

You Said	We Did
Earth Modelling and Prediction	
Some students asked for better Excel training because they have not used it before.	Data handling and statistics teaching is being considered by a working group.
Students felt some lecturers assumed that the students had studied certain Maths topics before, but the students were doing the course because they didn't have a Maths background. The lecturers sometimes went quickly and students had to review the theory on their own.	Lecture notes were all uploaded online in advance of the class and students were referred to the general textbook.
Students felt under pressure because there was a lot of material covered in little time.	EES students will be recommended to take QUILS in future.
Students wanted more detailed lecture notes to help them to understand the concepts better when they reviewed the notes on their own.	As above but the course content is being reviewed.
Students said the tutorial material was more complex than the basic material covered in the lectures.	The course content and the relationship between lecture and tutorial material is being reviewed.
The textbook was a general Maths textbook and did not directly help with the tutorials.	The textbook was there to support the foundation principles.
Students requested to have page numbers referenced in the notes, so they could find material in the textbook more easily.	Good suggestion.
The class rep noted that, on the students' request, a weekly drop-in session had been set up and he hoped that many students would take advantage of this.	The tutorial sessions had also been expanded to 2 hours/week.
J Godlee, the 2 nd Year (EES) rep, had taken EMP in 2012-13. He said that the EES students on the course had found the statistics covered during EMP to be unrelated to work they had done since in other courses for their degree. He felt the material covered in EMP was more suited for Earth Science students.	For EES students, QUILS will be recommended instead of EMP. More ecologically relevant case studies will be introduced to QUILS.
J Godlee also said that the students had only been told the date of the resit test two weeks in advance and said this was too little time. M Ciorey and S McAllister explained that, as the test was not an official examination and was, therefore, not scheduled by Registry, they needed to wait until Registry published the resit exam timetable in order to find a time to schedule the EMP resit test that would not conflict with any other resits that EMP students had.	EMP will now be overseen by the Earth Sciences Exam Board and procedures for an examination will be formalised.
1st Year Ecological and Environmental Sciences (with Management)	
S Wolff said that for QUILS there was a flat deadline for all students to submit lab reports; however, this meant students in the later lab groups had less time after their lab to complete the work. She said that other courses set the submission deadline based on when the lab group met and thought that QUILS could do the same.	Comment will be passed to the QUILS course team.
In Origin and Diversity of Life (ODL), the evolution lectures were scheduled for the day after the essay on evolution was due. Some students were not sure whether this was intentional, but felt that having the lectures in advance of the submission would have been helpful. E Cole (the Principles of Ecology rep) said that the same issue had been raised the year before and that the course team had said they wanted in future to offer a varied selection of essay topics, rather than just evolution, but apparently the change had not yet been made.	Comment will again be passed to the ODL course team.
The 1 st year reps wondered if students were able to select their own tutorial group for ODL, as some students had been allocated a tutorial which conflicted with other activities.	A McLeod said that students were allowed to change their tutorial groups, but there was a cap on the group size and students who needed to change to avoid course timetable

	conflicts were given priority over students who needed to change in order to attend extracurricular activities.
L Asch said that she was the class rep for Industrial Management and that the ODL course had not been addressed at all during the Business School SSLC meeting. She was, therefore, not sure about where to raise the issues about the course. R Wilson, as coordinator of the EES with Management degree, said that he would speak with the Business School about the course and find out why the rep had not been allowed to raise the points about the course at the SSLC	R. Wilson spoke with the Minute Taker for the Business School SSLC meetings and she said that they held two SSLC meetings - one in October and one in November. L Asch had attended both meetings. Due to the high number of items at the Oct. meeting, there had not been time to discuss a number of courses, including Industrial Management. The course was discussed at the Nov. meeting and L Asch was able to raise her points then.
