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** The report was compiled by Dr Robert Doherty, College Quality Officer **The School of Social & Political Sciences has not reported on PGT annual monitoring within the timeframe set by College.

Reflection
What is working well?
Adam Smith Business School Numerous strengths and successes were reported across the three subject areas that comprise the School. Accounting and Finance noted a positive increase in student evaluations across a range of courses. The use of case studies that combined issues of human rights and the complexities of business was successful in generating student engagement. The development of blended learning was successful and welcomed by students alongside developments in formative and summative assessment. Efforts to provide more tutorial classes with smaller groups were credited with helping to improve student engagement and satisfaction on several courses. Economics noted a positive climate identified by students and lecturers in relation to PGT and recognized stimulating courses and their engaging delivery as a strength. Students on the developmental programmes enjoyed the experience of attending a conference on economic development, hosted at the University. The use of expert guest speakers made a positive contribution to courses along with an interdisciplinary approach to course design and the use of student presentations. The subject area reported success across a range of courses supported by the use of engaging issues and topics, contemporary concerns, the benefits of historical perspectives together with engaging and authoritative teaching. The management subject group noted the strength of student attainment, very positive levels of student satisfaction and the recognition of the effectiveness of teaching teams. The positive ethos of specialist programmes was highlighted. The subject area noted the wide positive feedback from external examiners and the recognition of assessment as being varied, appropriate and providing supportive feedback. The use of projects, combining multiple aspects of international business, was reported as working well. The development of the graduate award scheme along with the benefit students derived from academic writing support were highlighted as areas of achievement.
School of Education The School provided a very broad and rich description of areas and practices that are working well. In particular the contribution of staff, their commitment, responsiveness and provision of pastoral support was highlighted as a

significant asset within PGT. Support and administrative staff where recognised as essential contributors to student satisfaction and in supporting all the areas of success and strength identified within PGT. Relevant, balanced and intellectually stimulating programs were recognised as a dimension of strength. The school reported on broad patterns of strong student satisfaction with courses and the effectiveness of courses in developing independent and critical thinking, the capacity to interrogate professional contexts, in promoting reflection and in engaging with questions of value. Across the suite of programs the School highlighted the achievement of very positive feedback from external examiners along with positive course evaluations. The school report highlighted multiple strengths within PGT including program and course design and development, high quality teaching, well-designed assessment instruments and the provision of high quality feedback along with a culture of student support.

School of Interdisciplinary Studies

Across its units of learning the School identified many aspects and areas operating effectively to enhance the student experience and the climate of learning. The School noted achievements and notable successes in relation to positive feedback and course evaluations, engagement with employers and benefits of field trips, the diversity of teaching and assessment approaches, the use of case studies, and problem-based learning.

School of Law

The School of Law reported an array of strengths, achievements and areas of success. High levels of student satisfaction were noted in relation to teaching quality, learning material, course design and programme structure. Interactive teaching and the use of collaborative learning were noted as strengths. The development of a week of events focused around an 'Introduction to Professional Practice' together with sessions on areas such as careers, information technology, drafting, and opportunities to interact with alumni where recognised as enrichments to the curriculum. The School recorded strengths across approaches to teaching; including peer review, role-play, computer based assessment, maximising the VLE and mock advocacy. The school identified the provision of extra-curricular dimensions as contributing positively to the student experience; this included a Glasgow Legal Network event and a Corporate Law Advisory Project providing advice to business start-ups.

School of Social & Political Sciences

What needs work?	What action is being taken forward?
Adam Smith Business School Accounting and Finance More suitable room allocations are necessary, in terms of: • Rooms allocated / facilities provided with lack of suitable writing surfaces for students and quality of technical presentation facilities ○ This is a particular issue for classes run off-campus • Timing – in particular regarding classes starting at 17:00 and continuing until 19:00.	This seems to be outside our or School control (in fact room allocation and timetabling has been worse in 2018/19). Continued pressure is put on University services to provide adequate rooms and facilities.
Student support facilities (including catering) are not adequate / available for classes timetabled out of normal hours.	Some increased provision is to be provided by the University in the near future.
Encouraging students to choose appropriate/different optional courses in order to offer some / more smaller classes, ideally without imposing course caps. There appears to be a tendency to "herd" towards course with specific characteristics (e.g. high coursework contributions).	Given the cohort characteristics, the nature of the programme and the premium fees we are reluctant to limit choices, but consideration of possibilities will be made in order to attempt to spread the load across alternative courses.

Attendance is reported to be a problem on some course, particularly for lectures. This is not a new problem, particularly towards the end of semesters when coursework is due, but is of significant concern to many courses/ course staff.	Further discussion and actions necessary to improve engagement under consideration.
A policy of increased class contact, and where possible smaller tutorial groups, is being applied to more courses, and appears to have been positively received.	Changes will be continued to increase class contact.
Checking of student work for "authorial integrity" (plagiarism etc.) is increasingly becoming an issue of concern in the eye of some staff, especially in relation to RM and Dissertations.	In relation to dissertations a new handbook was introduced, as was increased supervisor briefing in this respect. Also, new supervisor grading forms have been designed to at least raise authorial integrity (and appropriate use of data) as an issue that supervisors are expected to explicitly address.
Staffing levels are seen as an issue by some staff.	This is an ongoing issue and whilst investment in staff is continuing it is not it appears keeping up with increased student numbers.
One or two courses were significantly adversely affected by the combination of industrial action and bad weather.	This is not expected to be a continuing problem. Detailed grading review was carried out to ensure fairness of assessment and to adjust for issues arising.
Courses performing below the quality threshold: There are still 5 courses with a satisfaction score of 70% or below (down from 8 last year).	These courses will (again) be reviewed and monitored this year.
Economics	
The course ECON5009 Fin Markets, Sec/Derivatives is the most crowed one amongst CEFS courses. It is a core course in the majority of CEFS programmes and one CSD programme. It covers topics in Securities and Derivatives and although prior knowledge in this area is not compulsory, mathematics is an important element. Therefore, feedback received from students is mixed relative to the level of difficulty and how advanced or elementary the topics are. Having said that the satisfaction rate is in the region of 80%.	Due to the heterogeneity of students in terms of prior knowledge in Derivatives, the module will be re-designed to focus on more advanced topics and it will be merged with ECON5007 Financial Derivatives. This change will be implemented in the next academic year. This will be offered as a core course only in selected MSc programmes where students have a strong background in mathematics.
The course ECON5028 Project Planning, Appraisal & Implementation has 47.1% of overall student satisfaction. The lecturer is perceived as passionate and knowledgeable. However, problems of coherence between lectures, lack of structures of the slides and deviations from the core content of the course in class, were the main criticisms from students.	Due to the heterogeneity of students in terms of prior knowledge in Derivatives, the module will be re-designed to focus on more advanced topics and it will be merged with ECON5007 Financial Derivatives. This

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The course content will be altered from last year. The structure of the slides will be improved and one ppt per lecture will be provided. |
| The course ECON5026 Policies for Sustainability & Development 57.1%, decrease of 9.5% of overall student satisfaction. The main criticisms are related to a lack of coordination between the two lecturers with some content that was repetitive and the course was perceived as not enough intellectually stimulating. | The lecturers will meet to improve the content of the course. |
| The course ECON5032 Theory and Principle of Sustainability 61.9%. Improvement of 25.9% as compared to last year. The main criticisms are related to the second hour of the lecture which consists of group discussions. Students think that they are not enough guided during this hour and that there is insufficient content to discuss. | The organisation of the second hour, which consists of group discussions, will be altered. |
| Management

Plagiarism is a lingering concern, with more than a few instances across our PGT programmes last session. This is despite concerted efforts to drive home the message about unacceptable practice from the outset (at induction) and to reinforce this throughout the year. | Reworking of handbook and Moodle guidance, with even more explicit language.

There were instances of student distress following the outcome of Senate investigations into suspected misconduct. This highlights a need to balance action against plagiarism with counselling and support for students going through this process. |
| Some newer courses (e.g. International Employment Relations and Research Skills for Mangers on IHRM&D) attracted comments to do with the pitching of the content. This is not totally surprising from the first cohort, and adjustments will be made in the second running of the programme. | All course conveners responded positively to student feedback and have make changes to their courses for 18/19 accordingly. |
| Elective choice. Overall there are few options (including courses offered by economics for F&M), and some courses were removed from the lists at short notice or capped on numbers. The upshot was that quite a number of students were not able to secure their ideal choice of courses. | This requires attention, possibly with more/new staff offering PGT electives. |

