health and wellbeing support for students given size of PGT intake; this has got worse, rather than better. Provision of mental health advice and counselling has to be made available quickly within the University. Waiting times are lengthy and this is especially important for students that are only here for a year. PGT fast track system is therefore required.
- Evaluation of electronic Evasys for feedback. Low return rates make valid interpretation of feedback difficult.
- There was a general decrease in international students this year; with a large proportion of those made offers not coming. On follow up with students, common feedback was that they had not been able to secure sufficient funding and/or had accepted a place elsewhere. Should consider how our fees are relative to other UK courses in this niche?
- Mechanisms for statistics provisioning, including dedicated staff posts for individualised statistical support for students. This has been recognised at the undergraduate level but would be very useful at the PGT level.
- More support is needed for ODL courses, including better marketing and a review of fees to determine why interest has been so low.
- The consistent issues brought up here were the ratio of staff to FTE and the dependence on small numbers of staff for many programmes. There were Health and Safety issues with the laboratory facilities at the Dental School. There is also a demand for resource for updating teaching materials and resources.
- IT and AV support are patchy, DClin Psy have had to purchase a support contract from AVMI to ensure timely intervention when there are problems with video conferencing (VC) suites as College support remains inconsistent and not dependable.
- Within the ODL Health Professions Education it was reflected that it would be helpful if the College allowed more flexibility in demonstrating how students have evaluated the various courses. Recruiting class reps on ODL programmes/courses is difficult. It is also very difficult to get students to complete EvaSys forms and given the small numbers on some courses, anonymity may be threatened. However feedback from one-to-one comments in students' reflective comments and in their emails/online meetings is positive and it would be good if reflections on such qualitative feedback could be take into account.
- There was a request that the Graduate skills award be made available to ODL students as well as on campus.
- Administrative continuity remains a big issue with impact on our PTES result.
- The need for additional College academic staff a) that are experienced bioinformaticians and who also have a teaching remit as part of their job description; and b) that are experienced in computing science / software engineering and want to teach these skills as a major part of their teaching load. Having such

staff available would allow for a comprehensive restructuring of bioinformatics and computing biology teaching at all levels from L2 up to PGT and PGR to fit this provision for the new era of biological science.

- The need for an integrated approach to the provision of computing facilities appropriate for both research and research-led teaching (which requires the same computing power as research, tailored to absorb massive 'spikes' in usage during particular classes). This will require enhanced HPC cluster provision as part of the planned Data Centre for the University, and/or access to Cloud computing facilities on a large scale.

University

- Study space is at a premium due to increasing student numbers, this requires to be addressed.
- Room bookings for Master's courses when numbers are not known until just before the term starts (inflexibility).
- MyCampus remains too inflexible to accommodate flexible Master's teaching, which often involves specialist lecturers by experts and so not always possible to schedule in time to make room bookings or to notify students of room changes
- Control over student numbers to allow forward planning of space and staffing.
- Fee structure: our fees were changed without consultation and some students in the same programme were charged different fees.
- There was concerns about laboratory infrastructure commensurate with the fees the students pay. At the Dental School the safety issues surrounding the use of vintage wooden benches for research has been highlighted.
- More staff resource and service resource, especially in disability and Counselling and Psychological Services, is required for the ever increasing student numbers.
- Within ODL students working out with traditional 9-5 hours this inevitably means that discussion forums need to be monitored in the evenings and (especially) at weekends; and synchronous online sessions need to take place in the evening. It would be good to have recognition of this, and to build it into the Workload Model.
- ODL students also do not like the large amount of on campus only relevant communication they receive, it would be good if this could be filtered.
- The Clinical/Applied Neuropsychology programme highlighted concerns around the requirement to pay fees ahead of registration which is an issue for many students who are funded by employers. Better and more straightforward registry procedures could help with this.

Hot Topics

Do you have any comments on the following topics?

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

- Provision of suitable lecture rooms was a problem last year and continues to be a problem this year. A particular problem is consecutive lectures being held in different venues (sometimes involving the same lecturer).
- IT and AV in some areas does not work. Eduroam in Hunter Halls, some projection facilities in Hetherington. There was a problem on Day 1 of term with the AV in the Boyd Orr having been switched off during building work and not having been reset for start of term. The janitor's office in the Boyd Orr had been moved with no indication as to where – making it impossible to find janitorial staff for assistance with this. IT were contacted and did resolve the problem quickly, although it meant the first session running 30 minutes late.
- The computers in the cluster on level 9 of the Boyd Orr have been improved recently and all coped well with a recent protein structure session. However, finding a cluster with sufficient space for large classes remains a struggle.