Regarding QUILS, J Boyle said that some students found it very difficult and others found it easy. Students felt that they were not learning a lot in the tutorials.	Regarding the difficulty level of QUILS, A McLeod said that one of his tutees had told him that the level of course was very good; he noted that the course team had extended the tutorial groups to accommodate student needs. Ecologically relevant case studies will be provided by EES staff for incorporation into the QUILS course.
He noted that there were a lot of timetable clashes with the lab sessions.	R Ennos noted that students could often approach to Course Organiser directly to discuss changing a lab session. A McLeod noted that, with so many course combinations possible, it was difficult to tailor timetables to suit all possible requirements.
Principles of Ecology (PoE)	
M. Mencuccini - students occasionally found it difficult to hear him; the lectures were mainly graph-based, which M Mencuccini explained well, but the students could find it difficult to review the lecture notes at home on their own; students had found it difficult to find some of the recommended reading; the timing of the lectures fitted well with other 2 nd year courses	Comments will be conveyed to M Mencuccini. However, for next year, the lectures would be given by another member of staff.
P Walsh - there was not much feedback, as the lectures were well received throughout	This will be conveyed to P Walsh.
C Ellis - suggested that maybe he split the one lecture on Lotka-Volterra into two lectures, as it was a difficult topic; the hand-outs for the lectures were good, but students asked if they could be available at the start of class, rather than the end; the students had enjoyed the homework task and suggested all lecturers do something similar	The suggestion and request will be passed on to C Ellis. The recommendation about homework will be considered by the course team.
G Jackson - students felt that there was a lot of information contained in the lectures and they were not always clear on what information would be included on the exam; students asked for hand-outs for the lectures and further reading recommendations	All material covered in the course may be examined. The aim of lectures is to introduce students to topics. Students are expected to consolidate on the lecture material in independent study time, e.g. by reviewing the lecture content and doing further reading on the topic.
Some students said that lab-based projects or field excursions would be better than small group projects	The comment will be considered by the course team.
Some students felt that they could carry out the stats practicals in their own time	The stats practicals are offered because the experience of the course team is that students benefit from them. The student learning experience would be diminished if students carried out the practicals in their own time.
There was overlap in material with ODL and BEE	The comment will be considered by the course team who will liaise with the ODL and BEE teams where necessary.
Some students wanted a hard copy of the course handbook, as they felt they would read it more	It is School Policy not to print hard copies of course handbooks. Students are free to print out copies

thoroughly	themselves.
Regarding the projects - students said that there was a lack of guidance and communication from some demonstrators. Some of the equipment for the projects was missing and students had had to buy some material themselves; finding the missing equipment was especially difficult as the demonstrators were not around	Concerns about equipment availability have been addressed. The CO has met the teaching technician for this course (Malcolm Ritchie) and has ordered more equipment for next year. She has also asked him to let her know ASAP if students are requesting equipment which is not available to them. Often equipment can be sourced if it is genuinely necessary.
Field Ecology	
Some students suggested the course be moved to the end of 2 nd year, as they wanted to use material from PoE on their projects, such as the statistics. A MacLaren suggested that one day of the course could be used to cover statistics.	There is a working group which is considering the teaching of statistics across all years in the degree programme.
Other comments about the course were that some students asked for more guidelines on the report, such as a word/page count.	BH said that there was a page limit provided.
Some students felt there was inconsistency with the project marking.	All courses are reviewed by the External Examiners, including consideration of these matters.
One student had complained about paying for the equipment and others had raised the issue of having to pay for accommodation while the course was running. The class rep asked if it would be possible to run the course as a residential field trip. E Cole felt that it was not fair that students should have to pay for compulsory field courses.	BH said that the cost to students would increase if the course was run as a residential one, with the accommodation costs increasing and the way the course was currently set up was the least expensive option for students. She said that the money the students paid for equipment was a special allowance made for this course, which they paid instead of contributing to the cost of transport. S McAllister noted that the School subsidised half of the cost for all field courses. S Tudhope said that he was aware of the changing context of financing student fees and was looking at ways to cross-subsidise or find other possible sources of funding.
