

Support from senateThe aim of Annual Monitoring is to maintain quality and improve provision through identifying action that can be taken to improve future student experience. In the context of the COVID-19 pandemic annual monitoring will proceed with a significantly reduced area of focus in terms of reporting requirements.

For session 2019-20 this abridged form should be used to record Annual Monitoring Activity. Its purpose is to capture a focused and concise evaluation (or a reflective summary). In undertaking annual monitoring, online meetings should take place to support reflection, reporting and development planning towards enhancement and the maintenance of academic standards.

College	College of Social Science
Provision covered	<p>Unit of Learning</p> <p>The outcome of annual monitoring across the five schools was reported to College with all undergraduate units and courses within the College subject to a review process. The Centre for Open Studies has been included with the College this session for reporting purposes. This report has been informed by the <i>abridged</i> School AMRs provided by the Quality Officers responsible for undergraduate provision across all of the Schools that comprise the College:</p> <ul style="list-style-type: none"> • Adam Smith Business School: Professor Martin Beirne • School of Education: Dr Julie Harvie • School of Interdisciplinary Studies: Dr Alexander Whitelaw • School of Law: Dr Dot Reid • School Social & Political Sciences UG Studies: Dr Craig Smith • <i>Short Courses</i>: Dr Janice Ross <p>Dr Robert Doherty, College Quality Officer.</p>
Collaborative Provision covered	

In the context of the extraordinary circumstances of this academic year, please reflect on Student Experience and Student Performance. (Please take particular account of course evaluations, data on student performance and the reports of external examiners).

What is working well?

Adam Smith Business School

- Patterns of student attainment across three divisions was robust, with a great deal of academic effort devoted to supporting students.
- Programmes taking action to support student satisfaction; additional previous 'voice' and support initiatives in operation helped in identifying and addressing some of the subsequent pandemic generated difficulties. Level of support to Staff in the shift to online delivery and make changes to their mode of assessment.
- Improvements in student attainment, especially at the lower end of grade distributions.
- Our overall sense is that students generally coped very well with the shift to remote learning and online assessment. A strong contribution to managing the changes and supporting students by professional service colleagues.
- The student experience team was highly responsive and effective in dealing with the additional challenges presented by the pandemic.

School of Education

- Course content and programme structures– a good balance between academic, professional and practice.
- Academic Support – Students supported in their academic work and in relation to their general wellbeing.
- Organisation of resources -Moodle sites, reading resources and materials are accessible.
- Assessment - varied forms of assessment are used and detailed feedback for students provided.
- Pastoral Support – The wellbeing of students is well supported.
- Quality of teaching staff – staff recognised for the passion and knowledge they have about their subjects. Positive Student Feedback – Feedback from students in terms of overall satisfaction.

School of Interdisciplinary Studies

The school notes a range of positive features across its three Undergraduate programmes:

- Student evaluations are generally very positive, broadly reflected in NSS scores.
- Diversity of course design and examples of genuine interdisciplinarity.
- Programmes supporting graduate attributes and personal development. Use of Fieldwork & Visits, Case Studies, Report-Skills Seminars, Lab work, Placements, and Professional Mentoring Scheme.
- Assessment feedback to students, grading is fair and comprehensive.
- A wider range of assessments types are in use including innovative examples.

School of Law

Levels 1 and 2

Student feedback underlined that a majority of L1 and L2 students greatly enjoy lectures and appreciated their lecturers ("passionate"; "brilliant"; "amazing teacher"; "exceptional course staff"; "captivating"). The good practice of the School in terms of maximizing direct contact between staff and students may also be a contributing factor and an example of good practice.

The newest cohort of students on the LLB (Common Law) programme engaged in an impressive way and appear to have integrated well into the School. Their feedback indicates a healthy staff-student relationship. Staff dialogue with students on this programme is an example of good practice.

In response to issues raised by the LLB (Fast Track) the School has introduced a raft of measures including better representation at Year Level Committees and Law Student Council; engagement with Director of Undergraduate Studies and separate tutorials.

A new professional skills course was introduced, Legal Skills for Graduates (LAW1033). Feedback suggests that it has been popular, and in addition the NSS score for the 2-year degree was 87% overall for 2019 in comparison to 86% for the 4-year degree.

