

This proforma should be used to collate information from School Annual Monitoring Summaries.

The aims of Annual Monitoring are to maintain quality and improve provision encourage reflection. The form is designed to capture a **reflective summary** of annual monitoring activity at school and subject level. Bullet list format is encouraged.

College	MVLS Graduate School
---------	----------------------

Reflection

Comment on what is working well? What needs work?

What is working well

Medical Genetics: The programme was highly successful in 2013-14, with the teaching team winning Teaching Excellence Awards at both College and University level, and furthermore, as a direct result of the excellent experience during session 2013-14, students nominated the teaching team for the UK-wide Prospects Postgraduate Awards 2014 “Best Teaching Team (Science Engineering & Technology)” which we won. The overall quality of the learning experience led to the Teaching Excellence Awards within Glasgow University and is cited by many graduates as contributing significantly to their success in subsequent careers, worldwide.

Advanced Practice in Health Care Clinical focus and the use of experts for teaching. Increased sharing of courses with other departments such as primary Care.

Doctorate in Clinical Psychology: High pass rates continue to be the norm for the summative academic, research and clinical placement components of the training programme. Graduate employment rate continues to be exemplary, with all graduates seeking work being successful at gaining a qualified clinical psychologist position.

Infection and Immunobiology: A review of the dissertation for international students has meant that they undertake a project with no data collection. This has been advantageous. All students now verbally present their dissertation as part of the summative assessment, this has been well evaluated.

Human Nutrition: Students liked: small groups, projects and variety of speakers. One practical session (run for the last couple of years) concerning dietary change was really popular. Research proposal development course which was supervised group work was popular but seen as very demanding. Data handling, journal clubs and case studies are popular. Research projects with external collaborators are well valued and provide students with exposure to future job market. Ward rounds were very popular for the clinical nutrition students.

What needs work?

Doctorate in Clinical Psychology: The marking turnaround for 2013-14 fell short of our benchmark standard, with an average 12 week turnaround taken to mark summative academic assessments. Turnaround for formative research assessments (returned by individual supervisors to students) was acceptable, with an average 3 week turnaround. The accommodation at Gartnavel Royal Hospital continues to present challenges. The lecture rooms have been re-furnished but there are fundamental capacity limitations on office space, teaching space, and examination space. An increase in the number of students with declared disabilities and associated examination adjustments has added to the pressure (e.g. we now need to provide up to 4 separate exam rooms and invigilators for one year group).

Infection & Immunobiology: Closer links are required with GIC to ensure appropriate admissions to programmes are essential to avoid issues with progress

Human Nutrition: Students did not like long teaching hours with most teaching in 2 full days. Students like to avoid sitting too long and listening to others, some students did not like presentations from other

students and some were reluctant to do group work. We have included more training sessions for these. Feedback needs to be more timely and frequent. Language skills of a few students caused them problems in giving presentations and journal clubs. Some staff found teaching load restricted their time for research and did not like teaching larger classes.

Good Practice

Comment on innovation? What practices should be recommended?

Cluster formation: The PGT programmes within the college have been grouped in to 5 clusters based on themes and potential for shared teaching. Thus programmes in each cluster are undoing major change to share courses and timetable structures. This is an ongoing process but one cluster (Biomedical Sciences) is fully in place and some courses are proving very popular with students from different programmes and more choice has been made to students on several programmes. The organisation of projects in this cluster has been brought together and this allows better choice and easier organisation.

Medical Genetics: The variety of teaching methods used caters for student diversity and fosters skills development: lectures are complemented by tutorials, problem-based learning and extensive online course resources including animations and practice questions. Tutorials include both scheduled sessions and weekly optional tutorials on student-nominated topics; practical skills are developed during laboratory sessions; real clinical case scenarios are analysed in problem sessions; and to provide workplace-relevant experience there is substantial input from NHS clinical laboratory staff and clinicians, providing both lectures and highly interactive clinically-related problem-solving sessions. Online forums are used to answer student queries at any time, including evenings and weekends. Students identified as struggling with the course receive additional tutorial support.

Feedback Medical Genetics: Students receive detailed feedback on all written work. To ensure effective use of feedback we require students to generate written reflections and action plans in response; this has led to increasing grades over the past two years. Another intervention is to withhold grades until students have had a chance to digest the feedback, to lessen the effects of emotional response to the grade dissuading students from reading the feedback. Feedback is also given on oral presentation and team-working skills, and, following case analysis group work, students must provide considered assessments of the performance of each of their team (including themselves).

Regular (every 1-2 months) staff-student meetings are scheduled into the main timetable at the start of the year.

Forensic Toxicology: encourage student to submit posters to practice academic presentations as well as being introduced to future employers at the conference. They also run successful interactive elements such as a Moot court.

Human Nutrition: We have added more quizzes in Moodle. We have added more transferrable skills sessions including students reflecting on how they are acquiring skills for future work. We have student led debates on controversial topics to develop students ability to make an evidence based case.

Improvement Plans

What actions are being taken forward?

Many programmes are moving towards recording of lectures. Virtually all programmes are planning further use of Moodle to enhance programme delivery. In 2014-15, programme common rooms are being set up, providing resources and external links for current students. Increasing use of peer assessment of students across programmes is evident in the monitoring reports. Increased use of TELT has been well evaluated so will be further implemented. A new Associate Dean with responsibility for digital education is now in post.

Closing Loops
Comment on progress made on actions identified in last annual monitoring cycle
<p>There continue to be issues with room bookings/availability of suitable teaching space. These are being dealt with at University level</p> <p>Issues with wifi (availability/signal strength) in some buildings on campus are ongoing – again, these are being addressed at University level</p> <p>Some programmes have now relocated to the New Lister Building at Glasgow Royal Infirmary. Students are extremely positive about the building and facilities, but have expressed a desire to retain the provision of initial teaching on the main campus</p>

What matters (if any) need to be brought to the College or University's attention?
<p>School: there will be assistance required (transport etc) for the transition to the South Glasgow University Hospital site in April / May to ensure that this process runs smoothly and efficiently.</p>
<p>College: to generate as soon as possible a booking system for the new Teaching & Learning Centre rooms so that we can arrange the teaching schedule for session 2015-16 (perhaps this is a University matter?)</p> <p>Time tabling, room bookings and my campus issues are cited regularly across the reports received.</p> <p>The expansion of the Mental Health & Wellbeing staff team continues to impact on the efficient provision of clinical and research supervision. A large number of staff share office rooms, but with limited meeting room availability, it can be difficult to meet with students to discuss confidential issues.</p>

Hot Topics
Do you have any comments on the following topics?
How would you like to see the VLE (moodle or other) develop to enhance the delivery of your courses?
<p>Some students prefer facebook or other social media to moodle as they would rather have one portal as opposed to several.</p> <p>Moodle 2 can be inflexible and links with Turnitin have been problematic.</p>
Was student attendance at your courses maintained at an acceptable level throughout the year? If not, what strategies would you employ to improve attendance?
<p>Overall student attendance appears to be variable, many programmes have registers.</p>
Are there any other topics you wish to comment on?
<p>Disappointingly a number of programmes did not submit their annual monitoring reports on time, despite regular reminders. It is hoped that the process will be enhanced with the new cluster structure management which will allow meetings of the whole cluster for AMR.</p>