2nd Year Ecological and Environmental Sciences (year-wide comments)	
Some additional points on the courses above were that students requested to start working on the PoE projects earlier and some groups had said that their data collection did not always work.	Comment will be considered by the PoE course team.
J Godlee said that, on the whole, students liked the PT group meetings and found them useful. Students valued their PT's advice in choosing courses and some appreciated that their PT talked about academic progress. Many said that they wanted to meet their PT more than once per semester. Some students were not sure what the role of the PT was and they were not always comfortable approaching their PT in case their question was not something they should raise with their PT. A MacLaren said that he had attended a group meeting and, as a feedback session, it had been very useful.	This is useful feedback. The School is monitoring the success of group meetings.
J Godlee noted that there were a number of course clashes, especially between courses that ran on the central campus and KB and meant that students did not have sufficient time to get from one location to the other.	This is unavoidable with so much choice being offered in the first two years of the degree programmes. Every effort is made to avoid clashes but changes made by other School or College are often beyond our control.
Ecological Measurement (EM)	

Students strongly agreed that the course was relevant. They had enjoyed the field course. Students asked for more time on the field course to exchange their data and write up; it was suggested this could be done by having slightly shorter lectures. The success criteria M Williams had developed were greatly appreciated. The lectures complemented the field course. Overall it was a very successful course.	Thank you for the positive feedback. The CO will consider the balance between time for data exchange and provision of lecture material on the field course.
Regarding the Rannoch assessment - students appreciated the peer assessment feedback, but also wanted feedback from M Williams or a demonstrator, in case the peer they were paired with had not fully understood the exercise. It was also suggested that the Rannoch assessment should count as part of the coursework mark, rather than the report counting for the full mark. M Williams thanked J Watt. He said that the peer assessment was new this year and he really appreciated the feedback on it and that it may need changing for next year. M Williams suggested it could be adapted as a group feedback activity, rather than pair.	the comments about the peer assessment exercise (Rannoch Assessment) have been taken on board. Next year the CO will try grouping students in 3's, so they have feedback from, and give feedback to, two other students. This should increase and strengthen interactions. However, the CO does not plan to generate a summative mark on the Rannoch assessment - the formative approach taken this year seems worthwhile, based on pedagogical research.
Ecological and Environmental Analysis	
L Dinchiyska reported that the overall feedback for the course was positive; it was enjoyable and well-organised. Students liked being given a hand-out of the lecture notes and having the exam in May.	Good. We'll keep the policy of producing handouts.
Some students felt the feedback on the first assessment was vague; one student had asked for one-on-one feedback with the marker.	The 1:1 feedback had been given after moderation. The moderator found the feedback to be as thorough as is reasonable and M. Mencuccini was also responsive. The online feedback form may have been new to some but the CO has spoken to the students separately and many of them liked this system.
There was a suggestion to move to course to pre-Honours.	This is being considered as part of the statistics teaching review that is being carried out.
The lectures were well-organised and helpful, but sometimes dry. The students wanted more applications for EES. Overall the teaching was good, but some lecturers were not clear on the objectives for each class.	The CO understands need to make concepts and techniques relevant and will emphasise the main aims pre-session. Both the lectures and the practical will have clear objectives and learning outcomes.
Richard Nair had been good at covering MM's material	Great, we will pass this comment on to him.
The students liked having the practicals right after the lecture, although sometimes there was confusion about what work was supposed to be done in the practical. There was also overlap between some of the practical sessions. Students suggested adding objectives/outcomes to the practicals. Some students had said raised concerns about the tutors and how much help they could provide in the tutorials, but other students had found them very helpful.	The CO will provide better briefing for the tutors and add learning outcomes to handouts.
Students felt the Carbon Stocks assessment was useful	Thank you, we will retain this assessment.
Natural Resource Management	
Students felt the course was relevant and the information and content was relevant and interesting. The teaching packages were useful, but sometimes	The positive comments were welcomed and the CO would be discussing the issues raised with the current cohort of students (see below).