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Grade profiles across L1 and L2 for Semester 2 courses, where exams were subject to the 24-hour online format, were generally higher than in previous years. There is a notable increase in B and C grades and a decrease in those achieving E grades or lower.

Levels 3 & 4

The majority of students commented on courses being intellectually stimulating and found lecturers knowledgeable, explained things well and provided useful feedback. There is a wide range of commonly used good teaching practices across all courses, but 2 are specifically highlighted:

Level 3 Academic Writing Course - It provides something not available through LEADS as it blends legal content and legal thought with essay writing education.

Level 4: Law and Social Theory & Politics of Labour Law – No laptop in seminars policy was introduced by convenors and viewed positively by students in these courses.

School Social & Political Sciences UG Studies

- Despite the various disruptions to the academic year, the School reported strongly supportive feedback from students and external examiners and recognition of the collegial manner in which challenges have been faced.
- CEES: Implementation of no detriment and the dedication of all staff- teaching and admin, student results in line with previous sessions.
- ESH: Marking guidelines recognised as clear and assessment outcomes transparent; feedback to students was clear and constructively critical; plural modes of assessment, strength of independent study courses.
- Politics: Student satisfaction with pre-honours curriculum and teaching staff remained high. The quality of teaching on Honours courses was regarded highly by students. The Introduction of a new International Relations pre-honours course.
- SPP: Student satisfaction for SPP programme was 95% in the NSS 2020, exceeding the University KPI. Excellent student feedback in teaching quality and generally on NSS 2020. Securing of two Learning and Teaching and Development Fund (LTDF) grants.
- Sociology: Student performance in the exceptional circumstances of this session. The use of designated contact person for extra-large cohorts. Contributions of course administrators across pastoral care and support to students with extensions and good cause. Positive picture of student experience, student performance, student feedback, feedback from externals and teaching teams.

Short Courses

- An extensive range of positive comments and recognitions of aspects of course quality and forms of student support in the reports of the many External Examiners.
- Student feedback appreciated many qualities demonstrated by teaching staff, including being engaging; enthusiastic; supportive; responsive and helpful.
- The academically demanding content of access courses, the quality of learning resources and the friendly atmosphere in classes.
- Short Courses was responsive and agile in mitigating the effects of covid-19 on the access courses, the achievement of fair outcomes for students and the provision of a positive student experience in the extraordinary circumstances.
- The completion of two COSCA Counselling Skills and two Psychology courses, through online delivery.

What needs work?

Adam Smith Business School

- Student attendance and engagement continues to be an area of concern, the rapid innovations in blended, online and student-centred learning are being viewed as a fresh opportunity to secure improvements.
- There was considerable progress this session with assurance of learning measures and interventions important to School accreditation. This will be extended alongside the documentation to demonstrate a serious engagement with evidence-based programme improvement ahead of the next AACSB review visit (scheduled for late 2021).
- Dissertation research methods provision in Accounting and Finance. While average dissertation grades were strong this session, some student dissatisfaction about this element is a focus for development.
- Improving the average performance/progression of GIC students is a priority across the School.
- Some of the mathematical and statistical content in Economics courses is challenging for student groups and has been highlighted for enhancement. Changes will be monitored and extended next session and self-study materials have been devised to provide additional support.
- Fostering and sustaining cohesive student groups and communities will be a challenge, certainly through the first semester of next session.
- Larger populations of students are expected on some courses/programmes (including year 1 of the BAcc), raising concerns about resources and support, notably with the availability of GTA/adjunct staff.

School of Education

BACD – more explicit focus on issues relating to ‘race.’

BACP – duplication of feedback for some students across courses. IT resources have been at times inadequate in the computing labs in the St Andrew’s Building. Some courses need a review of the current scheme of assessment.

MEduc

Year 1 - Additional sessions on curriculum and teaching strategies need to be provided. School experience placement is to be condensed to three full weeks to enhance coherency and continuity.

Year 2 - Consistency of feedback needs to be developed including moderation. There is a need to increase awareness of course content across teaching staff to avoid repetition.

Year 3 - Students found the Education and Society 3 course very challenging and development is needed.

Year 4 - Some students requested more help and guidance with their assignments. The limited wordcount of the Elective assignment was seen as a challenge for some students. Submission deadlines for assignments will be reviewed for congestion. More input on the types of lessons to be carried out in RERC and a focus on current issues was highlighted for development.

