

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	Arts
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Reflection

What is working well?

Several strands emerged throughout the College:

1. Diversity of assessment

- **The School of Critical Studies (SCS)** drew attention to positive feedback on use of non-traditional forms of assessment.
- **The School of Culture and Creative Arts (SCCA)** detailed diversity of group and individual assessments, both of a theoretical and practical nature (Music) and the range of different modes of assessment and the 'feed forward' approach to feedback in Theatre Studies.
- **The School of Humanities/Sgoil nan Daonnachdan (SoH)** noted the use of field trips at all levels (and linking these to assessment) (Archaeology); the use of oral presentations in pre-Honours assessment as Honours preparation (Classics); and the variety of formats of seminar presentations/papers, e.g. Wikipedia entries, blogs, etc. (History). Celtic and Gaelic and Information Studies both referred to positive experience/feedback on the range of assessments offered.
- **The School of Modern Languages and Cultures (SMLC)** emphasised the use of oral, written and aural exercises, and its new portfolio assessment. English for Academic Study (EAS) relates its content directly in academic programmes.

2. Innovation in pedagogy and practice

SCS

- Inclusion of Graduate Attributes statements in course documentation.
- Online and blended learning.
- Core Honours course redesign (English Language and English Literature [Eng Lang and Eng Lit]), the latter involving new modes of assessment and pedagogical innovation via team-taught workshops.
- Graduate Attributes and Employability programme of events (Eng Lit).
- Field trips, course visits, and use of local resources (e.g. Hunterian; Glasgow museums and sites).
- Course placements (Scottish Literature; Eng Lit).
- Classes for dissertation papers.
- Positive feedback on use of TEAL teaching spaces and recorded lectures, where used.
- Use of Autonomous Learning Groups (ALGs).
- Bespoke course booklets.

SoH

- Several subject areas commented on the success of initiatives to encourage student engagement and participation, namely History, Information Studies and Philosophy. These initiatives include asking student to formulate questions in response to seminar presentations (History); and seminar quizzes at pre-Hons to encourage seminar attendance and preparation (Philosophy).

SMLC

- Redesigned courses and options have attracted positive feedback - redesign of Culture I, Italian

Hons language teaching and creation of new Russian level 2 cultural component have all improved the student learning experience.

- Collaboration between Chinese and Confucius Institute has been successful, providing both teaching staff and subsidised teaching materials for students.
- All UG Czech language teaching is delivered by a specialised language teaching assistant fully externally funded by the Czech government.
- Comparative Literature offers ‘hands-on’ experience through visits to Hunterian for Text/Image option.
- Streaming of classes (Non-Beginners French Language and Russian Beginners).
- To improve retention, targeted personalised student feedback/advice to support students at risk of not achieving the required C threshold in Spanish Level 2.

3. Quality of pedagogy and support for teaching

SCS highlighted:

- Positive feedback from External Examiners.
- Student feedback on overall quality and design of courses; quality of GTA teaching and seminar teaching; quality, enthusiasm and approachability of all teaching staff; diversity of material taught on individual courses; overall variety of topics and ranges of courses on offer; effectiveness of course administration and administrators; student feedback on research skills, powers of critical thinking, and intellectual stimulation gained from courses; quality of additional teaching resources such as handouts, bibliographies, slides; and quality of feedback provided by staff.

SCCA highlighted:

- Success with critical and theoretical work (Film and TV Studies [FTV], Level 1 and 2); success with mix of theoretical work and practice, drawing upon particular staff expertise (Theatre Studies).
- External Examiner and student feedback on range of options available within Honours, and effective combination of developing and established arenas within the field, drawing on diversity of assessment options (eg AV elements). A good balance of options has been maintained, and timetabling proven more effective at accommodation Joint Hons programmes (FTV). External Examiners and students have also recognised the range of options, intellectual depth, and individual pathways available to Hons students in Music.
- Move to electronic submission in Music has worked very well, in practice and external review.
- BMus and MA Music External Examiners noted the ‘detailed and helpful feedback provided, “crystal clear and good across the board”’.
- Quality of student work, particularly at Senior Hons level (Theatre Studies).

SoH highlighted:

- Range and quality of Honours courses.
- Feedback and engaging students with feedback: several subject areas (Archaeology; Celtic and Gaelic; Classics; Information Studies) reported positively on diverse work in this area. This includes several methods of connecting feedback from one piece of assessment with a later assessment (Archaeology); positive feedback from External Examiners on quality of feedback, and concomitant impact of this upon student work over the course of modules (Celtic and Gaelic); use of formative feedback on essay drafts at all levels (Classics); and consistency of feedback on Moodle submissions (information Studies).
- Improvements in marking processes, achieving timely delivery of feedback/grades (Classics).
- Positive use of essay writing lectures in Level 1 Philosophy.

SMLC highlighted:

- Interactive language work; partner and group work; and feedback on written assessment.
- In French, two Hons students have been successful in national and international academic prizes: Fraser McRobert was awarded the Douglas Johnson Memorial Essay Prize by the Association for the Study of Modern and Contemporary France for a dissertation in French History with Dr Jackie Clarke, and an essay by Amy McTurk, submitted for Dr Elizabeth Geary-Keohane’s travel writing option, was highly commended in the literature category of the international Undergraduate Awards Programme

2017.

- Use of target-language immersion in language subjects.

4. Graduate Teaching Assistants

- **SCS** details that GTAs gained praise across the School for the quality of their work; their collegiality; their imaginative engagement with teaching activities; and their friendly, challenging, and inclusive seminars. In English Literature two Graduate Teaching Assistants, Alex Campbell and Emma Ward, won awards for teaching. English Literature also drew attention to GTA support for transitions, in particular the way in which GTAs provide fresh and original seminar content geared towards helping first-year students to move from school to university-level work in seminar discussions, writing and structuring arguments. The use of teaching meetings was seen as a positive means to work together with GTAs, and marking calibration exercises also function well.
- **SCCA** detail particular praise for GTAs, their support, experience and satisfaction; Film and TV Studies highlight GTA integration with overall provision.