Some concerns were expressed (for example, with specialist core courses) about a lack of alignment between taught elements and expected areas of assessment (coursework in the main). Some students on F&M found the financial courses very basic and not reaching far beyond what they had already covered in their undergraduate studies. By contrast there was a feeling that the requirements for the dissertation are very high. Within the economics elements of F&M, supervisors often required students to perform analyses and use particular statistical applications which were neither taught in the dissertation workshops nor in class.	The importance of consistency and continuity has been raised with teaching teams, and reassurance also provided to students as appropriate. For example, the average marks for economic dissertations was higher than management (16.7 comparing to 14.9 for management), and no one obtained a mark below D. The dissertation workshop this session will include detailed guidance about the implications of choosing between management and economics dissertations.
Dissertations – the external examiner noted that some students started well though seemed unable to sustain this during the project.	This will be flagged and addressed in dissertation preparation sessions to help students with their project planning.
School of Education* Pg Childhood Practice (MEd/PgD CP) – •Ongoing support to be given to the new member of staff. • Programme being re-structured from 20 to 30 credits • Restructuring will necessitate review of the course content • There will be integration of other programme students	• Further support given to the new staff member. Also, there is a 'plan in place for shadowing all courses'. • Based on HoS's proposition, the programme will comprise four courses (30 credits each) plus dissertation. • New course content will include pedagogy – Maths, Language and Health and Wellbeing • Team teaching for teaching large student cohorts
MEd in Children's Literature and Literacies (MEd CLL) – • Despite the raised IELTS having a positive impact, working with students who are using English as a L2 continues to be 'a matter for discussion' due to students wide range of background who have 'different expectations about academic writing'. • 'Further links to employability within the field given niche area of study' • 'A better fit to the methodology courses on offer (specifically, IESR which students continue to complain about)' • 'More clarity on assignments and going over criteria earlier in the course'	• Providing 'early support and guidance' and clarifying expectations from the beginning especially for the dissertation component • Talks from students employed in the publishing sector and PhD students working as authors/illustrators and a guided visit by the manager of the Waterstones' bookshop • 'CLL staff has provided input into a new methods course which will be available from 2019' • Staff will address this in their courses; the checklist provided in Reframing can be used as a model to

	help keep students on track regarding assignments
MEd Adult Education, Community Development and Youth Work (MEd AECD &YW) • There are some 'problems with the Practitioner Research Course' due to 'a lack of clear connection between research theory and Community Development practice'.	• The programme team members are 'reworking the course with a clearer focus on both community contexts and practical research skills'.
MSc Education, Public Policy & Equity (MSc EPPE) • 'Getting wider involvement in class discussions.'	• 'More emphasis placed on setting expectations' during induction.
MSc/MEd Educational Studies (MSc/MEd ES) • 'Travel time and more suitable rooms remain big issues for most courses' • In MET, 'the coordination of topics between lectures and seminars could still be improved.' • In IESR, 'there could be more detailed information about the course and the assessment available on Moodle to pre-empt inquiries.' • In SCIE), 'last minute staffing and rooming'; challenges in coordinating a 'large number of seminar groups' (part-time staff are impossible to coordinate). Reference lists were to be submitted with assignment 1. 'The growing numbers of students and consequently staff make additional demands on Course Leaders (especially IESR and SCIE).' which need to be reflected in the workload. • As for the course (DevRefPractice), numbers were low. The demands on new teachers/students during their probation are high and it is difficult to combine teaching and studying: this takes up a lot of the tutors' time.	• Following an appeal in 2017/18, an explanation re: the moderation process is now included in the Programme or Course Handbook. • Perhaps, inclusion of a FAQ on Moodle page might help in pre-empting inquiries. • As a result of marking taking a long time, a decision to 'move to rubrics' was taken. • A consideration for some GTAs be hired as Associate Tutors in the future 'in order to keep good and experienced staff on the team'. • There had been a request for introductory lectures on education in general; EDUC 51001 (CTEP) might answer this request, this is a new course introduced this session • This course (DevRefPractice) will not be offered next session.
MSc/MEd Teaching English to Speakers of Other Languages (MSc/MEd TESOL) • Continue to develop Graduate Award • Deal with Q & A load for assignments • Deal with workload for marking as a result of the increase in student number while staffing remains the same.	• Follow on from initial scoping to develop full framework • Make more extended use across more courses of FAQs for assignments • Further discussions with Schools
MEd/PgC/PgD Inclusive Education: Research Policy and Practice (MEd/PgC/PgD IE: RPP) • Room bookings for full-day classes on weekdays • 'Ensuring that full day classes are paced to ensure student engagement for the whole day' • 'Some students would appreciate more online engagement from their peers on the distance courses.' • 'Access to and advice around working with information on the Moodle site, particularly from distance students.'	• Liaison with admin staff to try to find suitable rooms ahead of time. • 'Collaboration amongst staff involved in teaching.' • 'Tutors to encourage engagement through regular activities for online discussion.'

• Students not receiving GUID cards until several weeks after the course had started • 'Concentrated work, chiefly by administration staff, around the time of application, registration and enrolment to try to get students fully engaged in the required processes to allow cards to be issued in time for their first classes.' • Arrangements to link with students based in Edinburgh on the 'new routes into teaching' cohort via Skype were sometimes problematic. This requires staff to bring their own hardware on which to connect and this is an unreasonable expectation for associate tutors. IT provision in Edinburgh was occasionally erratic. • To ensure that our courses 'continue to be available to students on other Master's programmes when they are choosing their options.'	• 'Collaboration amongst staff to ensure materials and important dates are clearly signposted.' • 'Concentrated work, chiefly by administration staff, around the time of application, registration and enrolment to try to get students fully engaged in the required processes to allow cards to be issued in time for their first classes.' • 'Ongoing discussion with ethics committee around changes in how ethics forms will be processed in session 2018-19.' • Ongoing efforts to ensure arrangements are robust and IT connections reliable. It might be possible to provide a narrated ppt or recorded lecture on Moodle in case of failure to connect, although this loses the interactive nature of the classes. • 'Check that all administrative staff involved in recruitment, registration and enrolment ensure that our courses appear on the list of options for all Master's students.'
MEd Professional Practice (MEd PP) • Supervisors not fulfilling their roles	• Enduring appropriate levels of supervision. Reported to RTG Leader and Director of PGT. The PL supervised the additional students. In addition, there will be an 'alert' system starting next session to ensure that the PI receives an early warning from students in the event of non-supervision. The RTG leader of the supervisors will also monitor their work next session.
MSc Psychological Studies (MSc PS) • Staffing – we have usually had 6 experts on staff, and there are now 5 (one part-time and one on a short term contract). • Ethics – lack of experts on psychology dissertation reviews results in some interdisciplinary confusion and delays • Increasing number of students • Provision for experimental work within psychology (as highlighted by the External Examiners)	• A 'new ethical review panel [was] formed, and disciplinary considerations given.' With the School's Ethics Officer's leading, the team is moving toward an online system. • 'CPD to be provided to support staff with the smooth implementation of this policy' • 'Associate tutor employed, embedded across the programme to

	support marking, and GTAs recruited to promote more small group learning. We are concerned about keeping this valuable source of extra support'. • 'We are working toward an experimental lab space in the building, suitably equipped.' One of the course tutors has been leading this push to date, but we still require technical staff.
MSc/PgD in Teaching Adults (MSc/PgD TA) • 'The programmes need to be aligned more completely, to allow the same amount of choice across both programmes. The timing of courses needs to be addressed and the provision of a more appropriate research course.'	• 'The two programmes are currently being combined into one (the programme developments are currently going through College approval processes). In the newly proposed programme, there is a 30 credit structure including a new Research Methods course, and an improved order of content delivery across the year.'
PgC Into Headship (PgC IH) • 'Support for students to engage effectively at SCQF level 11.' • 'More engagement with academic articles from leadership journals'	• 'Further guidance prepared on criticality and used on induction site and during sessions.' • 'Formative tasks to be reviewed to incorporate more opportunities to write about journals consulted.'
PgD Into Headship (PgD IH) • 'Review of timetabling particularly in relation to semester 2 courses.' • Using Zoom for online communication with students	• 'Dates will be reviewed for the next cohort' • 'To schedule online tutorials and seminars as part of course timetabling
PgC Teacher Leadership and Learning (PgC TLL) • A need for 'more detailed explication of learning outcomes' to match the assessment criteria. • Course materials need to be updated in light of recent policy initiatives.	• 'Courses within the programme are under review and as part of this learning outcomes and assessment criteria will be reviewed'. • 'This is to be taken forward on a phased basis by the new programme leader.'
International Master in Adult Education for Social Change (IMAESC) • 'Rooms for all courses: often not big enough, too hot at times.' • 'Technology in rooms: Only microphones available in bigger classes for some classes, was a struggle to hear at times when there was no microphone'	