- Check that all teaching rooms have modern, bright, decent resolution projectors for connection to staff laptops.
- TELT rooms are a great resource but more of these are required and particularly for larger groups of students. In general finding rooms with appropriate technology (e.g. computer clusters) for large cohorts remains a challenge.
- Recording should be available in more teaching spaces - it needs to capture (flexibly, so that some aspects can be edited out) the slides being projected, lecturer, and white board interactions.
- PC clusters should have two projectors/screens at right angles to each other - to prevent students facing the wrong way from having to crane their necks to see the board.
- Lighting needs to be fully controllable - in particular, lights near projector screens/white boards must be able to be turned right down (but not necessarily. off), while main room lights also need to be dimmable (not just fully on or fully off).
- PC cluster computing provision should be enhanced to provide teaching clusters for classes as large as 110 students (to accommodate shared courses and reduce duplication of teaching), and should be flexible so that classes of different sizes can be accommodated simultaneously (This point also made above).
- Generate flexible spaces in which students can receive a presentation but also collaborate on tasks.
- In order for the NHS contributors (namely Pathologists/Clinical Scientists) to teach, the teaching room must be within Laboratory Medicine. There is currently only one seminar room, which is equipped with AVS. It would be good to equip one more room with AVS.
- We require our students to work on their own laptops so rooms need to have adequate access to wireless internet (usually fine) and power (commonly a problem).
- On campus teaching space works well, however video conferencing with students / supervisors who are not on campus remains a challenge particularly because we lack suitable rooms and IT facilities (cameras and screens that allow several people to sit at a table and engage remotely with someone off-campus, rather than crowding around a laptop, would facilitate the natural flow of discussions and meetings).
- The issues noted (Gartnavel Hospital and Dental School) are the lack of teaching and laboratory facilities and the outdated, antiquated facilities currently available. Even with the anticipated new facilities, current space should be maintained to a reasonable standard to ensure a positive teaching experience for students and lecturers. Glasgow Royal Infirmary (GRI) teaching space was considered excellent but only one space had capacity for the number of students and often is unavailable due to demand. There is also an increased demand for Technology Enhanced Active Learning rooms and again only one has the capacity for large classes and there is limited flexibility in other rooms to use the flipped teaching approach.
- Programmes holding exams out with exam periods, find it has become increasingly difficult to obtain appropriate exam rooms when required.
- Students commented in the 2017-18 Postgraduate Survey that library space is limited, particularly during exam periods. Anecdotally, students often report that it is difficult to find study space even in the designated PG area in GUL5.

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

- Many of our courses use online marking to some degree through Moodle. Advantages in terms of keeping all information in one shared place are clear and appreciated by students, external examiners and administrators. Some staff members still make limited use of online marking due to personal preference or lack of familiarity with Moodle.
- Although many programmes have online submission not all use online marking, although some are transitioning to this system.
- Some programme do not use online marking due to preference of academics, some academics pointed out the difficulty of reading everything online particularly for large numbers of students and large pieces

of work. Others had good experience of this with rapid access for external examiners and secure remote marking available for staff working off-campus.

- However specific comments were made around annotating students' written work, it was felt this was a useful way of making specific points in feedback. However, the Moodle assignment comments function was felt to be crude with comments not always remaining anchored to the correct area of a student's work. IT have been unable to modify this. The comments function available via Turnitin is much better, but not available while Urkund is the software used by the University. Many use Moodle for students to submit written materials for summative and formative assessments.
- Most of the reports are marked off-line, but some academics (25%) mark and provides feedback online.
- Where markers do not use online marking, it relies heavily on course/programme leads or PGT administration staff to provide marks/feedback.
- Students are requested to upload posters/presentations (files), even if the actual sessions are held in - person. This is a good practice, as this system allows markers to look at the submitted posters/presentations later to make sure of their marks and provide better balanced and more in-depth feedback.

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

- The proliferation of inconsistent online architectures at College and University level is challenging. It is inefficient and uncoordinated to expect staff to figure out how to access or troubleshoot the breadth of IT systems used (Moodle, MyGlasgow, HR Core, Agresso, SharePoint. Timetabling has about three different ways to access – and gives different results) as well as local systems such as PGR assessment, project allocation.
- Some staff still cannot get rooms for all of their teaching and sometimes have to scramble about for random spaces. Scheduling of more and more teaching at Queen Elizabeth University Hospital (QEUH) is making the situation worse. Trying to achieve 100% room occupancy at all times is not sensible practice, more flexibility and capacity is required in the system. When new teaching needs to be moved in it would be sensible to ensure that this is scheduled into gaps in existing room use. Currently timetables have to be rewritten every year because teaching slots used previously have been assigned to a new course. This creates massive amounts of work – it would be far simpler if the new courses were advised to identify available slots for their proposed teaching, rather than everyone having to reshuffle everything every year.
- Some staff have found the moderation exercise challenging; due to short staffing one member of staff did all the moderation. Once done there was no formal way to confirm it was completed. Once this was highlighted a form was put in place, which meant having to go through all of it once more and chase people. Also, again likely due to overall workload, finding supervisors and markers for dissertations has been difficult.
- Positive remarks were made about the excellent support from PGT administration staff and digital education units learning technologists. However, there are concerns about the expectation to admit unlimited numbers of students without the necessary facilities and staff resources.