5. Use of technology

- **SCS** reported positive feedback on the wide use of Moodle VLEs.
- **SoH** detailed the use of diverse activities on Moodle, e.g. ‘leader board’ in video games studies, to encourage student engagement and participation.
- **SMLC** noted in teaching the use of Moodle quizzes; weekly use of Moodle fora for activities and resources; original language content from online sources; and use of social media. In administration, it detailed the move to online submission of essays.

6. Student Satisfaction

- All Schools reported positive instances of student satisfaction and high EvaSys scores; this included examples where satisfaction had improved due to actions taken on student feedback from previous years in EvaSys and SSLCs, thus demonstrating reflective pedagogy and pastoral support.

What needs work?	What action is being taken forward?
<p>SCS</p>	
<p>SCS reported that all units of learning have detailed refinements to pedagogy and process, to be actioned at course/subject level. The following emerged consistently across the School:</p> <ul style="list-style-type: none"> • EvaSys - while some subjects noted that online provision of course feedback was a positive development, a low rate of return was observed across SCS, and staff criticised the nature and quality of questions asked of students (as outlined in matters for College and University, below) • Moodle – while the ways in which the VLE is used gained praise from students, staff raised concerns about the problematic marking interfaces for Urkund, the difficulty of online marking with regard to fundamental issues with the technology provided, and limited functionality in online assessment (see 	<ul style="list-style-type: none"> • Continue to evaluate the mechanisms for electronic feedback and the questions asked, and to identify best practice for encouraging a higher return rate among students. • The difficulties of online marking has been raised as a matter for the attention of the University, as the technologies are beyond school control, but there are other routes open to school. The actions I propose would be a) to encourage staff to make specific Moodle enhancement requests where such can be identified

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<p>below).</p> <ul style="list-style-type: none"> • Interdisciplinary teaching – problems were reported for interdisciplinary and cross-subject teaching as caused by current University structures, particularly in areas such as mechanisms for retrieving scripts from other subjects and Schools, and support for interdisciplinary degree programmes within MyCampus (Medical Humanities details that students must currently be manually enrolled by subject administrators in multiple subjects). 	<p>via John Maguire and the VLE Board b) where no specific Moodle enhancements can be identified, or where the staff concerns/dissatisfaction expressed are general rather than specific, to encourage staff to feedback their views via the annual monitoring process c) To raise online marking via School L&T and explore the possibility of sharing advice related to current practice.</p> <ul style="list-style-type: none"> • To further investigate the issues around Medical Humanities’ problems.
<p>SCCA</p>	
<ul style="list-style-type: none"> • Levels 1 and 2 report comparative difficulty and dissatisfaction with the more ‘historical/ empirical’ of the two courses, as reflected in part in drop-off of attendance at screenings, and poorer Semester 2 results (FTV). • External Examiner noted some absence of feedback within actual submitted text (as an aid to understanding final grade), as well as some inconsistency of course documentation (FTV). • Some issues have arisen about the best and most consistent use of electronic feedback methods (Music). • Students have not always made best use of available dissertation supervision (Music). • Some question arises about the assessment of presentation mechanics and style (Music). • Lecture attendance is problematic (Theatre Studies). 	<ul style="list-style-type: none"> • The exam for the HAG courser (level 2), which may have had a deleterious effect on results, is under review, and may be replaced with a different mode of assessment. Staff are working to emphasise the importance of consistent attendance at screenings. • Staff undertake to follow External’s advice re feedback within text, and to consider what further documentation (e.g. mid-module feedback) might prove more helpful to External. • Resource Officer to consult with the Moodle team about best practice; staff to ensure course teaching teams are aware of normative expectations. • This question will evolve further with the clearer guidelines provided for the new 20 and 40 credit Dissertation. • Conveners to specify clearly criteria for presentations; further advice to be sought from LEADSf. • More organic link between lectures and seminars will demonstrate value of

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<ul style="list-style-type: none"> • Some problems of consistency of feedback and approaches to assessment in 'Current Issues' (Theatre Studies). • Some misunderstanding of 'good cause' process (Theatre Studies). 	<p>attendance.</p> <ul style="list-style-type: none"> • This course now replaced by 'Shaping Futures'. • Information and links to be provided in intro lectures.
<p>SoH</p>	
<p>Two features were reported across several subjects as requiring further work:</p> <ul style="list-style-type: none"> • Engaging students – despite being a feature reported as working well with respect to some areas of learning and teaching, student engagement was reported as needing work. For example, Archaeology reported a lack of engagement with dissertations, attendance/engagement with non-Exams courses (towards end of course), and students' use of feedback. Classics reported problems with student attendance at all levels and non-participation in group wikis in some pre-Hons courses. • Marking/providing feedback – several subject areas reported this as an issue needing work. Archaeology reported a lack of clarity regarding the distinction between second marking and moderation, while History reports moderation and exam marking as requiring work. Classics reports that some pre-Hons assessment patterns requires refinement in order to avoid onerous marking burdens. Information Studies report issues with consistency of dissertation feedback across markers, and Philosophy report issues with standards of some pre-Hons GTA marking. • Integrating new staff into teaching (History). • Improvements required to variety and weighting of assessment, and structure and consistency of pre-Hons courses in Philosophy. 	<ul style="list-style-type: none"> • A variety of measures are being taken by respective subject areas: Archaeology will adopt dissertation drop-in workshops; tweak timing of assessment in non-Exams courses; revise handbooks and incorporate feedback into future assessment (among other measures) to address feedback use. Classics has requested School-level information on course attendance and a review meeting on use of group wikis. • A variety of measures are being taken. Archaeology has sought and attained clarification on moderation/second marking policy. History is planning a review of marking/moderation by deputy HoSub. Classics has made changes to assessment during Summer 2017. Information Studies will undertake a review of dissertation processes. Philosophy has arranged meetings with relevant GTAs and made suggestions to improvement. • History to review teaching and this issue at September Away Day. • Philosophy is about to undertake wide-ranging review of all undergraduate teaching.
<p>SMLC</p>	
<ul style="list-style-type: none"> • Course cohesion – Cohesion of courses within Comparative Literature; 	<ul style="list-style-type: none"> • A working group was created and devised strategies for change, including