• 'International Issues assignment: students proposed a separate set of narrower assignment questions for IMAESC students to reflect the lower credit value' • 'International Issues: would like more time in seminars to discuss, often not getting chance to finish activities' • 'Psychology of Adult Learning: Some concerns raised about 1st assignment structure. It was felt that this assignment caused anxiety. Students felt it would be useful to have info on benefits of undertaking this assignment from both an academic and teacher perspective'. • 'Psychology of Adult Learning: Students felt like too many theories were discussed, students would prefer to learn more specific theories in-depth'.	• The new course leader for International Issues will consider the assessment for IMAESC students and the course format. • The feedback was shared with the course tutor.
Doctor of Education (EdD) • 'Assessment practices are time intensive: workload model does not adequately address the time it takes to provide high quality feedback at doctoral level.' • The 'bottleneck' at the end of the LL module 'coincides with the posting of their draft outline' • In CR, students requested 'more formative feedback on work submitted via milestone tasks. Managing student expectations while also offering appropriate support in this first course is perhaps an ongoing issue'. • Given the 'small number of EdD staff', 'succession planning' is crucial to cover illness etc. • 'EdD data for PDR and WLM purposes often missing'	• 'Feed concern to school executive and workload officer.' • To 'explore ways to alleviate this in the coming year. • To give students 'formative feedback on first milestone task, but not on draft assignment'. • For the new member of staff to commence in December. • 'Conversations to ascertain where the data is not uploaded correctly between administrator and systems people under way'. • '20 hours GTA assistance approved to prepare EP for S2. PL to request more for other courses. '
• 'EP web materials in need of refresh. All courses could benefit from this support' • 'Succession planning' is crucial to replace one key staff member after 2019-2020 session. • Some students expressed interest in 'more technological variety in courses' • 'Push to completion may jeopardize quality of submission at viva – risk of premature submission creating more work after viva'	• 'Team to trial zoom meetings and consult with Ed Technologist.' • 'Support supervisors' judgment on timing of submission, while continuing to monitor progress and encourage disciplined project management towards deadlines aimed at submitting within 5 years of first registration' • 'Staging across programme'
• 'Some students struggle with shift to more autonomous learning.'	• Careful planning
• Ensure that staff expertise is matched with course content and dissertation topics • 'Student representation cannot operate like on-campus programmes.' • 'Admission deadlines to streamline process'	• 'EdD courses use other means to ensure student voice is heard, and anonymous feedback is enabled' • 'Discussed a triage to identify/ notify clearly strong and weak applicants, then pool others for

	selection in according to places during June.'
School of Interdisciplinary Studies	
MSc Environmental Change and Society, general: students living in Glasgow have typically been less engaged than those living in Dumfries, with more missed classes, lower attendance at special events, and fewer opportunities to show collegiality.	
5060 Environmental Ethics and Behaviour Change: offered as separate classes to Crichton and Gilmorehill students, but teaching the Gilmorehill version of the course has typically been complicated by imperfect liaison between the administrative staff at the two campuses, in terms of MyCampus information and options for selecting the appropriate class, lecture room bookings and transfer of student work between campuses.	On going interaction with Natalie Anderson, Laura Davidson and Julie Bowman.
5075 Environment, Technology and Society: some students continue to have difficulty in planning and writing recommendation reports.	Provision of examples of reports and briefing papers to organisations.
5078 Dissertation: one Glasgow-based student was unable to organize time adequately to begin/complete the dissertation.	Earlier and more strenuous encouragement to plan dissertation research. Need for adoption of mandatory research methods course for PGT students.
5002 Climate Change: Impacts on Ecology: this course will be withdrawn from 2018/2019 and replaced with 5108 Ecology, Environment and Conservation. This will be better suited to the suite of PGT programmes it is offered on.	New course proposed and offered from 2018/2019.
MLitt, Environment, Culture and Communication (DB) The convenor of the programme has identified the need for a greater involvement by students in research methods training.	With the withdrawal of ECS in 2019-20, a student elective is also being removed – but this gives the opportunity for ECC students to more rigorously engage with DUMF5096, and the programme convenor will be working with the tutor of this course to see how he may contribute with others to offer students greater research training opportunities.
MSc Enhanced Practice in Education (JC): Student comments: 5106- The registration process and lack of catering facilities on Saturdays.	5106- Since the appointment of a Dumfries-based Prog Director, and with input from the School Support team, the registration and induction processes have been improved with positive results. Catering facilities cannot be provided on weekends; however vending machines are available.

5096- There was a request for more work preparing students for assignments, given that many have been out of HE for some time.	5096- Continuous development of support classes and provision of exemplars etc.
5078 EPiE- Gap between submission and publication of results/feedback; request for student exemplars.	5078 EPiE-The exam board took place later than normal in 2017-18 due to EE availability issues. Seek to provide provisional feedback sooner. Exemplars will be provided with appropriate permissions
EE comments: The dissertations have provided interesting reading. While it is fully understood why many students opt for a concept analysis dissertation might there be some incentivise on offer to encourage more students to pursue empirical action research?	This has already been enacted for 2018-19, with 3 students conducting empirical work during term-time before submitting their dissertations in the summer.
Staff comments: Reflection is required on the name of the programme. At present the title very much focuses on teachers. However the programme is also highly suited to other professions: social services; NHS; police, etc. It would be good if this were reflected in the title. *Three units of learning did not report on Annual Monitoring.	Carry out consultations with various groups: students (past and present); EE; various agencies. Then put change through programme scrutiny process.
School of Law PGT. EvaSys response rate. PGT is showing roughly a 30% response rate.	The law school has implemented a new in-class survey policy. We expect the new policy to improve the response rate.
PGT. Multiple lecturers. Students were concerned about courses taught by a number of different lecturers, which made it difficult to adapt.	This not a concern that staff can solve, but they have undertaken to consider how lecturers might coordinate their efforts better, to make adaptation easier.
PGT. Essay submission dates. Students were concerned about the want of coordination in essay submission dates, which sometimes left them inadequate notice, or required too many submissions close together.	The PGT committee will take measures to coordinate essay submission dates.
PGT. The length of essential reading. Students noted that essential reading sometimes exceeded the maximum.	Teaching staff are being reminded that essential reading should not exceed 100 pages.
DLP. Inconsistency in marking and feedback. Some students have expressed concern that there is inconsistency in these practices over the programme.	1. Tutors receive training and marking guidance. 2 Grade descriptors are provided to tutors. 3. Senior Tutors and External Examiners undertake moderation.
DLP. Teaching accommodation in the Sir Alexander Stone Bldg (detailed below under 'Please Reflect') is not fit for purpose.	The diploma team is awaiting a solution from the university.

School of Social & Political Sciences	

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?
Adam Smith Business School Accounting and Finance The delivery and assessment of the course Issues in Accounting Research (IAR) was changed substantially in order to increase student engagement and to improve student outcomes. Small assessment groups were created within linked tutorial groups to complete a portfolio of assessments (presentations and critical essays). Student outcomes improved significantly, both in terms of assessment grades and student engagement with critical reading. (Course coordinator: Greg Stoner).	Informal meetings & communications within the Subject Group & SBS.
Increased 'induction' skills provision to students, spread throughout the first semester, including expectations of self-directed learning and good academic practice. (Greg Stoner & Shammyla Naeem).	Informal meetings & communications within the Subject Group & SBS.
Case study use is continuing to increase on courses and as part of coursework.	Informal meetings & communications within the Subject Group & SBS.
Repurposing of MCQs (replaced Summative assessment tests) as on-line formative assessment tests.	Informal meetings & communications within the Subject Group & SBS.
Economics Using a combination of textbooks and theoretical and empirical research papers; using MatLab to (replicate) extend the methodologies discussed in class, using Bloomberg and real case studies involving externals/practitioners lecturing in class.	
Linking the theory to empirical papers can been seen as innovative good practice, to make sure that students can be as independent as possible in their reading of academic papers with an emphasis on the interpretation of the econometric results, to provide students with different perspectives with the participation of academics and practitioners.	To link theoretical work to empirical work and case studies with real life examples.
A few of the teaching staff believes that the presentation of theories of contrasting schools of thought enhances student understanding and critical assessment. This could be seen as innovative good practice, since students are normally exposed to just the mainstream school of thought.	Some economists, think tanks and organisations believe that the standard Economics curriculum is too narrow because

	students are only introduced to the mainstream approach. ECON5008 Financial Institutions & Markets in Developing Countries is based on the view that students should be familiar with both mainstream and non-mainstream schools of thought. However, some instructors may have knowledge of non-mainstream approaches and could disagree with this view of the curriculum.
Many lecturers feel that communication with students is important. Comments suggested that explaining with crystal clarity what are the requirements of the module, the assessment and what should be expected from them regarding the intended learning outcomes has been a useful way of helping students understand the courses as a whole.	Detailed explanation about the intended learning outcomes, what is expected for the coursework, for the exams, feedback on the coursework, should be provided during the lectures and individually at face-to-face meetings.
The practice of having student presentations, either alone or in groups, is not much used in Economics. Some use this method in small classes, it can motivate students, allowing them to take more responsibility for their own learning, and can make for a more dynamic classroom environment. It has also been noted that the student presentations do not need to be assessed (i.e., given a mark). The lecturer believes that assessing would render the whole ambiance much more constrained, and presentations would need to be recorded for QA purposes. In courses that the presentations are not assessed, lecturers have always found students are motivated to do them. Some lecturers use small group activities. This encourages students to be more involved during the lectures as well as motivating students to participate. The lecturer of International Macroeconomics and Policy convenes small groups in his office of interested students towards the end of the course to review content, delivery etc to bolster feedback.	Student presentations during class, which do not need to be assessed.

School of Education

Pg Childhood Practice (MEd/PgD CP) –
• 'Feedback: students are required to use their previous feedback and indicate areas that they have taken cognisance of in order to enhance their engagement with the following course. This is both formative and summative and students can use it to identify what they need to do next. Staff all use the assessment tool-kit and this supports the identification of appropriate next steps and why a grade has been awarded.'
• 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.
• A wide range of assessment types, e.g. group and individual presentations, mind-maps, visual frameworks, traditional narratives, self-evaluation against the Standard for Childhood Practice, and formative feedback, to name a few.
• All Moodle sites contain resources, i.e. 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 Powerpoint 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'.
• External Examiners commended the programme for 'embedd[ing] all aspects of the revised Standard for Childhood Practice within the programme and that the whole programme has adhered to this.' Not only was moderation and cross-marking plus high-quality feedback observed, there was evidence of marking consistency as well as mong tutors. Likewise the Examiners also raised the 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.