Years 3 and 4 - Staff requested an opportunity for shadowing during Joint Assessed Visits on school experience. Students often refer to a variety of guidance/feedback given from SE tutors and a varying degree of expectation.

Year 5 - There is a need for up-front communication about assessment in the course EIP 5. The Moodle site for PEDM requires enhancement. PEDM needs additional input on desk-based studies in preparation for dissertation and types of course feedback needs to be rebalanced.

BTechEd - There is work to be done on timeliness of feedback; this will be an area for development.

CREDL – Zoom sessions will be added to address issues of ‘remoteness’ when working completely online; previously highlighted by some students

School of Interdisciplinary Studies

Across the programmes:

- Group size within programmes is relatively variable, sometimes posing the contrasting difficulties of groups being too large and too small for optimal teaching.
- On the basis of student expectations, and accreditation demands from the Institution of Environmental Sciences, the ESS programme needs to strike an optimal balance between core and elective courses.
- There is a need to achieving more effective concurrency, where students from one programme pick electives in another. There is a perception that ‘non-specialist’ students on elective courses can find it difficult to get up to speed with programme/subject specific work.

School of Law

- Student responses to the EVASYS questionnaire were lower than in previous years.
- The progress that had been made last year in increasing completion rates for student responses through EVASYS. Additional feedback processes have been put in place by individual convenors and by the School. However, we will need to consider how to increase student feedback should similar conditions prevail in 20/21.
- This academic year has provided numerous challenges (industrial action and the COVID 19 pandemic) in terms of disruption to the timetable, delivery and assessment of all courses. While there were some complaints by students, it is encouraging to note that they were generally supportive of the approach taken by the School and individual course teams and there was recognition of the huge efforts that had been expended in trying to manage the disruption.

Level 1 & 2

- UCU strikes and COVID-19 disruption
- Some students felt there was poor communication about cancelled lectures/tutorials/seminars, rearranged classes and revised/postponed assessments, particularly students on the 2-year LLB (Fast Track) programme.
- In part some of these problems stem from the intended disruption created by UCU strikes in late 2019 but also the unforeseeable COVID-19 outbreak in early 2020. A more consistent level of response across courses is a focus for this session.
- Continental Legal Cultures: This course is in need of focused enhancement in terms of student experience and assessment practice.

Levels 3 & 4

- Some Honours students complained about the amount and complexity of reading. This is a perennial issue and Course Convenors are being encouraged to help students to set appropriate expectations. The move to online delivery of all courses has seen a move to a more directed reading schedule, and it is hoped that this will prove popular with Honours students.

School Social & Political Sciences UG Studies

School: Preparations for online provision in the new academic year.

- **CEES:** There is a need to focus on assessment and feedback: review by the School L&T committee.
- **ESH:** Preparation for teaching and learning in 2020-21, specifically online provision at all undergraduate levels, and amendment to assessment regimes, with reduction in high stakes assessments.
- **Politics:** Development around assessment & feedback, timely return of feedback to students, and the development of a learning community.
- **SPP:** Timeliness of feedback requires maintenance, despite SPP being able to return close to 100% of assessment within 15 working days.
- **Sociology:** Supporting year one students with the transition to self-directed learning in HE. Building online community as a key area of work for this session's new cohort. Improved support for staff dealing with distressed students, and the workload allocation for pastoral aspects. The recognition of admin staff in the context of urgent change.

Short Courses

- Access courses - assessment: an overarching theme is the disparity evident in the student assessment experience. There is a range of assessment related issues signalled by external examiners across the access provision.
- Development around the articulation of qualitative comments to grades [COSCA Counselling Skills]
- The distribution of grades on the Child Development course. [Psychology]

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- Consistent levels of feedback. [Modern Languages]
- Responses to a range of issues raised by student feedback in relation to individual courses.
- Review of the implementation of Moodle Minimum in a small number of courses [Art & Art History; Modern Languages]
- Review to support the alignment between COSCA requirements and the University of Glasgow assessment requirements.
- Action to develop tutors, MPA staff and subject coordinators' skills to be able to deliver and manage courses online.

In the context of the extraordinary circumstances of this academic year, and any anticipated requirements and challenges in 2020-21, please reflect on any themes or issues that you wish to report to the responsible level of the University.