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<p>accommodation of student requests for diversity of representation of authors on course; use of theory; and comparative essay-writing guidance.</p> <ul style="list-style-type: none"> • Assessment load – (EAS). reduction of assessment load for students and tutors. • Student level participation – (French). It was highlighted by French Beginners that French IM1 classes were not attended only by beginners. • EvaSys feedback – (French). EvaSys responses indicate need for maintained review of pace of language programmes, and student workload more generally (eg set reading for Hons options; numbers of formative presentations) • Feedback quality – (French). Maximisation and quality of feedback. • Resources – (Italian). Students requested more grammar resources (ppt). • Resources – (Polish and Russian). Further Moodle resources requested. • Pedagogy and Resources – (German). In Non-Beginners and Level 2 Language Grammar Hours, students requested more interactive class work. In Level 2 Culture, they requested more information on essay writing techniques and referencing. 	<p>to assessment (4 texts rather than 5; 1 exam question rather than 2). This has been presented to BoS following consultation with staff, students and External. All SMLC staff have been asked to contribute proposals for new approaches, topics and texts.</p> <ul style="list-style-type: none"> • Streamlining of tasks and submission deadlines. Increased formative element and reduction of heavy summative load. • Having non-beginners enrolled in Level 1 courses is a School-wide issue. Students with some prior knowledge are explicitly recommended to enrol at a higher level. IM tutors will be encouraged to identify any such students and ask them to move groups if necessary. • Several colleagues reviewing use of presentations as formative assessment. Greater emphasis may be placed on group versus individual presentation, especially for courses where cohort is large; there is also consideration of presentations as summative assessment. • Initiatives by conveners in several classes to increase amount of feedback, or foreground existing provision and mechanisms (eg to allow for more feedback on oral work, short individual presentations are being increased in Language 2; encouragement of use of office hours). • Extra grammar notes to be added on challenging language points. • Development of Moodle resources on both sites. • Lecturers to provide more example exercises on Moodle for use in class; future Level 2 cohorts will have completed new Level 1 Culture course, which has a greater emphasis on academic skills.
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<ul style="list-style-type: none"> Staffing – (Portuguese). Since 2016, staffing changes have created some instability in options teaching. At beginning of 2016-17 urgent provisions were made to provide cover for a staff member on leave, which has meant a reduction in number of Honours options offered; students have noted this and complained. Course materials – (Spanish). In Non-Beginners and Level 2 Language, reservations about the course-book have been expressed. 	<ul style="list-style-type: none"> In 2017-18, the Portuguese programme will be heavily reliant on temporary teaching staff, making longer-term planning difficult. Discussions are, however, underway about future staffing. Convener is considering possibility of changing set text for Non-Beginners. The Level 2 text is now out of print, therefore a new textbook and materials are to be adopted.
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Good Practice	
What practices are innovative?	Which of these would you recommend for wider dissemination?
<p>Working with GTAs: bi-weekly meetings with GTAs and course staff in order to brief GTAs on goals and procedures for upcoming workshops (Eng Lang); GTA-convener meetings (Eng Lit). These provide effective fora for updating all staff on course changes; discussing materials; gathering feedback; and fostering collegiality through sharing of best practice. GTAs in Eng Lang Level 1 are given personalised feedback from relevant sections of EvaSys questionnaire (where students are invited to indicate which tutor they had); while time-consuming for course staff, this is considered essential to the career development and engagement of GTAs. Eng Lit recommend their use of a teaching manual for all pre-Hons courses involving GTAs, based on tutor experience. Devised by a former postdoctoral teaching team member, all GTAs receive this manual as part of their induction and are encouraged to add to it with their own insights.</p>	<p>√</p>
<p>Moodle VLE exercises: Scottish Literature Level 1 now offers an online timed close reading exercise of a previously-unseen poem via Moodle as students' first piece of summative assessment.</p>	<p>√</p>
<p>Bespoke course textbooks: Eng Lang Levels 1 & 2 have dispensed with required textbooks, and instead produce course booklets in which all course materials are produced in-house.</p>	<p>√</p>
<p>Use of computer labs to show language use in corpora and encourage students to explore their own small-scale research questions (Eng Lang).</p>	<p>√</p>
<p>Dissertation credit options: Eng Lang Honours reform identified that a choice for dissertations between 20 or 40 credits increases student choice and helps offset pressure on students in an important piece of work, allowing them either to focus on an area of particular interest to them or instead to take a wider range of courses from the Hons programme.</p>	<p>√</p>
<p>Informing student choice/digest of assessment: As part of the Honours application process, Eng Lang supplies students with summary information regarding assessment types for each course, which helps inform their choice. Eng Lit provides a digest of assessment, detailing rubrics for each assessment encountered by students – this has proven particularly useful for supporting diversity of assessment.</p>	<p>√</p>
<p>Core Honours Courses: Eng Lit has redesigned its Core offering, while Eng Lang is delivering a new Core Course. Eng Lang reports that the introduction of an Hons Core Course (non-credit bearing) has led to a more formal emphasis placed on the acquisition of generic skills by its students, while Eng Lit has undertaken a full-scale redesign of both Honours Core</p>	<p>√</p>