students wanted more information on the background of the practicals, especially CBA.	
The trip to the waste management site had been one of the highlights of the course.	We will continue to run this trip.
Students felt there was a lot of information in the lectures and suggested that clearer objectives might help. L Dinchiyska added that students wanted more background information on the issues discussed in class.	CO will be meeting with some 3rd year students from this course within the next 7 days (Semester 2, Week 2) to discuss in more detail further modifications to the course for the future.
Some students said that the course name was misleading, as they had expected more lectures on 'natural resources' and more case studies. The course was more business-related than they had expected.	
C Brown said that students were not sure how to relate all of the information they were receiving in class to the key concepts.	
G Chan said that students wanted more guidance on the structure of assessments and C Brown noted that issue had been raised in almost every 3 rd year course. R Wilson said that he had given students a 2-page hand-out on the assessments and covered them at length in class. He was concerned that students wanted to be told what to do and encouraged them to be brave.	
3rd Year Ecological and Environmental Sciences (year-wide matters)	
Most agreed/strongly agreed that the compulsory subjects were relevant	We intend to continue to make these courses compulsory.
Some said they were not interested in certain courses, which C Brown noted was probably due to where student interests lay	Third year courses provide the foundation for the options in fourth year when students will be able to select those which are closest to their interests. We have to cater for all students in third year.
Most neither agreed nor disagreed with the choice of subjects available	As there are several compulsory courses and indeed some recommended courses, there is little scope for increasing the choice of courses available.
The Honours Handbook was useful	We will continue to provide this.
The feedback on assessments was good	That is good to know – we feel that feedback in junior honours is particularly important.
In general, the students in the year were finding the workload high, but they knew that this was Junior Honours.	Yes, there is a step up from second year but the workload will not be any greater in fourth year.
Regarding PT group meetings - 12 out of the 21 respondents had not had a group meeting yet. All of those who had had a meeting said that it was useful and they have received good advice.	Good. We will be holding group meetings again in second semester.
Extra-curricular items - students wanted more careers advice and felt that when the advice was given, it was too late in the term. He noted that there was ecology-related careers advice, but nothing environmental. Students also asked for more workshops, i.e. scientific writing.	During ILW in second semester, there will be a session involving talks from prospective employers, covering both ecology and environmental areas. The talks will provide information about the opportunities that are available for graduates and tips and advice for interviews. G Jackson is getting in touch with the careers service to arrange relevant group meeting sessions. She will ask about workshops on scientific writing and on letter writing to prospective employers.
Regarding the degree structure - there were 3	The working group considering the teaching of statistics

<p>compulsory Sem 1 courses for EES students and 4 for EES with Management. These courses had 9 coursework submissions in Semester 1. He noted the imbalance with the very few submissions in Semester 2, especially for students attending the Environmental Geoscience fieldtrip.</p>	<p>will also look at the possibility of moving EEA to 2nd year which would lighten the load imposed by compulsory courses in semester one of the third year.</p>
<p>Computer practicals - students felt there was not much support in practicals across every subject. Students wanted other stats packages, like R. It was useful to have the programming component. With Maths it would be better to learn what they were doing and how the components worked rather than a mechanistic approach. Many students felt that statistics was a difficult subject and the reps noted that introducing more packages might make it seem even more so for certain students; however, they noted that students needed to familiarise themselves with the packages before they covered it in class</p>	<p>As noted above, there is a working group which is reviewing the teaching of statistics across all four years.</p>
<p>C Brown noted that in his year there were only three EES with Management students left (one was abroad at the moment). Two students who had started on the with Management degree had dropped it because they thought it would be environmental management, not business management. He suggested that more environmental management/consultancy subjects be offered. He also noted that there was a gap in second year when there were no compulsory courses specifically for the with Management students, so they had to take Business School courses.. R Wild suggested a community-based resource management programme or course.</p>	<p>R Wilson, as co-ordinator of the EES with Management programme, said he was not sure why students had a different impression of what was covered on the programme. It had been a College-wide initiative and had been set up to give students access to the Business School that they would not have had otherwise.</p>