(Check with your School or College Quality Officer if advice is needed on which is the most appropriate level)

School

Adam Smith Business School

Addressed to Management at all Levels: Conveners and their teaching teams expressed some very strong views about stress levels and the pressures placed on academic and professional staff through recent months. Expressions of thanks and appreciation seem to be regularly undermined by greater demands for evidence of progress with new materials, unrealistic deadlines and a growing preoccupation with bureaucratic targets and micro-management interventions.

There are serious concerns among conveners that the pressure on academic staff through the coming session will be compounded by the current policy on the use of GTAs and adjunct staff. There is a felt need for some flexibility on this front, and a clear commitment to ensuring that the new forms of teaching and learning are suitably staffed and supported.

Provide clearer and more consistent messaging to inform developmental work and help members of staff to deliver rapid/ongoing changes effectively.

Improve Sharepoint and redesign our Web presence/operation to be user friendly and provide effective means of navigating through the various categories and identifying related source material.

School of Education

BACD - Staffing continues to be an issue, with an over-reliance on temporary staff. This continues to put pressure on the programme.

BACP – Workload hours for BACP FTE staff is at the limit and in cases somewhat over. We also rely on a marking team of associate tutors without whom marking commitments would not be met. Further to previous discussions, it would be beneficial to have somewhat more capacity apropos teaching remits.

MEduc An Attendance Policy for session 20/21 would be helpful and school direction on this is required. There are concerns re student engagement/attendance going forward.

Increased and detailed information on the breakdown of the student demographics for the MEduc would be useful information to have e.g. numbers of our students from diverse minority groups.

There is concern in the current crisis situation about technical issues for staff working from home and staff burn out if working predominately online.

We would like to thank MPA services, Fiona and Kirsteen for advising and student support across the M.Educ.

School of Interdisciplinary Studies

Circumstances related to COVID are naturally very prominent. There is general concern about the quality of on-line teaching and student support. This is seen to be particularly acute in courses that inherently require 'hands-on' engagement and are not easily transferrable to an online format

School of Law

Concerns have been expressed about work overload for both staff and students due to the demands made by a move to online teaching and learning. From the student perspective, the proliferation of group work and the responsibility to convene and participate in a much larger number of group meetings will need to be monitored during Semester 1 of 2020/21.

School Social & Political Sciences

ESH: Early guidance on approvals will be welcome, specifically relating to adjusted assessment regimes and processes for expedited course approval where necessary. Where exams are retained within the assessment regime, provision should be made for exam grades and where appropriate feedback on performance to be delivered to students. Uncertainty around the availability and level of resource for GTAs to support 2020-21 courses presents a challenge for course planning and development, with implications for student experience/engagement and performance, and it is hoped this will be resolved as soon as possible

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Politics: We would like to thank the School for its efforts to improve the course approval process in response to feedback from ourselves, and other Subjects. While the new system of rolling approvals through the School Learning and Teaching committees will need to be road tested in the next academic year, we are confident that this will improve the process considerably. We would like to reiterate a point raised in the last AMR. The quality of administrative support is often overlooked as a critical source of student satisfaction. Maintaining year-on-year continuity in these roles as much as possible and ensuring that there are adequate numbers of administrative staff to support subjects, levels of teaching and programmes, are all vitally important. While recognising the budgetary constraints the School is facing in the current circumstances, we would support an expansion of staff within the School Administration office in recognition of the increasing demands on their time. Under these challenging circumstances we support all efforts within the School to update the workload model to account for the additional workload that the move to online teaching and supporting activities involves.

SPP: GTA contracts and job security. More understanding is needed as to what timeliness of feedback means to students (especially in terms of relevance and meaningfulness of feedback and on enhancing feedback literacy).

Sociology: As we know this means a dramatic reconfiguration of how we deliver teaching, and raises serious issues around accessibility for students - not only in having tech devices to participate, but also fitting the delivery of teaching around changed caring responsibilities, which feeds into decisions about synchronous/asynchronous learning. There are concerns about how to support widening participation as the digital divide becomes more apparent.

Resourcing the teaching team is another pressing issue, specifically around the delivery of the programme with a potentially reduced teaching team of Tutors and GTAs. There are significant implications for teaching and marking workloads when the teaching team is reduced, as we understand it may be due to university budgetary issues.