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Courses, which are now credit-bearing and deliver teaching via an innovative team-taught workshop format and new modes of assessment.	
Online and Blended Learning: the key innovation for Scot Lit in 2016-17 was the creation and delivery of the first blended (BOLD) course, which blended innovative online lessons on Moodle with traditional classroom-based seminar teaching for Honours students. The course, which was recognised in College and University team teaching awards, is the first step towards wider online provision planned by Scottish Literature in collaboration with the Centre for Scottish and Celtic Studies.	√
Course student placements for Honours and Level 3 students (Archaeology; Eng Lit; Scot Lit)	√
Graduate Attributes and Employability programme: English Literature offered an LTDF-funded programme of events in 2016-17, comprising workshops and a highlight Alumni-Student evening event. Attended by eight distinguished alumni and hosted in the Senate Room, this attracted students from years 1-4 and has been disseminated as best practice across the College and beyond.	√
High School Mentoring: Eng Lit runs a successful high school mentoring scheme between pupils and students.	√
Use of external visits: all Schools reported use of external visits as beneficial to learning and teaching. These include visits to Glasgow archives; Hunterian; field trips within and outside Glasgow; and reading parties.	√
The use of students' personal devices in seminars to allow them to work with online resources in small groups (FTV).	√
'Crowdsourcing' of archival material for the database activity (FTV).	√
Involvement of GTAs in advance planning of present and future course strategies (FTV)	√
Excellent focus on technical skills in Sonic Arts modules (Music).	
Mid-semester review/evaluation sessions for students at Level 1 (Theatre Studies).	√
The use of creative practice to explore and develop theoretical thought (Theatre Studies).	√
Senior Hons students acting as demonstrators in Labs (identified in Information Studies' PSR as good practice)	
External input and internal cross-collaboration is used in several areas of HoS (Archaeology; Celtic and Gaelic; Information Studies), where there is innovative input from external figures and collaboration in learning and teaching activities. This includes visits by school teachers to Honours classes to discuss the use of Archaeology in secondary schools; industry speakers (Information Studies) and the use of multiple instances of successful team-teaching and cross-School collaboration (Celtic and Gaelic; this feature also recurred in other subjects across the College).	√
Dissertation mini-conference and drop-in workshops (Archaeology).	√
Sustained use of gamification in learning activities (Information Studies)	√
Peer assessment of essay writing practice and class presentations in tutorials; use of Moodle for offering feedback on class participation (Comp Lit).	√
Development of in-session extra credit communication (oral and written) courses for specific Schools [eg ASBS & School of Engineering] (EAS).	√
Mobile Learning Tools , e.g. www.socrative.com and Learning apps (German).	√
Participative presentations (Portuguese), in which the audience is encouraged to dialogue with presenter, encouraging two-way oral practice. Formative oral presentations at pre-Hons leading to assessed oral presentations at Hons (Classics; Eng Lit).	√
Use of ' reflective appendix ' (Russian) for written language work, in which students write about challenges they faced and how they approached them.	√

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Closing Loops	
What progress has been made on actions identified in last annual monitoring cycle?	
Action:	Progress:
SCS	<i>Responses provided by Wendy Anderson (SCS L&T Convener until July 2017), with input on individual matters in May 2017 from former HoSA and Senior L&T Administrator.</i>
GTA budget – specifically the need to maintain budgets, along with a noted decrease in funding for GTA team meetings, as well as GTAs reporting unannounced decreases to preparation pay.	SCS response: the response from previous years' SAMS still holds. Decisions about the level of GTA engagement are taken by Head of School in liaison with Heads of Subject and Head of School administration, and are in line with College's GTA procedures.
Pressure on Administration – Eng Lang proposed alleviating pressure on administrative staff during particular points of the year through investigating the use of seasonal additional resourcing (e.g. at exam boards and enrolment).	SCS response: the administrative team in the School is set up to provide cover when necessary for colleagues who are absent. This comment was passed to HoS and HoSA in early Summer 2017.
Level 3 provision – via feedback sought within the L&T Committee, SCS is aware of an increased call for Level 3 courses to be introduced. Although these courses are time-consuming to administer, the levels of student enrolment, coupled with issues in attendance, mean that they are not always viable to run as stand-alone classes.	SCS response: decisions over whether the School's existing Level 3 courses should run each year is a matter for each subject, in discussion with the School Board of Study, if desired. If courses are not felt to be viable in their current form, it is possible either to amend them through PIP (for example so that Level 3 students are in the same groups as Honours students), or withdraw them.
GTA training – Scot Lit wished to inquire of the School regarding a) timing of School GTA training and b) level of training regarding Moodle received by GTAs.	SCS response: this information was conveyed to Scottish Literature by the School L&T Convener. The School GTA Training workshops currently run over the first halves of semesters 1 and 2. One of the sessions focuses on use of Moodle, incorporating a 'sandpit' site, in which GTAs can try out Moodle's various features.
Attendance – Theology and Religious Studies (TRS) inquired as to whether the School could collate attendance records so that the scale of the attendance problem it had noted could be reviewed across the School. Scot Lit reported concern with student attendance, also reported elsewhere in the School. It noted that 'subjects are responsible for the pastoral care of students, while there is no requirement to chase attendance': clarity on this issue from Chief Adviser is requested. Clearer guidelines on attendance management would also be welcomed.	SCS response: the issue of student attendance has been discussed over the course of the session in L&T Committee meetings, and indeed was also raised by the SRC rep for Critical Studies. Subject generally feel that monitoring attendance helps them in their pastoral role, especially with Honours students. The suggestion of School-wide collation of attendance records was passed to the Senior L&T Administrator in Summer 2017.
Lecture Recording – TRS wished to know whether research had been	SCS response: as this item appeared in the CAMS from more than one School, the Dean of Learning and Teaching responded to TRS in December 2016,