The first two examples have been recommended for dissemination across School and College.

MEd in Children's Literature and Literacies (MEd CLL) –
• Creation of an environment that encourages development of both academic and professional fields that constantly evolve to meet students' needs, taking advantage of learning and exchange opportunities.
• Valuing students' backgrounds, knowledge and professional skills, encouraging international/intercultural exchanges and students' general contribution to the programme
• Provision of formative feedback on content prior to submission and their public presentation as part of the 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. Hispanic research on picturebooks miniconference; Social Science Festival at IKEA, Fantasy Night in the Museum, IBBY Silent Book Collection exhibition)
• 'Opportunities for MEd students to hear about PhD research'
• A strong sense of community among PGT and PGR students studying in this field facilitated by social media

All examples, but specifically the 'creation and monitoring of the professional environment' have been recommended for dissemination across School and College.

MEd Adult Education, Community Development and Youth Work (MEd AECD &YW)
• The programme team has been 'diversified' and 'drawing in people who are currently in practice'. Doing so enables and gives the team 'a greater sense of relevance and gives students a better idea of how theory is outworked in practice.'

MSc Education, Public Policy & Equity (MSc EPPE)
• Organising 'study trips to important agenda setting institutions in the field and employers' (e.g. OECD, UNESCO, DFID) (Kristinn Hermannsson).'

MSc/MEd Educational Studies (MSc/MEd ES)
• In MET, 'lectures were shared between team members' (Catherine Doherty).
• In IESR, 'Moodle was used more as a platform to support the learning' experience (Mark Murphy).

MSc/MEd Teaching English to Speakers of Other Languages (MSc/MEd TESOL)
• 'Dissertation support for staff and students through a blended model of workshops and individual supervision, *extended to include series of short methodology talks.*'
• 'Collaboration with colleagues in SofEd on formative FB project on CDP and LPAF-
We included an innovative peer-review followed by marker comments for drafts of the CDP & LPAF assignment (front-loading feedback) – this was extremely popular with students, both in preparing them for the assignment in good time and in familiarising themselves with components and criteria.'
• 'Continue to embed employability opportunities throughout the programme through links with CoSS Employability Officer and highlighting post-course career opportunities with professional connections'.
• 'Continue to develop student opportunities to engage with professional/research environment – took students to SATEAL conference; students invited to present at BAAL conference'

(MEd/PgC/PgD IE: RPP)
• 'Inclusive practice is demonstrated in classes through the provision of different routes into accessing the programme via FT and PT, day, distance and evening classes.'
• It is emphasised in all classes 'the importance of establishing positive relationships amongst staff and students' it is a way of 'recognising that many of our students are very experienced professionals, and all are teachers in their own right' – a demonstration of the 'real sense of all learning from one another'.
• 'Developing self-assessment processes leading to shared development of assessment criteria for formative tasks.'

MEd Professional Practice (MEd PP)
• 'Formative/summative assessment hybridisation.'
• PEDM online support protocols
• Modelled feedback system.

MSc Psychological Studies (MSc PS)
• The programme team members have started moving toward more innovative teaching - away from 100% assessment.
• Adopting small group models for increasing students – providing hands-on active learning workshop
• Introducing 'group clusters for dissertations, such as the Children's Woods, to pull together research clusters, within our areas of expertise'. Working as a group and creating stronger partnerships – can enhance CVs and increase knowledge exchange, but this requires a level of professional development. (Kate.Reid@glasgow.ac.uk)'
• 'The Bold 2 online programme, is a new and separate programme, launched in January of last academic year, and was very successful. The development of innovative teaching practice online has informed our innovative teaching approaches and upskilling staff in e- and online approaches', useful for the team's blended approach to learning. (All course leaders.)

MSc/PgD in Teaching Adults (MSc/PgD TA)
• Used of flipped classroom (Catherine.Lido@glasgow.ac.uk).
• Practice and Research Community (PARC) course (Mia.Perry@glasgow.ac.uk)

The first two examples have been recommended for dissemination across School and College.

These innovative practices can be shared via LTDF, TEN, Teaching Matters, HEA, ESLTIS, SERA.

These are all good examples. They have been shared at the Learning and Teaching events. Partnerships engage in knowledge exchange.

PgC Into Headship (PgC IH) • Role of Headteacher in Residence is very effective in bridging perceived gaps in academic and professional contexts.' (jacqueline.purdie@glasgow.ac.uk)	**This example has been disseminated in Local Authorities.*
PgD In Headship (PgD IH) • 'The programme exists as part of a national programme. While this generated some initial challenges around consistency in delivery and assessment, the experience of being part of a national cohort is significant for course members'. • 'Role of Headteacher in Residence is very effective in bridging perceived gaps in academic and professional contexts.' (jacqueline.purdie@glasgow.ac.uk)	**This example has been disseminated in SCEL,* Education Scotland; national leadership conferences for schools *and Local Authorities.*
PgC Teacher Leadership and Learning (PgC TLL) • Using collaborative learning tasks	
International Master in Adult Education for Social Change (IMAESC) • 'The structure of the joint masters degree involves a lot of interaction between partners.' **Doctor of Education (EdD)** • 'Use of high quality in-depth formative feedback to support online learning – particularly during milestone activities (OS1 and OS2)' • 'Explicit attention to academic reading and writing in course work and feedback to push students to doctoral level and expectations (various across courses)' • 'External examiner highlighted the work of formative feedback and assessment: 'the work of this team, on all modules, is outstanding. Their attitude to feedback is serious, well considered and supportive of learning... the team demonstrates nothing but very high standards… The team is open to discussion/reflection on practice and is easy to work with. The quality of assessment is excellent …' • The administrative support provided is 'excellent across the course'. As external examiner reports: 'her attitude, good humour and great support has helped me do the job well.' • 'Recruitment and careful selection processes with individual communications, evaluation of candidates' written work, contact with existing/previous EdD participants etc.'	**This might benefit other Joint Master's Degrees.* * Some 'elements of milestone activity incorporated into the new MTechEd programme.' * Discussion and sharing among team members
School of Interdisciplinary Studies **MSc ECS**: The opportunity to hire five of the MSc ECS and MLitt ECC cohort to share one FT research assistant post was much appreciated by the students. However, the administration of the posts by HR was delayed by several months, which made the project cumbersome to manage and more difficult for the students to combine with their ongoing PGT studies. In addition, the students proved widely different in competences and level of engagement, which also complicated the project management by the degree leader (SJ). **MLitt ECC**: The External Examiner comments that he has been 'impressed by the quality of the creative-critical work that has been submitted on several modules. The high standard of much of this work is, once again, a reflection of the way in which the lecturers have created an environment in which students feel able to take intellectual and creative risks.' Dr Cooper refers to the personal projects in Reading and Writing the Environment, in which students are encouraged to take creative as well as critical risks in designing their	Internally/L&T conference

own output. This has been a successful feature over a number of years and continues to inspire students to innovate. (DB/LH) **5060 Environmental Ethics**: an associated textbook [Franks, Hanscomb and Johnston, *Environmental Ethics and Behavioural Change* (London: Routledge, 2017] was published and chapters were made available to students on the course to supplement lecture/seminars. **MSc Tourism:** Course convenors (GT/LH) bring extensive industry experience into the academic framework. Problem-based learning/industry engagement is also a feature of some of the courses (SG). **MSc Enhanced Practice in Education (JC)** Inputs and real-life issues-based learning scenarios from professionals representing various agencies at a regional level: education services, the NHS, Police Scotland, social services.	In staff seminars/L&T conference
School of Law PGT. Opinion survey conducted by student representatives [contact: Dr Irene-Marie Esser]. During the review year the student representatives undertook, on their own initiative, a survey of student satisfaction. This was very useful as a supplement to EvaSys, and had the special advantage of being a survey of common opinion, rather than the opinion of a specific course.	Quality Officers' Forum.
DLP. Social Treasure Hunt [contact: Kerry Trewern]. Students were separated into mixed groups (combining students who graduated from different Universities) and asked to take part in a social treasure hunt around the west end of Glasgow, the aims of which were (i) to introduce students to each other and assist them in fostering new relationships from the outset of the Diploma, relationships that will help form the basis of their "network" when trainees, and (ii) to help students feel welcome at the University of Glasgow, and in the West End.	Quality Officers' Forum
DLP. Mentoring Scheme [contact: Kerry Trewern]. A number of students have been matched to practitioners, sheriffs and judges in order to be mentored by someone working in the area in which the respective students have an interest.	Quality Officers' Forum
DLP. The senior diploma team (the Director and Deputy Director) implemented an open door policy, to support students. The students showed a high degree of enthusiasm for this policy.	Quality Officers' Forum
School of Social & Political Sciences	

Closing Loops	
What progress has been made on actions identified in last annual monitoring cycle?	
Action:	Progress:
Adam Smith Business School Accounting and Finance High number of students in some optional courses: Some optional courses are more popular than other courses resulting in larger class sizes relatively to the	

less popular courses. There are few measures which are implemented or will be considered:

- Optional course fair will be organised towards the end of the first semester and students will not be permitted to enrol for the optional courses before the fair.
- New optional courses will be introduced to reduce the number of students in the most popular courses. In this regard, a new course 'Alternative Investments' is developed and will be offered from the next year.
- Optional fair will be followed by an informal session with the staff, giving students an opportunity to discuss the details of the course.