<p>I Paspaldzhiev also noted that some students were requesting specific forestry courses. R Wild, a 4th Year rep, agreed and said that the one Ecol Sci (Forestry) student in 4th year had raised the same issue.</p>	<p>It is likely that Woodland Management may run in 2014-15.</p>
<p>In summary, C Brown said that access to careers information was key for students in 3rd year and requested more talks for consultancy firms and that careers development talks be given to EES directly, not all students across the College. It was also noted that it was important for students to have talks on funding options and internships. I Paspaldzhiev noted that students were keen for more environmental options.</p>	<p>As mentioned above, there will be a session during ILW involving talks from prospective employers, covering both ecology and environmental areas. This will likely include a consultancy firm, a research organisation and a regulatory body. The talks will provide information about the opportunities that are available for graduates and tips and advice for interviews.</p>
<p>4th Year Ecological Science (year-wide matters)</p>	
<p>Students were happy with the amount of contact time and individual study time</p>	<p>Useful feedback.</p>
<p>There had been a complaint about a deadline clash between Conservation Management (26th November) and the 4th Year Field Course (29th November). R Wild noted that students had very few hand-ins in October and suggested that the Field Course hand-in could be moved to then; however, he also noted that students had a lot of time to carry out the work for both courses and so it was probably more of a time management issue on the students' part. Students felt that at the start of</p>	<p>There had been some unavoidable last minute changes this year (due to unexpected staff absences) but a list of submission deadlines was usually produced and every effort is made to avoid clashes.</p>

semester it would be good to have the chance to review all hand-in dates and asked that the lecturers communicate more about submission deadlines.	
Students were disappointed that they had not been able to enrol on Animal Biology courses due to limited capacity. This year there had been particularly high demand from Ecol Sci students to take the courses, but unfortunately only some had been able to get a place.	M Corey noted that this was a problem every year because Biol Sci restricted the number of students on the courses and first choice went to their own students.
There had been a problem with students enrolling on a Business School course, A Global Problem? Climate Change and a Low Carbon World. The CO had been happy to allow students on the course, but in the end only one Ecol Sci with Management student was allowed to take the course and all the others were asked to un-enrol. The students had not been given any explanation.	The reason was communicated to students. The Business School decided that it would not allow students who did not have the necessary pre-requisites to take the course. D Brotherton, the CO, was looking at changing the pre-requisites so that EES students could take the course in the future.
Students felt some Professional Skills classes may have been more relevant in 3rd year, especially if the students were doing a summer dissertation.	The working group looking at statistics teaching across all four years will be looking at the content of Professional Skills. A McLeod noted that some information covered in Innovative Learning Week, such as interview practice, might be moved to Professional Skills.
The students felt there was a disconnect with how Innovative Learning Week was branded - was it supposed to be fun or an integral part of the degree?	The content of ILW is based on student requests and student-led events are strongly encouraged. It is meant to be fun but at the same time, many of the events that have been requested by students are helpful for their degree.
Students said that some lecturers and PTs did not answer emails. I Paspaldzhiev said that students found it easier to use email, rather than EUCLID, and that many students did not know about the EUCLID function.	A McLeod noted that there was a way to request a meeting with PTs via EUCLID and it would automatically be flagged up if the PT did not respond to the student's request. A McLeod encouraged the students to use EUCLID, especially the 'confidential' option.
There was positive feedback from students about the 3-hour class sessions for 4th year courses.	We will retain these.
Year reps noted that there was a lot of positive feedback or no feedback from students. Generally the comments were positive.	Thank you.
The year reps asked about the weighting of 3 rd and 4 th years for Honours classification.	A McLeod said that this item had been discussed by staff, but it was a School-wide policy, not one of just the degree programme, and staff had varying opinions on how Honours years should be weighted.