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<p>done into the correlation between lecture attendance and lecture recording/provision of materials on Moodle.</p>	<p>highlighting a literature review available at http://eprints.lse.ac.uk/50929/1/Karnad_Student_use_recorded_2013_autho_r.pdf (with a brief summary at https://sydney.edu.au/education-portfolio/ei/programs/teaching_insights/pdf/insight11_lecture_recordings.pdf). Dr Spaeth notes that “[t]he authors of this review find that there is a weak connection, if any, between recording and non-attendance, and that in some cases recording actually appears to improve attendance. Where attendance fails, this may be partly due to non-attendance by disabled students, who engage more easily with recorded than live lectures. The key factor determining attendance appears to be the quality of the lectures, rather than whether they are recorded”. Further, “Traphagan et al. find that lecture webcasts have a small negative impact on attendance but this is compensated for by improved student performance. (Traphagan, T., Kucsera, J. V. & Kishi, K., 2009, Impact of class lecture webcasting on attendance and learning, <i>Educational Technology Research & Development</i>, 58(10), pp. 19-37, available online through GUU”.</p>
<p>Study Skills – TRS has asked whether students in SCS or College of Arts could be required to complete non-credit bearing study skills training in first year. It is suggested that ‘this might include online training in the area of plagiarism along the lines of that offered by the University of Leicester (http://connect.le.ac.uk/p84446858/) and sessions encouraging students to engage with the library, to reflect on note-taking practice, to discuss/practise essay planning and writing, to summarise arguments and demonstrate critical engagement with reading’. It should be noted that individual subjects may already be engaging with these activities at subject level. TRS additionally submitted that ‘it would be helpful to have an SCS session to share good practice on study skills’.</p>	<p>SCS response: while not mandatory, many of the skills mentioned here are addressed in the workshops run by the Student Learning Service, which are advertised to all students. The Student Learning Service has quite extensive guidance on avoiding plagiarism on its website, including a quiz for students: http://www.gla.ac.uk/services/sls/plagiarism/. This is linked to from the SCS UG Resources Moodle site, to which all SCS UG students have access.</p>
<p>SCCA</p>	
<p>Review of weekly activities (FTV).</p>	<p>Students now report considerable satisfaction in the organisation of weekly activities.</p>
<p>Review of balance of popularity of courses (FTV).</p>	<p>The disparity has much improved, although some imbalance remains, and will be further reviewed.</p>
<p>Timing of Level 2 seminar (FTV).</p>	<p>Alternative to be provided pending accommodation.</p>
<p>Improve attendance at screenings (FTV).</p>	<p>Communication with students on-going.</p>
<p>Work to improve student exam technique (FTV).</p>	<p>Also ongoing, with a view to possible schedule review to balance out Semester study periods.</p>
<p>PSR recommended the installation of a swipe-card system to aid out-of-hours access (FTV).</p>	<p>A keypad system now allows out-of-hours access.</p>
<p>Low EvaSys return rate (Music).</p>	<p>Staff all devoted class time to electronic EvaSys completion, resulting in much better return.</p>

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Some inconsistency in the precise style of feedback given (Music).	Models of good practice have been shared, while we still accept a range of Convenor practice.
Development of students' capacity for independent work (Music).	Models of good practice shared (e.g. tutorials for specific essays); BMus EE noted improved student response to open assessment briefs.
Reschedule group vivas to spread assessment better (Theatre Studies).	The change has led to greater staff and student satisfaction.
'Semiotics' received as a dry topic to launch Level 1 (Theatre Studies).	This has been replaced by lectures on 'liveness' as a distinctive aspect of the subject.
SoH	
Poor retention from Level 1 to Level 2 (Archaeology).	This appears to have been anomalous.
Externals noted overassessment in Archaeology.	Changes have been made to assessment.
Communication to students regarding return time for work/feedback (Celtic and Gaelic).	Appears clearly in handbook and has been more successful in 2016-17.
Retention and recruitment (Celtic and Gaelic).	Sub-committee met to discuss; enrolment is now up in this year.
Revision of Level 1 course lecture schedules (Classics).	Fewer student complaints about the lack of coherence between lectures and seminars.
Dissemination of knowledge and innovative practice from AMRs has not been fully realised (History).	Greater dissemination of AMRs this year.
Student numbers and impact on assessment (History).	Trial moderation began for courses with less than 60% assessed by exam. This has had mixed results.
Range and provision of Honours courses (Information Studies).	There have been some improvements, but capacity remains an issue.
Team teaching (Information Studies).	Convening of all four non-Honours courses is now led by a team of four; topics are developed based on teaching staff interests.
Concerns raised re. administrative support for exams spreadsheets (Philosophy).	This has improved markedly over the course of the session, with Hons spreadsheets being ready for the exam board significantly sooner than in previous years.
SMLC	
Timetable to be rearranged (Chinese).	Accomplished: each group has two sessions of 2-hr classes.
Increased staff support for GTA teaching (Comp Lit).	One-page handout on each text circulated to all GTAs in all courses in advance to plan seminars/tutorials. Ongoing review of Comp Lit programme will also consider GTA support.
Mahara proved problematic for teachers and students, and a barrier to learning (EAS).	MS Word docs and Moodle are being used as an easier and more accessible alternative.
Third language hour timetabled as compulsory for all Hons students; separate seminar group created for ex-Beginners in Level 2 language; more group discussion requested in Culture 1 and 2 (German).	First two implemented. For third issue, questions for discussion issued in advance of seminar, and students asked to provide provisional answers. This has proven successful in increasing liveliness of discussion.
Streaming of language tutorials in Non-Beginners, and reorganisation of Moodle site (French).	Streaming now in place. Student feedback positive, and EvaSys feedback very positive on new Moodle.
Student complaints regarding late classes (6-8pm); student requests for Russian IM class; requests for changes to exam format	Evening slot moved to 5-7pm; Russian IM1 to be offered next academic year; exam format and weighting of each section standardised across all IM languages.