Informative videos of various courses may be designed, covering introduction and details about the courses.

Students engagement and attendance:

	• This was implemented, but with minimal effect.

- This has had some effect on the fiancé programmes, but high programme numbers and a degree of student "herding" behaviour did not improve maters on the Accounting programmes/courses
- Implemented, albeit in a limited way, but students did not extensively engage

Not actioned, lack of time / resource.

Students' engagement remains one of the main concerns. Although attendance and engagement in some courses is excellent, other courses suffer from poor attendance particularly towards the end of the semester.

PGT career opportunities:

We continue to engage with the careers service in induction, and throughout the year and ask Careers to inform the programme administration teams to provided information on events so this can be posted more systematically on Moodle information pages. The school intends to continue development of the Graduate Award.

The situation is improving (see above), and further efforts will be made to address identified issues.

Courses performing below the quality threshold:
There are 8 courses with a satisfaction score of 70% or below.

Critical thinking and writing:
Most staff members were of the view that students lack critical thinking and writing skills, which is frequently evidenced by students seeming inability or unwillingness to go beyond description in their writing.

Additional "Induction" lectures introduced (by programme staff) on developing and nurturing the skills needed for a more critical approach.
The new form IAR course seems to have improved this issue for the MAcc programme.

Contact time: Students often complain about lack of contact time, specifically in the first semester where there are large core courses resulting in less interaction among staff and students.

Several courses now have included new/more tutorials i.e., International Corporate Finance, IFA-MNC, Issues in Accounting Research and Global Issues in Management Accounting.

Varied level of knowledge:
Students in a very large cohort have varied level of background knowledge and expertise. Consideration to be given to the development and introduction of more targeted programmes to cater for the needs of students with higher level of background knowledge in the area of accounting and finance.

This is a development issue still under discussion.

Management Improve English Language abilities	This has been the subject of focused attention in admissions meetings, although with limited action evident through the recruitment processes. Data has been forthcoming, and an analysis is underway, to evaluate the effectiveness of various pre-sessional language courses. This should inform subsequent prioritising of routes and entry decisions.
Variable student participation in class, tutorials and group processes. The need to instil critical thinking skills and counteract inclinations towards passive learning.	Shifts in assessment away from essays and towards group working/presentation arrangements in generalist courses have resulted in discernible improvements in levels of preparation and contribution. There has been some adverse reaction through course evaluation forms from those who feel 'pushed' into participating. However, the benefits outweigh any negative evaluations.
School of Education **Pg Childhood Practice (MEd/PgD CP)** – • Assignment dates – too close to the end of teaching. • Mentoring – students request more input • Change to supervision hours for dissertation students • Response to request for pedagogy input from students and HoS request for 30 credit courses	• Staff members have indicated to students that dates cannot be changed as this will affect the teaching timetable and board exam dates, having an impact on resubmissions, progression and graduation. • Twilight courses for mentoring to be offered to PGT students • A timetable has been created for group sessions and for individual supervision. • The programme will accommodate these requests via restructuring of the course content.
MEd in Children's Literature and Literacies (MEd CLL) – • 'Working with students who are using English as a L2 continues to be 'a matter for discussion' due to students wide range of backgrounds who have 'different expectations about academic writing'. • 'Cultural literacy particularly for international students needs more focus' • Further links to employability within the field • Need for training on mental health issues and pastoral care for PGTs	• Needs identified earlier in the cycle • Expectations are managed more clearly • Talks and opportunities re: greater employer engagement and with the publishing industry • Staff members have attended workshops/training offered by the university but there is a requirement for 'more training' and 'more discussion' to address the challenges presented among students.
MEd Adult Education, Community Development and Youth Work (MEd AECD &YW) • A wider variety of assessments was developed.	• 'Where we only had 4,000-word assignments we now have, group presentations, reflection on fieldwork and more focused, shorter pieces of work.'
MSc Education, Public Policy & Equity (MSc EPPE) • Not applicable due to the programme only being in its second year. **MSc/MEd Educational Studies (MSc/MEd ES)**	

• In IESR: restructuring of curriculum; development and enhancement. • Moderation meetings for SCIE course.	
MSc/MEd Teaching English to Speakers of Other Languages (MSc/MEd TESOL) • 'Loss of staffing capacity for TESOL (SofEd and SMLC)' • 'PGT committee – timeliness and transparency of decision making' • Assessment-marking time • EvaSys – low FB returns with online system	• No progress (use of GTAs and ATs not only limited in supply of those with appropriate mix of theory-practice skills and specific practical knowledge of the TESOL field; it is also poses a threat to QA). • More regular meetings now, with PGT Director in place • Sent on the last day of class but 'time pressures limit opportunities to devote attention to this'
(MEd/PgC/PgD IE: RPP) • 'Difficulties around understanding the process of applying for West Partnership funding' • Students not receiving GUID cards until several weeks after the course had started • 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	• 'Support from admin staff has helped in this area'. • Most students were able to access their cards at the first face-to-face meeting, but some were still not fully enrolled. Work ongoing. • Ongoing work to ensure rooms were allocated for each day. • Students were informed of online and face-to-face support available encouraging them to use this. Individual tutorials re: assignments and formative feedback on drafts allows offering more personalised support. • Discussions held with the College admissions personnel; applications from students about whom there might be a query are forwarded to the PL for discussion.
MEd Professional Practice (MEd PP) • Clarification over first/second marker feedback	• The same feedback sheet is used except that 'second markers use italics to differentiate their comments from first markers'.
MSc Psychological Studies (MSc PS) • Further statistical support with the help of GTAs (on dissertation) is provided to the students. • Research Methods has been completely re-structured, including signposting • Introduced 'Introducing Psychological Research' grounding, during the new induction activity week for PGT (led by the Programme Leader) • Organised an employability event, i.e. introducing careers (Jan. 2018). • There will be no more PTES, but the programme team will continue to work on Evasys feedback • Buyout for external staff to supervise dissertations remains an ongoing issue.	• Tremendous RM and statistical support have been provided with the move to R; revisions continue under Psychology tutor's lead • See above • 'Research methods embedded across the year, much additional support invested.' The programme team is keen to preserve GTA support for dissertations; highly valued by students and course team. • Employability skills continue to be more formally embedded in the programme • EvaSys strategies to obtain wider student response, and collect 'naturalistic feedback' • We are concerned that dissertation allocations are made in a top down fashion, with little consultation with programmes; this results in increasing numbers of

	external supervisors (i.e. Associate Tutors), particularly in a year of re-accreditation.
MSc/PgD in Teaching Adults (MSc/PgD TA) • 'Alignment of school wide courses and professional accreditation'.	• The programme has been redesigned to ensure a better quality of course content for the students. It was decided 'not to pursue professional accreditation for this course due to the lack of appropriate accreditation options at this time'.
International Master in Adult Education for Social Change (IMAESC) • Evasys does not capture robust feedback	• No progress has yet been made.
Doctor of Education (EdD) • 'Student reading and use of course materials' • 'Succession planning'	• 'Explicit treatment of expectations and strategies in first course, reinforced in other courses'. • The new EdD Programme Leader is now in place. Transition is under way for Ethics & Education. New member of staff appointed will start in December.'
School of Interdisciplinary Studies **Action: MSc ECS**: Usual and ongoing minor course tweaks and updates of content. **Action: MLitt ECC**: Identification of the need to award more credit to the personal project feature of RE and WE (which was worth 20% of total grade in this academic year).	 Changes were submitted and accepted and Personal Projects moved to being worth 30% in year 2018-19
Action: MSc Enhanced Practice in Education (JC) A revised teaching team will be in place in 2017-18 through the recent recruitment of 2 replacement colleagues and Jane Cavani taking up the post of PL from semester 1 2017-2018.	JC successfully took up the Programme Director position from September 2017. One other colleague has also joined the team, Dr Geetha Marcus.
School of Law PGT. The length of essential reading. A policy was put in place limiting essential reading to 100 pages per seminar. DLP. Workload. Issues of workload were raise in previous years in relation to Commercial Awareness and Civil Litigation. DLP. In previous years students had expressed dissatisfaction with the compulsory nature of networking events.	 Course convenors now routinely mark off 'essential' from 'optional' reading, and limit the former to 100 pages per seminar. Complaints about the length of essential reading have been reduced but not eliminated. The diploma team have workload under regular consideration, but have informed the students that the Law Society of Scotland has set objectives for the programme which cannot be breached. Networking events have been made voluntary, and student numbers have not suffered.

School of Social & Political Sciences	

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

SCHOOL

ADAM SMITH BUSINESS SCHOOL

1. PGT attendance monitoring

Attendance monitoring is not routinely administered for the PGT classes (though it is at UGT level). Some consideration could be put into the possibility of developing a proper attendance monitoring system where students are chased up for non-attendance, as it is important that course co-ordinators are aware of any relevant attendance issues and students are aware of the problems of non-attendance.

2. GTA allocation

We would appreciate a review of the process by which GTAs are matched to classes. Some staff feel that the GTA allocated was not always appropriate. (This is a continuing and more major issue in the current year, partly due to administrative staffing issues.)