Ecological Science Field Course	
Ecol Sci Field Course: generally positive feedback; the new marine day was well-liked; some suggestions to move the final hand-in date to earlier in the semester	We will review the hand-in date for the new combined EES field course which will run in 2014-15.
Environmental Science Field Course	
Env Sci Field Course: students said M Graham had done a great job with the course; there was a lot in it and it was all very useful. M Graham had organised extra tutorials, which were very much appreciated.	We will retain the option for extra tutorials in the new combined EES field course.
Professional Skills in Ecological and Environmental Sciences	
Good feedback on the course content	Comment will be passed to the working group.
Students asked for better structure on the course Learn page, with dates on the lecture slides.	There was currently a short description about each lecture session on the Learn page. More information will be added

	for next year and the lecturers will be asked to add a date to their lecture slide files.
Some introductory classes had been the same as EEA and some material had been covered in 2 nd year.	A McLeod said that there was a working group of teaching staff to look at the statistics teaching across the degree.
Students said that K Dexter's teaching was well-structured and there had been positive feedback about the R tutorials.	Comment gratefully received.
The social studies session would have been good to have in 3 rd year, perhaps as part of EEA.	Comment will be passed to the working group.
The year reps suggested that it would be useful to allow 3 rd year students to view some of the lecture slides from the course	This may not be necessary once restructuring of the course content has taken place.
Conservation Management	
Students found the content interesting, but some felt it was Scotland-focused.	We want to prepare our graduates to be sought after for conservation management jobs in the UK so feel it is valuable to include Scotland-based case-studies. The principles of conservation management covered during the course can be applied by students to other countries in the course assessment.
Student thought the discussion-based classes in Conservation Management and Land Use Policy were very good.	Thank you
R Wild suggested more overlap between Conservation Management, Land Use Policy, and Natural Resource Management in order to cover community-based management.	We want to expose students to different perspectives in our teaching. Students can also explore topics related to their course in their independent learning time and use this additional knowledge in relevant assessments, such as exam questions, case-studies, the dissertation..
Land-Atmosphere Interactions	
Only a little feedback from students, but it was positive.	Thank you.
It was noted that some attendees for the seminar that ran immediately after the end of the lecture sometimes came into the room early and disrupted the class.	M Corey said she would put a sign on the door in future telling seminar attendees that a class was in session.
Land Use Policy	
Students thought the course was very good.	Thank you.
They said some lectures were hard to digest because there was a lot of information.	The aim of lectures is to introduce students to topics. Students are expected to consolidate on the lecture material in independent study time, e.g. by reviewing the lecture content and doing further reading on the topic. This is particularly the case in Honours Years when students are developing as independent learners.
R Wild noted that the room the class was held in in the Crew Annexe could make the students sleepy, as it was so dark.	An alternative venue is being sought for next year.
PT meetings	
Some students did not know what the meetings were/that they happened	The School is gathering information about all group meetings for all degree programmes and, in future, the content/timing of these meetings will be available to students at the beginning of the academic session.
There had been requests for dissertation support meetings and meetings to discuss 'what's next'	Students should be supported by their dissertation supervisor as they work towards producing their dissertation plan. Discussion with the supervisor continues as required during the dissertation.
Some students asked that the meetings be held in small	Some topics are better suited to whole year groups but we

groups, rather than whole year groups	will hold small group meetings most of the time.
It was suggested holding a big meeting at the start of the year when students could ask any questions they had	We will try to arrange this for next year.
Students thought that PTs could suggest to 4 th years that they provide support to the 3 rd year students	K Dexter suggested that group meetings were a way to encourage more inter-year interaction. He asked the reps to tell their classmates to students that they should attend the group meetings and provide feedback on them
AOCB	
C Brown raised a concern students had with word/page limits on assignments. There had been different opinions amongst students about how strict the limits were and whether tables and figures counted. Some students handed in very different length reports for the same assessment. It was agreed that word limits were preferable to page limits.	A McLeod said that the staff members just needed to be clear in their instructions to students.