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(International Mobility).	
Links between core lectures and subject-specific materials unclear (Culture 1 and 2).	Links reinforced as part of revision and renewal of core culture structures in Levels 1 & 2 over coming two sessions. Revised schedule of core lectures and subject seminars also is expected to help in this.
Student requests for more guidance on developing critical and analytical skills, and a broader range of works from diverse historical/literary periods.	New structure implemented with entirely new content – student response to new range and variety of materials studied, including variety of historical topics, is ‘overwhelmingly positive’.
Across most language areas, students asked for more Moodle resources, eg grammar notes, language exercises and quizzes.	Accomplished and well received by students, particularly in preparation for assessments.
Size of oral classes for beginners (Polish).	Social Science students taught separately to reduce group size.
Clearer links between classes (Spanish Pre-Honours).	Considerable improvement in student satisfaction, as the topic introduced in the language reinforcement class is practised in the two language skills classes later in week.
Increased diversity of assessment (Spanish).	Most courses have changed assessment methods, as part of a School-wide initiative to increase variety in assessment methods.

What matters (if any) need to be brought to the College or University's attention?

College

- 1. Timetabling and Central Room Bookings.** All Schools drew attention to issues with Timetabling and Central Room Bookings, which continue to prove disruptive and challenging to staff and students alike (see also 'University', below – items raised under this issue pertain to College in this instance, but may be read in conjunction with 'University' comment for context).

SoH

- There is a disjunction in timetabling of the academic year, whereby there is a lack of coordination between postgraduate and undergraduate taught courses: PG students do not begin until two weeks into UG teaching, but take courses which run in tandem with UG courses.
- There is a need for coordination of courses available for students to take outwith their Honours subject (Information Studies).

SMLC

The School is reviewing internal processes to minimise late timetable changes and provide more timely information, but lack of IT and administrative report for timetabling at School level means weeks of academic time are spent manually constructing a School timetable, a complex process vulnerable to human error. SMLC requests resources to free academic time from this work and to deal with the task more efficiently, which would in turn reduce the number of change requests that put pressure on CTT and impact student experience at the start of the year.

- 2. Rooms and Equipment.** Issues were raised across the school with regard to provision of rooms and equipment.

SCCA

- Physical facilities remain inadequate for the practice-based aspects of the course for Music.
- Heating/ventilation system in Gilmorehill building continues to be a severe problem (Film and TV Studies).

SoH

- There is a need for investment from School and College in equipment for field, practical and scientific teaching (Archaeology).
- Lab provision – access to supported tech outside of normal hours (Information Studies).

SMLC

- Air conditioning in Hunterian Lecture Theatre and Hetherington 118 are not effective.
- Technology requires upgrading and in some cases does not function, e.g. the board in Hetherington 317 together with projection screen is not fit for purpose.
- Allocation of rooms in St Andrews building continues to cause problems for both staff and students, making it difficult to arrive and depart on time due to distance between it and other teaching spaces.

- 3. GTA Teaching.** SCS raised this following issues, with regard to Graduate Teaching Assistants:

- Concerns were raised about having the funds and ability to offer teaching for postgraduate and post-doctoral students. Eng Lang request funds to support guest lectures by PGs to showcase the research environment within subject areas and to help inspire Hons students. Eng Lit also notes that PGs and post-docs were not able to give lectures for Level 1B this year, even those who had done so last year to great success, and that it is beneficial to them in terms of career progression and to the students (who have given very positive feedback on these lectures).
- The letter emailed to GTAs at the end of the academic session, informing them of the termination of this year's contract, is felt to be 'too heavy-handed in its language, implying that GTAs will not be asked back in the future. It provokes understandable worry among new GTAs in particular, and may also cause problems when the course runs in future, if GTAs think they are not wanted back and make other plans accordingly. The Head of Subject has raised this with College (having already done so previously)'.

- 4. Honours Attendance.**

- SCS (Scot Lit) raises continued concern over attendance of Honours students at classes across the board, especially considering monitoring of progress and personal wellbeing. All Schools also raised

attendance, particularly lecture attendance, as an issue.

5. EvaSys. In **SCS**, subjects reported issues with EvaSys feedback forms as follows:

- Low participation/return rates for class feedback.
- Student complaints that the EvaSys email looks like spam.
- The feedback forms do not make it easy for students to give focused feedback.
- TRS identify an urgent need to revise the means by which student feedback is encouraged and collected, and to investigate alternative options, such as its recommendation of a paper-based questionnaire, which allows subject-level questions.

6. Workload.

- In **SCS**, staff note that heavy marking loads for large courses need to be reflected in the workload model.

7. Student Mental Health and Support.

- Student anxiety is seen by staff as an ‘increasingly problematic’ area (SCS).

8. Moodle and Electronic Marking.

- More technical support from College is requested with reference to Moodle, and in particular to electronic marking (Eng Lit).

9. Student Writing Skills.

- In **SCS**, Scot Lit reports continued concern over the quality of presentational skills for Honours students.

University

1. Timetabling and Central Room Bookings. All Schools drew attention to issues with Timetabling and Central Room Bookings, which continue to prove disruptive and challenging to staff and students alike. It is noted that these issues are ongoing and significant, and drew widest comment from across all Schools in the College. Similar points of feedback recurred repeatedly throughout the College, as detailed below.