3. The course approval process

Some streamlining is needed of the course approval process. The time-consuming and laborious nature of the process discourages staff from making changes to courses.

4. External examiners

It is increasingly difficult to find appropriately qualified individuals to fill vacancies as they arise. This may be partly due to the demands put on them. Moreover, staff are feeling under increased time pressure by having coursework reviewed internally and externally within a short deadline.

5. English language proficiency amongst students

Staff and students raised familiar concerns about the level of English, which was lower than might reasonably be expected for both specialist and generalist students. This had a major bearing upon the ability of significant numbers to engage with theory and participate in class discussions.

6. Convenor involvement in marketing and student recruitment

Ensure that conveners are effectively involved with marketing and student recruitment to enhance the quality of participants, including their proficiency with English.

7. Subject specialist tutors

Use of appropriate subject specialist tutors for tutorials and dissertations is important.

EDUCATION

1. Staffing, workload- and time-related issues

'We would like to reiterate that improvements in the administrative support have significantly improved the smooth running of this course. The dedicated staff member has made a big difference. However, we are concerned about the pressures on staff in the PGT office'. (MEd CLL)

Recognition of the time given to pastoral and career advice support in staff members' workload model. (MEd CLL)

'Admin support needs strengthening, and clearer guidance needs to be offered on what support can be expected.' (MSc EPPE)

'Staffing would need to be allocated earlier. Valuable GTAs and maybe some PhD students should stay and become part of the team' (maybe as ATs?).

'The workload allocation for Course Leaders does NOT reflect reality. There needs to be a reconsideration of time allocated to course leadership where there are large teams of staff on a course. It would be beneficial to have a substitution team and emergency staff to be able to quickly react to changes in staffing.' (MSc/MEd ES)

'Insufficient staffing further challenged by programme growth e.g. for supervision, marking.' In particular, 'workload allocation limited particularly for diversified assessments; also, does not allow for any formative feedback' (MSc/MEd TESOL)

'Courses in the programme relied heavily on the use of an associate tutor in 2017-18, and while we welcome a new member of staff to the team, this will continue with the redeployment of a key team member. It would be very useful to discuss succession planning in the Inclusive Education team with relevant senior management.' (MEd/PgC/PgD IE: RPP)

'Mental Health – we understand counselling and pastoral support has been brought in the CoSS but aimed at UG and PGR. We desperately need support staff trained in complex mental health needs (i.e. domestic violence, sexual trauma and suicidal ideation with which we deal almost daily) and our support for them, as well as work-loaded hours. We need to be appropriately supported to support our staff.' (MSc PS)

'Workload allocation of hours does not reflect time taken to provide high quality formative and summative written feedback nor the time for teaching in online courses via written posts, and regular updating of materials and content. The staffing of this PGR programme is not commensurate with other PGR allocations, or with the income the EdD generates for the school.' (EdD)

2. Increased number of international students' impact on student experience
'There are real concerns regarding the student experience due to the increasing numbers and the increasing number of international students. We need to aim for sustainable numbers to ensure the quality of the programme and the student experience.' (MSc/MEd ES)

3. School decisions or factors affecting the programme delivery
'We were very disappointed that for some reason some of our courses were omitted from the list of options available to students on other Master's programmes, which impacted on our numbers in this current session. Given that this happened at a time when additional spaces were being sought on courses to accommodate the increased numbers of students it was particularly frustrating.' Although it is recognised that 'there are complexities around the programme plans and the routes into the programme', they represent the different populations of students who come to take this programme comprising of many who are in full-time work and studying at a distance. The programme team recognised this as 'a strength of the programme.' (MEd/PgC/PgD IE: RPP)

'Classroom setup is often an issue. Since we teach our classes in the evening it is a problem that we do not have technical support. This has been particularly an issue for International Issues in Adult Education and Psychology of Adult Learning.' (IMAESC)

'Changes to webpage content need to be checked with programme staff involved (e.g. Master's requirement dropped without consultation).' (EdD)

4. Core courses, teaching, assessment and dissertation-related issues
Students continue to be 'unhappy with IESR'. This can be observed through increase of 'the complaints about this programme', including content, teaching and assessment. 'There is an uneven response to the specific needs from

tutors [while] suggestions from CLL staff to cater for different backgrounds and disciplines have not been taken into account.' Can this provision be reviewed with PLs? (MEd CLL)

'Dissertation workload allocation – dissertation allocations are made in a top down fashion, with little consultation with programmes, resulting in increasing numbers of external supervisors.' (MSc PS)

'Quality of courses, size of classes and appropriate delivery methods.' (MSc/PgD TA)

'Assessment approaches for experienced senior professionals – applies across all levels. Scope for interdisciplinary collaboration and innovation.' (PgC IH; PgD IH)

The proposed 75/25 split for dissertation supervision is considered problematic given the relatively low hours allocated to EdDs in combination with the new 'headcount' rule – potential supervisors may lose interest in EdD supervision to PhDs. (EdD)

'Importance of getting clean data re: EdD supervision into PDR and WLM portals.' (EdD)

5. EvaSys-related concerns
'Very low response rates (5.3-43%)' – causing difficulties in evaluating course content. 'If students are forced to complete this form then responses will not be of value. Responses should be sent directly to the course tutor for comments and reflection. PGT committee may discuss this and for the mechanism to be revised at university level.' This is not reflective of the positive feedback that programme tutors generally received via other modes of communication with students. (Med/PgD CP)

'Evasys low response rates were not helpful, there should be a more concentrated drive to get students to respond, as they did to PTES' (MEd CLL)

FB returns with online system remains low (MSc/MEd TESOL)

'Evasys does not capture robust feedback' (IMAESC)

6. Exam Board-related issues
The 'impact of holding an Exam Board during strike action meant the board could have been deemed not quorate. Dates for resubmission were set without PL approval and the dates meant staff were not available to support students in these re-submissions. Internal solutions were sought, but boards should follow Senate advice on being quorate.' (MSc/MEd TESOL)

INTERDISCIPLINARY STUDIES

1. Mandatory Research Methods course
The need in the near future for a mandatory Research Methods course – which goes beyond that which currently exists for MSc EPE and introduces students to necessary skills for the implementation of the interdisciplinary work they are increasingly requesting to undertake in dissertations. Students come from a wide variety of backgrounds and this needs to be met with a team-taught course, which develops existing skills and enables the acquisition of new ones. One suggestion is to build research methods into some of the existing taught courses so that there are a range of sessions across the year and disciplinary particularities are catered for.

COLLEGE

ADAM SMITH BUSINESS SCHOOL

1. Student intake levels and qualifications assignment
College support is required to consider the number of PGT student intake levels/increases, and to help to ensure that the External Engagement procedures provide the appropriate and predicted numbers of students with the appropriate qualifications.

EDUCATION

1. Open growth vs student provision and student experience
'There is a continual need to balance student desire for additional learning time, enhancing the student learning environment through the use of targeted support and College systems, whilst adhering to the workload hours allocated for twenty credit courses, especially for the support of international students.' (MEd CLL)

'In a context of open ended growth, questions of capacity and student experience and staff workload need to be reconsidered. There are real concerns regarding the student experience due to the increasing numbers and the increasing number of international students. We need to aim for sustainable numbers to ensure the quality of the programme and the student experience.' (MSc/MEd ES)

2. College support impacting the programme
'Work of the CoSS employability team has been very supportive of the programme.' (MSc EPPE)

'Encourage sharing of workload models across Schools so that we can develop a workload model that is more equitable and one that drives the improvement of strategic learning and teaching aspects such as improving the quality of assessment and feedback, but which also enables a key strategic priority such as increased PGR numbers to be met.' (EdD)

'EdD students often receive inappropriate communications from the College graduate school (e.g. to attend on-campus training/events). Such communications could be checked with EdD PL to check relevance before sending.' (EdD)

3. Mental Health
'Mental Health – we understand counselling and pastoral support has been brought up in the CoSS but aimed at UG and PGR. We desperately need support staff trained in complex mental health needs (i.e. domestic violence, sexual trauma and suicidal ideation with which we deal almost daily), and our support for them, as well as workloaded hours. We need to be appropriately supported to support our staff.' (MSc PS)

4. Assistance with student recruitment and conversion rates
'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. This is specifically important for this programme given the (sometimes lack of) understanding about the term inclusion' as well as 'the significant interest in this area both nationally and internationally.' Also, to 'develop flexible systems' in support of part-time students. **(**MEd/PgC/PgD IE: RPP)

'Marketing for the programme is an important issue.' (IMAESC)

UNIVERSITY

ADAM SMITH BUSINESS SCHOOL

1. Student Admissions

The number of students continues to increase every year (above target) which further intensifies the room booking and students' engagement issues. Students are also dissatisfied with very large classes specifically in the first semester. Admissions needs to be better controlled and managed, as class sizes are very difficult to manage, particularly when numbers are unpredictable (as they have been).

2. Facilities, systems and rooms

Room bookings continue to be one of the major problems reported by the staff. This is a very serious issue and the notified allocations of rooms for this (the following) year depict a worsening position. This cannot continue as the students on most of our programmes are paying premium fees but are not receiving premium – or indeed adequate – room provision.

Many rooms are not suitable for the format of classes, especially for interactive type sessions.

Staff and GTAs having consecutive tutorials sometimes face problems when rooms are very far from each other.