In terms of what we deliver, at present we are planning the content and structure of course material online which will require time to explore - individually and collectively as a teaching team - different teaching approaches and technologies and some considerable upskilling for the teaching team. There are also resourcing issues here: staff will need (a) 'rapid response' technical support; (b) support with software; (c) support with instructional design/multimedia production (not just IT support); and (d) technical assistance on how to record lectures and then move them online. All of this depends on good quality and stable broadband at home and space at home to develop materials. From an admin perspective the School needs to ensure there is support for admin colleagues in homeworking who also have caring responsibilities. We need to support admin staff with training if we are moving to using online marking programmes and making more extensive use of Moodle.

Issues to bear in mind from the student's perspective: Access to appropriate tech to facilitate participation; Course work and materials and assessments that are designed to be accessible on all devices; access to safe spaces at home to facilitate participation; Access to decent, stable broadband and wi-fi connections to facilitate participation; Opportunities to connect with other students; Opportunities to connect with teaching staff; Timetabling that allows them to learn, and engage in a non-linear way that does not disadvantage any student, especially those with parenting/caring responsibilities, or who might now be in different time zones; Study skills support generally and how this will be delivered online / remotely; and upskilling support for students- we are asking them to engage with new technologies and engage with online learning.

Short Courses

Ensuring access to necessary technology (hardware, broadband) for tutors teaching remotely [Modern Languages].

How to respond more quickly to student demand so that we can follow up popular courses with continuations of the subject, thereby re-recruiting already interested students in a timely way [Classics & Egyptology]

How to achieve more flexibility in planning the schedule of courses to be offered over the academic year [Classics & Egyptology]

Highlighting to Short Courses students the University-wide teaching awards, in relation to recognising tutor excellence [Classics & Egyptology]

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College

Adam Smith Business

Application of the No Detriment Policy and Processing of Results: This resulted in overly complicated spreadsheets and means of assuring the quality of student grades. Exam boards were delayed as scrutiny groups and administrative teams struggled to apply the guidelines and confirm results in the time available.

There are recurring concerns with the Ethical Approval Process, which is not working effectively and is a major source of concerns and complaints from both students and staff.

More resources should be provided to help students with mental and physical health issues, and to support students coming from low-income backgrounds. The shift to online learning could exacerbate educational inequalities.

Additional resources could be provided to assist employees to return to the workplace.

School of Education

MEduc - Impressed by the flexibility and ability of MPA colleagues to continue to support academic staff whilst working from their homes.

Need to know quickly what to do if there are problems with Zoom beginning or during an online class. Notice asap if empirical Masters dissertation study is to be re-introduced.

This AMR form does not work well for a very large programme like M.Educ.

School of Interdisciplinary Studies

Given the new mode of teaching delivery which students are encountering this semester, there was a belief that efforts need to be made to maintain close communication throughout the forthcoming academic year.

The sense of 'imposter syndrome' among many incoming L2 and L3 students (who have mainly progressed thanks to CA grades on the basis of the No Detriment Policy) was recognised and the need for possible mitigating actions suggested.

In a wider sense, the need for a forum for discussion across the Schools for information, help and discussion of technological and pedagogical aspects of teaching online was suggested and collaboration across the Schools should be encouraged through shared teaching resources and staff exchanges.

School of Law

- None

School Social & Political Sciences

There were significant challenges posed by the College application of No Detriment Policy at Honours level. External examiners pointed to inconsistencies in the spreadsheet when applying the no detriment policy (particularly with regard to GPAs). While they were satisfied that discrepancies were worked out in a timely manner and met all quality assurance standards, they have asked us to highlight this to the College and point out that it had a significant impact on the workload associated with Exam Boards. If the No Detriment Policy, or other forms of mitigation are to be used in the coming academic year then it is essential that these policies are agreed early and communicated clearly to staff and students.

There are continuing issues with the enrolment of students. This is proving increasingly challenging due to the lack of data that is made available to Subjects about admissions and enrolments, as well as a lack of modelling of expected intakes in a timely manner. Data provided by Admissions is not useful because it focuses on student FTE rather than 'bodies in the classroom' information that would allow Subjects to plan effectively. We would support any efforts to improve data analysis and modelling across levels 1 to 5, and would ask that we are actively involved in these efforts from the outset due to our experience of managing extremely large student numbers across all levels of teaching.