SCS

- Widespread problems and concerns, supported by extensive feedback, have been raised by staff in 2016-17 with regard to rooms and room bookings, which have been a major source of frustration and the most widely-commented-upon issue this year. Particular areas of concern, raised repeatedly by staff, in EvaSys feedback, and/or in SSLCs, are:
- The adequacy of rooms allocated, and allocation of rooms which are unsuitable in terms of size, layout, or equipment.
- Disjunction between University priority to be innovative in teaching, and impossibility of relying upon basic systems to work (AV, computers, etc.) to deliver courses.
- Staff commented in 2016-17 upon a marked deterioration in the maintenance of rooms and the equipment provided therein. Janitors seemed in some instances not to be able to assist, computers not infrequently failed, the Gilbert Scott Conference Suite had no wireless, and sound files could not be played in several teaching locations. In one particular case, a room divider had to be erected by lecturing staff while a class continued in the adjacent room.
- Adequacy and reliability of equipment available, particularly lecture recording facilities.
- The failure of the room-booking system to take location into account or to prioritise local rooms for the use of subject areas. Local room use maximises ability to use in-house resources such as class libraries, and minimises loss of teaching time caused by cross-campus travel, as well as fostering a sense of community among staff and students. It was expressed by one subject, offering a bespoke class to visiting study abroad students, that ‘student experience is crucial for the continued success of the programme. Therefore, it would be better to be able to showcase the best Glasgow has to offer in terms of facilities than to cram students into cramped rooms’.
- The St Andrews building is felt to be particularly unsuitable as a teaching space due to its distance from other parts of campus.
- The requirement to book space early, often before lectures for next session are known, limiting

student choice and staff responsiveness.

- The 'apparent failure of the University to give due attention and adequately respond to repeat negative feedback from staff and students'.
- Overflow rooms with video links cannot function if it is not possible for the overflow classroom to communicate technical difficulties receiving video feed to main theatre.
- Scheduling courses in different rooms on different days or weeks undermines continuity.
- Teaching spaces for classes scheduled back-to-back are not proximate, resulting in disruption and waste of time. The distance between teaching spaces continues to present problems for both staff and students, particularly those students with disabilities or who have to attend consecutive classes across campus.
- Failure to manage mobility of staff and students across teaching spaces, and individual mobility issues exacerbated by the above issues, 'mitigates against an inclusive learning and teaching environment'.

SCCA

- Physical facilities remain inadequate for the practice-based aspects of the course for Music.
- Heating/ventilation system in Gilmorehill building continues to be a severe problem (FTV).

SoH

- Room booking and suitability poses significant issues and problems. Regarding room bookings, multiple lecture theatres were assigned for the same course, sometimes in distant parts of the University (resulting in issues arriving and departing); lack of notice from CTT on room assignment; double bookings; and even cancellation of lectures due to insufficient space. This often resulted in negative comments from students, and was demoralising for staff.
- Lack of recording facilities such as Echo 360; inappropriate facilities and/or lack of equipment for courses; and poor room layout. This has also had an impact on student feedback.

SMLC

- Requests more spaces designed for interactive teaching, noting that large lecture halls are not amenable to discussion and that students 'often complain about this aspect of University accommodation'.
- Air conditioning in Hunterian Lecture Theatre and Hetherington 118 are not effective.
- Technology requires upgrading and in some cases does not function, e.g. the board in Hetherington 317 together with projection screen is not fit for purpose.
- Allocation of rooms in St Andrews building continues to cause problems for both staff and students, making it difficult to arrive and depart on time due to distance between it and other teaching spaces.

2. EvaSys. In **SCS**, subjects reported issues with EvaSys feedback forms as follows:

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3. Workload.

- In **SCS**, staff note that heavy marking loads for large courses need to be reflected in the workload model.

4. Student Mental Health and Support.

- Student anxiety is seen by staff as an 'increasingly problematic' area (**SCS**).

5. Moodle Interface and Electronic Marking.

- More technical support from College is requested with reference to Moodle, and in particular to electronic marking (**SCS**).
- The Moodle interface for marking remains unfit for purpose. It is both cumbersome and unintuitive. The unacceptable lag between use action and system response means that marking takes far longer

than it should. Basic actions (such as saving a grade and moving on to the next student's submission) require excessively long procedures. Failures to accurately render formatting in PDFs introduces errors in students' submissions, and requires markers to go back through and correct original grades that were initially lower than deserved due to the improper formatting. All of these problems delay marking and delivery of feedback to students (SCS).

- Core Moodle makes it difficult to hold a timed class exercise within the VLE (SCS).
- The Moodle 'Quiz' plug-in does not allow for the application of the 22-point scale, marking and uploading of feedback is not currently possible within it, and its marking functionality is limited, in addition to the plug-in not interfacing with Urkund (SCS).

- 6. Recruitment in Medical Humanities.** Concerns were raised about recruitment in Medical Humanities; although the programme is successful and has been consistently praised by staff and students, it cannot be more widely advertised, grow its enrolment or be internationalised without addressing the administrative issues that persist as a result of the programme lacking the appointment of a dedicated administrator.
- 7. Staffing levels in Music.** The subject submits that these remain challenging.
- 8. International Office.** SCS submits that correct information must be forwarded to subject areas and Schools in a timely manner.
- 9. English for Academic Study.** SMLC notes that demand for credit and non-credit bearing Academic English courses outstrips ability of EAS to supply, both financially and practically.
- 10. Creative Cloud.** Film and TV Studies notes that Levels 1 and 2 provision would much benefit from the integrated practical activities that would be made possible by a subscription to a cloud-based version of Creative Cloud, available to all students and staff.
- 11. VLE Interfaces.** Several Schools reported that electronic marking interfaces (Urkund), workflow management tools and assignment interfaces (Moodle and Urkund) were clumsy or unfit for purpose.
- 12. MyCampus gradebooks.** SoH advises that MyCampus should be developed to produce gradebooks in order to avoid subject-based spreadsheets (Information Studies).
- 13. MyCampus and Course Specs.** SoH notes that it takes too long for course specifications to filter through to MyCampus after approval, e.g. in one case a name change was not enacted until after the examinations period.
- 14. Exams out of normal working hours.** SoH draws attentions to this issue, which disproportionately affects carers and students from low-income backgrounds. It is also bad for work-life balance. In addition, Registry does not collect exam scripts from exams halls outside of normal teaching hours.
- 15. Library Reading Lists.** A copy function for Library Reading Lists is desirable so as to be able easily to reproduce the same entry in more than one place on the same reading list (Celtic and Gaelic).