There is a need for microphones (that work!) in larger lecture theatres.

The Bloomberg trading room is very limited given the number of students using it and therefore students have difficulties to work. This is particularly true for courseworks.

The central room booking service is error-prone and inadequate. In addition, many clashes and late changes are not suitably communicated to students and staff. Remedial management action is necessary to secure lasting improvements here, probably involving additional resources.

3. English proficiency level

Staff and students raised familiar concerns about the level of English, which was lower than might reasonably be expected for both specialist and generalist students. This had a major bearing upon the ability of significant numbers to engage with theory and participate in class discussions.

4. Course timetabling

As an Athena Swan accredited institution, classes outside of normal office and standard working hours should be avoided.

EDUCATION

1. EvaSys

Programmes reporting that 'returns remain low for these surveys and do not reflect the positive comments' were received from students via other modes of communication. This contradicts with 'Student Voice' results, which are very positive. EvaSys seems to be the 'odd anomalous student' who uses this to raise their concerns. We would prefer questions which focus on their level of learning rather than 'Does this course stimulate you?' Closed questions are not always helpful. 'Senate should review the procedure for disseminating these results – they should come to line managers rather than admin support.' Clarity is needed on the procedure for this and how these results are shared within School/College/University especially considering new legislation surrounding information held on individuals. (MEd/PgD CP)

'EvaSys continues to provide low returns; solutions such as using class time impacts on course delivery or is compromised by having a short period of time allocated to it. Staff often use alternative and embedded approaches to collecting feedback to ensure they have the information they need to support students. The summative use of EvaSys does not encourage formative feedback and responses.' (MSc/MEd TESOL)
Some dissatisfaction was expressed by staff and students via Evasys after the Moodle upgrade, which they said makes it difficult to see the structure behind resources. More consideration/consultation with programmes using Moodle for distance learners would help. (EdD)

2. New PGT survey

'The new PGT survey: very little notice or information was provided to lecturers to help promote this, with resulting low returns (found out about it via another College)' (MSc/MEd TESOL)

3. Mental health

'Mental health of PGT students, and staff as well. CAPS is not able to support our PGT needs.' (MSc PS)

4. Managing university vs student expectations

'There needs to be congruence between the expectations being signalled by the University to students and the "mass-HE" resourcing that is the frontline reality. Encouraging more student "activism" to extract more contact with teaching staff will only lead to burnout as the time simply isn't there to engage with students outside contact hours.' (MSc EPPE)

5. Support from the University

'We require continued support for the Tier 4 students. The UKBA regulations may have an impact on our recruitment of international students.' (IMAESC)

'Support for EU funded programmes within a pre-Brexit UK.' (IMAESC)

'University systems need to accommodate this flexible mode in data processes. "One-size-fits-all" templates are inadequate and require manual amendment.' (EdD)

6. Facilities, systems and rooms

'Central Room Booking and Estates and Buildings should work on improving the quality of rooms provided and ensure the records reflect reality (number of chairs, equipment etc.). Travel times are extremely problematic and need to be reduced in cooperation between School and Central Timetabling.' (MSc/MEd ES)

'The stairs at the back of the StAB (next to the gym) are dangerous. There have been several falls this year and people had to be taken to hospital. Just painting them did not help; they're frequently under water and always slippery. This is a health and safety issue.' (MSc/MEd ES)

'Rooms remain a problem, e.g., split location for two-hour lectures and IT is not always working at the beginning of the year.' (MSc/MEd TESOL)

'Balancing increasing numbers of students with physical space across Campus, including Library, eating facilities etc. Requirements for 'suitable teaching accommodation with ventilation and appropriate ICT facilities.' Also, to develop flexible systems that support part-time students.' (MEd/PgC/PgD IE: RPP)

7. Disappointment and dissatisfaction

'Disappointment expressed that PSR panel report did not recognise the quality in this and other programmes in their report.' (EdD)

'IT support is not yet fit for purpose regarding the University's online programmes - ITHelpDesk needs to be 24/7 and available during public holidays/weekends.' (EdD)

'Access to software licences are not yet fit for purpose for Distance Ed PGR participants - e.g. NVivo licence for off-campus use [https://www.gla.ac.uk/media/media_217013_en.pdf] states '3 months is the maximum permitted period of use outside UK & Ireland' with forms (including for SPSS) to be taken to 'IT Services Admin Team, James Watt North Building reception to collect your software' with '£30 cash'. (EdD)

'University webpages for EdD have changed without consultation:

https://www.gla.ac.uk/postgraduate/taught/doctorateineducation/ was giving incorrect information re the dissertation phase.' (EdD)

INTERDISCIPLINARY STUDIES

1. Library facilities

The local library service at the Dumfries Campus is provided through the University of West of Scotland services. It has been noted for a number of sessions that students are concerned about the level of service, in particular the opening times. The School has tried to address the 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.

2. IT services

Likewise, the IT service at the Dumfries Campus is provided through the University of West of Scotland services. A number of concerns have been raised in relation to the complexity of 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 leads to challenges in accessing some websites.

LAW

1. Sir Alexander Stone Building: seminar rooms

The quality of teaching space in the Sir Alexander Stone Building is not fit for purpose. While improvements have been made to the aesthetics (following re-decoration in summer 2017), the temperature fluctuates at inappropriate times, which is not conducive to teaching. Further, a number of the rooms are too small for the class sizes (despite the fact the rooms are deemed large enough). In particular, tutors teaching advocacy skills are often hindered by the size of the rooms.

2. Sir Alexander Stone Building: lecture theatre

Tutors cannot use the lecture theatre in the Sir Alexander Stone Building when (a) the cohort of students will fit comfortably in the lecture theatre; and (b) at the relevant times the theatre often appears empty. Central Timetabling operate a policy of matching groups to rooms on a "best fit" basis, so that small course cohorts are not roomed in a lecture theatre that is much larger. Student numbers per course are estimated each year in April, based on the previous year's numbers. If actual numbers are lower than the estimated numbers input in April, then for core courses there would seem no reason why the Sir Alexander Stone Lecture Theatre could not be used. However, at the time of booking and room allocation (in May and June), the estimated figures for core courses were higher than the capacity of this lecture theatre, which is 197.

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?

ADAM SMITH BUSINESS SCHOOL

1. Facilities, systems and rooms

Teaching space is not adequate for the size of classes we have to run (largely due to over-recruitment by Admissions/External Relations). Availability of rooms is a major issue, but for larger classes there is a serious lack of suitable space. In general, for many of these classes "flat"/adaptable space is not very suitable. As students cannot see or hear lecturing staff and presentations. NB due to class sizes large lectures (300+) are (and are likely to continue to be) the only feasible or most suitable mode for some classes.

Better provision of a consistent standard and more interactive presentation technology is needed. Staff are unlikely to move away from "static" power points unless guaranteed to get the facilities we need, no matter the room we are allocated.

We need functional spaces for small classes (tutorials/seminars) that are designed for interaction: too often, such rooms are arranged with default layouts that are more suitable for "lectures" (e.g. in rows facing a desk). It appears that this type of arrangement is driven by the desire to cram as many students into rooms, rather than to provide good learning spaces.

It is difficult to detect any significant improvements to centrally allocated space over the last session. Centrally allocated rooms are still inadequate in terms of reliable AV links/systems, with too many classes calling upon the AV service to address faults during class time. Colleagues are reluctant to be more ambitious with teaching and learning technology, since they cannot trust the basics of projection, laptop connection and provision for showing film clips within the larger and especially the smaller teaching rooms across campus.

2. Diversity in background

Generally, diversity in background is taken into account by giving additional steps in the reasoning, interpretation of models, understanding of empirical methodologies, to make sure that the entire class is following. Diversity in culture is taken into account by giving examples specific to China, India, Africa, the UK, US and the rest of Europe.

EDUCATION

1. General positive feedback

'We have been using online marking for several years and staff and students are by now quite used to the system of uploading and receiving grades.' (MEd CLL)

'Many of the new spaces are very good and the flexibility has been welcome for the tutorial style teaching on the programme.' (MSc EPPE)

The 'improved aesthetics' for the rooms and facilities is regarded as 'very positive'. (MSc/MEd ES)

The 'flexible spaces to move furniture quickly e.g. with mobile chairs and good flip tables; examples include Wolfson-Gannochy, StAB 237/234 (sufficient rooms around tables and oval tables)'. (MSc/MEd TESOL).

'IT is generally reliable, which is appreciated. Rooms with multiple computer screens are good. Seating is generally comfortable.' **(**MEd/PgC/PgD IE: RPP)

'I think this is a very positive and welcome initiative.' (MSc/PgD TA)

This is regarded as an important issue. 'Some of the refurbishments in the St. Andrew's Building work very well for flexible course delivery (moving chairs, for example, instead of fixed tables).' (IMAESC)

2. Consultation with teaching staff in teaching space refurbishment

'Involvement of teaching staff, especially from Education, into the choice of furniture and the setup of the rooms would have [been] beneficial. The rooms are not always suitable for whole day teaching and discussions. Some of the rooms are uncomfortable and make interactive teaching difficult. Chairs with small tables are not helpful for collaborative tasks'. (MEd/PgD CP)

'Although there was a general consultation, there was no question about specific needs. Sometimes the refurb has led to chairs with folding trays which can make group work and shared book work difficult. Please put some tables in the rooms. The air con in StAB is an issue – rooms are either too hot or cold or the fans too noisy and it's hard to work out a happy medium.'