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There is a persistent issue with making sense of the NSS data. This is a result of a lack of plan-level analysis of NSS for Subjects such as SPP where the responses are combined with those of other academic units. This examining this data in College and University scrutiny processes extremely difficult.

Many areas of the School are operating significantly over their collective workload. This was the case prior to the pandemic and has only been exacerbated with the additional work created by the move to online teaching. SPS would welcome the lifting of the hiring freeze as soon as possible to allow investment in sufficient academic posts to meet the challenges we are currently facing.

Short Courses

- None

University

Adam Smith Business

Application of No Detriment Policy and Processing of Results: This resulted in overly complicated spreadsheets and means of assuring the quality of student grades. Exam boards were delayed as scrutiny groups and administrative teams struggled to apply the guidelines and confirm results in the time available.

Caution is required with the move to remote/blended learning, to maintain standards and academic integrity. A key concern is to ensure that exam misconduct is minimised in an open-book exam setting. Reducing the 24h time window would alleviate the above-mentioned issues. Timed exams are also suggested as a possible solution. There is also a need to ensure that digital provision is not associated with greater inequalities among students. According to research from 2017, disadvantaged students consistently perform worse through online learning than they do in face-to-face classrooms, which increases the likelihood of dropping out.

Evasys: The emphasis placed on the established course evaluation survey is considered to be counterproductive and far too rigid. Student engagement with the process is highly variable, generating some very poor response rates and unreliable data. There is a feeling among colleagues that we are polling students far too often and that they suffer from “feedback fatigue”. In some instances, only the dissatisfied few complete the evaluation, resulting in low participation scores and imbalanced feedback. The feedback itself is often personalised, inappropriately targeting members of teaching staff rather than course delivery. Colleagues would like to see a move away from bureaucratic box ticking to more innovative, responsive and reliable instruments and a more considered approach. A willingness to apply some innovative thinking and devise a more flexible approach would be welcome: possibly with a random selection of one or two courses evaluated for each member of staff per year; or with an annual survey of core classes on a programme and irregular feedback on electives; or spot check evaluations of a certain proportion of the provision per programme. Changes along these lines, or with other options, would be attractive, responsive and generate more useful information for development and planning.

Expand investment for additional learning technologists to raise the profile and professional standing of on-line courses. This is a particular concern within Accounting and Finance.

School of Education

MEduc -Electronic timetables do not reflect course information submitted or staff workloads and are difficult to correct.

School of Interdisciplinary Studies

There was a view that great efforts could be made to utilise online technology to improve inclusion of SiS colleagues in wider College and University initiatives.

To continue to increase the availability of e-learning materials through the library to help support the online teaching was seen as important.

School of Law

There is a continuing need for clear guidance on University policy to be issued timeously. The professional requirements for many Law School courses may mean that some flexibility is needed, particularly for L1 and L2. Consultation is needed at an early stage in order to be able to assess the impact of proposed changes and suggest any necessary modifications.

Continuing support for the increased demands placed on both staff and students by online delivery and assessment, including access to equipment, software, training, IT support and appropriate staffing.

School Social & Political Sciences

Student expectations relating to No Detriment Policy were not managed with sufficient care at University level; there was significant increased workload on colleagues at College, School, and Subject level and the work associated with examining was not concluded until the first week of July which placed substantial additional pressure on those colleagues tasked with preparation for teaching in 2020-21.

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We have previously raised concerns about the increasing number of students who have high levels of anxiety, depression, and stress. This is resulting in an increased number of 'good cause' claims and is putting a considerable emotional strain on academic and administrative staff who are often the first port of call for these students. These issues are likely to be exacerbated due to a summer of lockdown and ongoing public health restrictions. We would therefore like to see greater support for the Counselling and Psychological Services to both help these students and relieve some of the pressure on staff.

We continue to have concerns over rooms and room bookings. These include a lack of consistency in provision; chopping and changing across the weeks of a course and, at times, rooms which are overcrowded, poorly maintained, and poorly cleaned. These issues will be of particular concern as we move towards a return to campus within social distancing rules. We need to ensure health and safety of staff and students in campus re-opening plans and continue to take a flexible and compassionate approach to those who may be at risk or worried about health risks.

The University should be attentive to the need to provide equal access to all students to computing and on-line services to enable successful participation in blended learning.

Short Courses

- None

Additional matters

Please highlight any additional matters that you wish to raise from this year's Annual Monitoring cycle