Hot Topics

Do you have any comments on the following topics?

1. Did you find the feedback calendars, which were introduced in 2016-17, helpful? Have they prompted any action, particularly with regards to the timeliness of feedback?

SCS

- Although some welcomed the introduction of feedback calendars, particularly with regard to helping GTAs, the majority noted that a local system for the effective administration and return of feedback was already in place within the School, meaning that the calendars only reinforced existing good practice. Details were provided of positive student comment on current promptness of return of feedback, and some noted that the suggested feedback calendar mechanisms were thought time-

consuming.

SCCA

- Theatre Studies adheres to 15-day turnaround, and thus found the ‘calendars had minimum effect’. Music reports significant progress in ensuring the 15-day turnaround was communicated to students and met by markers. Film and Television Studies considered that the ‘feedback calendars provided a valuable record, and feedback was returned in a timely manner at all levels’.

SoH

- No subject area in the School has used the feedback calendars, and several report that they have not done so because they did not seem helpful, while others use their own feedback calendar. For example, Philosophy comments that while the feedback calendars are well-motivated, they seemed to generate a lot of administration without really being of benefit to either staff or students. However, feedback has been a School theme in 2016-17 – with workshops and consultations – and progress has been made in this area within the School.

SMLC

- School examined introduction of its own feedback calendar and drew up several models, which drew attention to how return of work is actually tracked. The calendar does not address this in itself. Although it hoped to pilot one model, the initiative was delayed by staff absence and a consequent pressure on administrative support. Discussions on how best to track return of work are ongoing.

2. How do you work with Graduate Teaching Assistants in assessment, assessment moderation and feedback moderation?

SCS

While practice varies across the School according to subject area and individual courses, a summary of best practice and the various ways in which the School works with GTAs follows:

- General GTA School-wide training and induction provided.
- Regular briefing meetings between staff and GTAs.
- Provision of bullet-point guidelines to GTAs detailing what might be expected in student responses to feedback.
- Face-to-face meetings with GTAs on marking.
- Staff mentoring and moderation of GTA marking and feedback, and continual contact between GTAs and conveners.
- Pre-sessional meetings and moderation/calibration meetings.
- Use of GTAs in Honours teaching is not currently widespread within the School.
- SCS details that GTAs gained praise across the School for the quality of their work; their collegiality; their imaginative engagement with teaching activities; and their friendly, challenging, and inclusive seminars. In English Literature two Graduate Teaching Assistants, Alex Campbell and Emma Ward, won awards for teaching. English Literature also drew attention to GTA support for transitions, in particular the way in which GTAs provide fresh and original seminar content geared towards helping first-year students to move from school to university-level work in seminar discussions, writing and structuring arguments. The use of teaching meetings was seen as a positive means to work together with GTAs, and marking calibration exercises also function well.
- GTAs in Eng Lang Level 1 are given personalised feedback from relevant sections of EvaSys questionnaire (where students are invited to indicate which tutor they had); while time-consuming for course staff, this is considered essential to the career development and engagement of GTAs.
- Eng Lit recommend their use of a teaching manual for all pre-Hons courses involving GTAs, based on tutor experience. Devised by a former postdoctoral teaching team member, all GTAs receive this manual as part of their induction and are encouraged to add to it with their own insights.

SCCA

- GTAs receive examples of previous marked work and an extensive briefing. Convenor reviews a sample from each marker to ensure appropriate level and communication of feedback, and reviews the full spread of marks with a view to consistent median results. GTAs receive College induction, and each is assigned a mentor (FTV).
- Course Conveners moderate a sample of GTA assessments, and generally discuss marking criteria for

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specific assessments in GTA meetings. The Teaching Associate Forum, run by Dr. Drew Hammond, offers a regular opportunity to discuss marking and other GTA concerns (Music).

- Theatre Studies offer initial guidelines for assessment and feedback, and hold meetings with GTAs throughout the semester in which expectations for feedback 'good practice' are addressed in detail. Course conveners moderate with individual GTAs as required, suggesting improvements as necessary.

SoH

- Team meetings.
- Moderation of marking.
- Mentor systems.
- Seminar monitoring.
- Training sessions of marking and teaching.

SMLC

- Induction for new GTAs and a session on Assessment and Feedback in semester 1 of each year.
- Course conveners meet new GTAs in small groups and/or individually; exchange of good practice and support is encouraged through meetings and Moodle.
- GTAs are asked to highlight difficult or borderline assessments to convener. Convener or other experienced marker undertakes moderation and shares feedback with GTAs.
- SMLC-wide assessment and marking criteria 'have been found very useful', and are disseminated to GTAs in advance, along with specific course guidance.

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

SCCA

- Film and TV Studies is 'seeking ways within the Subject and School to facilitate more robust personal connection of students to the staff and the University. The first year Facebook group is a step in the right direction, but more needs to be done, especially as the College Advising system becomes less personalised'.

SMLC

- Spanish requests better University systems for monitoring student attendance.