'While refurbishment has been welcome, there are still too many issues with room booking, especially when students and staff must walk across Campus when rooms are available in StAB.' (MEd CLL)

3. Concerns over newly-developed teaching spaces

'The flexibility of the teaching spaces suit our participative approach to teaching, with its emphasis on group work. Some of the newer rooms are overloaded with technology, which feels a bit alienating to staff and students.' (MEd AECD &YW)

Re: refurbishment, pod chairs are considered 'mostly useless and impractical'. They also appear 'messy and chaotic and tend to disappear from the rooms.' (MSc/MEd ES)

'Tables in rows' are not useful. (MSc/MEd TESOL)

Smartboard screens are generally 'too small' for the rooms if they are used for projection. In StAB, rooms with chairs/no tables are not good (e.g. 237) as there is no space to move around when the room is full and it's difficult to manage group working. Rooms with specific layouts (e.g. 234, tables which fit into a circle) are not good, as they are not flexible enough. Some rooms e.g. 338, 518, 519 have 33 small individual tables with no wheels which are impossible even to fit into the room and hopeless when trying to reconfigure groupings etc. Looking forward to avatars (cf Oxford).' **(**MEd/PgC/PgD IE: RPP)

'The class sizes are very large. We would like to be able to use our own rooms more, and we would like to have enough space/chairs for people in the room, and we need better timetabling to move between these spaces. We cannot have lectures in four different rooms over the term.' (MSc PS)

'Some design features cause sensory overload' (PgC IH; PgD IH)

'Some furniture is not suitable for collaborative tasks. Attention is needed for non-teaching spaces as well, including toilet facilities.' (PgC TLL)

4. Impact caused by inconsistent room allocation

'A key bottleneck at the moment is the inconsistency of room allocation, i.e. having a new room to teach in every week and having to rethink pedagogy on the fly to suit different spaces. Similarly, many of the older rooms have too much furniture in them, which makes them cramped and inflexible. A short-run solution would simply be to reduce the maximum capacity of such rooms.' (MSc EPPE)

5. Query

'Is there a rolling programme of training?' (MEd PP)

INTERDISCIPLINARY STUDIES

1. Library and IT services

Internal refurbishments are currently planned within the School over this session and next. However, School-specific issues to be raised relate to the need to improve IT services (e.g. wi-fi, equipment, support at evenings/weekends). Also, the lack of library access and catering at weekends is an issue for Master's students, in particular those who work alongside their studies.

2. Dumfries campus

Parity for the Dumfries Campus. The whole building is looking tired and is in need of serious refurbishment. Rooms have leaks and stained carpets. Ceilings also leak in hallways. There is damage to walls and a requirement for re-decoration. IT in each lecture room requires updating.

LAW

1. Technical equipment in rooms

Technical equipment in the rooms, including AV facilities for PowerPoint and sound, is not always reliable or not always available, especially not in smaller seminar rooms in the older university buildings. The functionality of technical equipment needs to be maintained, and, if possible, support staff made available during at least some portion of the teaching day to help with technical issues that may arise. Staff often make use of video clips etc. and a proper wi-fi connection is important.

2. Recording facilities

Where lecturers need to record classes, the provision of recording facilities is usually confined to large lecture theatres which are not used for postgraduate teaching. Provision of recording facilities for smaller seminar rooms may be helpful.

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

ADAM SMITH BUSINESS SCHOOL

1. General feedback

On-line marking is relatively rare within the PGT programme courses (largely as the experience of doing so is so poor).

2. Moodle

The online marking process in Moodle is at best "clunky". This can seriously slow down grading and reduces the ability to provide quality feedback in a timely manner as well as reduces staff motivation to move towards on-line grading. The response rates within Moodle grading are too slow (to find and retrieve work and move between pages/elements). Further, the comment / marking tools are just not adequate. These issues become a serious problem for large classes.

3. URKUND

URKUND is a very poor tool (compared for example to Turnitin) for checking the authorial integrity of a paper. Its database of original texts is poor and the tools are very weak (and difficult to use) in comparison to Turnitin.

EDUCATION

1. Online marking working well

Moodle is used when marking online – this works well for teaching/marking staff as well as for the programme administrative officer. (MEd/PgD CP)

'We mark most things online and have had no problems with it. It is helpful that there is a clear record of when work is submitted and marked.' (MEd AECD &YW)

'Online marking: MET used online marking in 2017/18. This has been a positive for markers, admin and students. The practice should be implemented further. Possible improvements: incentivise clicking "submit" (change settings to URKUND calculation only after submission, not upload). Students need to stick to the recommended naming conventions of GUID-Course-Assignment-Term.' (MSc/MEd ES)

It is 'easier than paper marking.' (MEd PP)

'Moved to online marking for dissertations this year and it worked very well. We would like to move toward all marking online (with submission and feedback via Moodle), and we would like to move toward rubrics for exams, in line with Psychology.' (MSc PS)

We use online marking for every course and our experience is generally positive. Except for URKUND which has been problematic. (MSc/PgD TA)

'We used online marking for the Adult Learning Placement class and it worked very well. In particular, it took away the possibility of mixing up feedback sheets and made second marking very easy. The only down side is that the work requires sitting in front of the computer for long stretches. We are going to use this again this year.' (IMAESC)

2. Some concerns related to online marking

'We have been using online marking for several years and staff and students are by now quite used to the system of uploading and receiving grades. The whole process of reading, marking, cross-marking, checking and uploading onto the system does take significantly longer than the hourly rate allocated to marking per essay. There are also health issues for staff related to such a large and intense quantity of on-screen reading.' (MEd CLL)

Staff have raised 'health concerns', particularly with respect to 'eye strain', as well as 'inefficiency of reading on screen.' Staff are concerned about the 'health impact of online marking over extended periods of time.' (MSc/MEd ES; (PgC IH; PgD IH)

'All courses have Moodle upload, though we download and mark in-text comments (Word + Review/for comments helpful). Using PDF (experience from other courses) is 'clunky and more time consuming'. In comparison, 2nd marking is 'far faster on paper'. (MSc/MEd TESOL)

3. Search for the most appropriate technology for marking and second marking

'The programme leader has inquired about options and so far no technology for marking has been demonstrated to us that actually reduces the transactions costs involved in marking. The programme team would very much

welcome the adaptation of any technology that reduces the administrative load around marking and second marking.' (MSc EPPE)

4. Very limited use/not yet used

'We have not used online marking on this programme so far.' **(**MEd/PgC/PgD IE: RPP)

'There is limited use of online marking on this programme.' (PgC TLL)

'Online marking is used in a limited way and primarily for formative tasks.' (PgD IH)

'Assignments are typically marked in track changes and returned to students; not using the marking tool within Moodle.' (EdD)

INTERDISCIPLINARY STUDIES

1. Moodle

Various convenors use the review notes/track changes function to send comments to students electronically. However, more use could be made of the grading and feedback functions embedded within Moodle.

5075, 5060: Weekly or less frequent Moodle assignments are used in the Environment, Technology and Society course and Environmental Ethics and Behaviour Change course. Students generally engage well with these, and the assignments provide an opportunity for timely private feedback to students, and early assessment of their competences to the conveners. These courses do not use online marking of formal assessments (essays and reports), but often include annotation of electronic copies submitted via Moodle.

5108: This course has all on-line marking and the students have no issues with it. The replacement course 5108 will continue this.

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

ADAM SMITH BUSINESS SCHOOL

1. Student recruitment

In order to manage large programmes effectively, and to provide the quality of student experience required to avoid reputational damage, there is a serious need for more accurate and predictable student recruitment numbers.

2. Programme marketing

There is a need to keep programme marketing up to date with in terms of brochures and web materials, aligning each with developing content, coverage and teaching innovations.

EDUCATION

1. A call for work processes analysis

'There is an urgent need to analyse work processes throughout the whole "supply chain" of teaching and learning. In particular, how front-line teaching and admin can collaborate more effectively to reduce workloads, but also how the strategic leadership for teaching and learning actually plays out in front-line delivery and whether this is affected by different levels of resourcing across schools within CoSS.' (MSc EPPE)

2. PGT Community in the School of Education (SoE)

The PGT Director and Social and Media convenor (FG) 'have made a positive impact on creating a recognised PGT community' – something that made students feel welcome and part of the University. (MSc/MEd TESOL)

3. Time allocation for tutors' course development

'Is there an allocated workload time for course development? In the absence of this, teaching will suffer.' (MEd PP)

4. Informal social activities within SoE

'Within and outwith the School of Education, there are a few initiatives from which our MSc Psychological Studies students have benefited from. They include activities organised by the SoE's Social and Community Building team (consisting of and strongly supported by the Psychological Studies team), induction re-vamp, winter warmer, counselling-related and employability-related events, and LEADS courses specific to providing learning support, among others.' (MSc PS)

5. Challenges/difficulties in relation to room booking

'The room booking system requires a very serious redesign. We believe that room booking issues seriously impact student satisfaction and that a redesign of the system would not be difficult.' (IMAESC)

6. University systems

'Data processing systems that link PGR enrolments and supervision percentages with PDR and WLM applications seem opaque and frequently incorrect.' (EdD)