

# UNIVERSITY OF GLASGOW

## Academic Standards Committee – Summer Powers

### Periodic Subject Review: Review of Scottish Literature held on 23 March 2016

#### Ms Jane McAllister, Clerk to the Review Panel

#### Review Panel:

Professor Frank Coton	Vice Principal (Academic and Educational Innovation) Panel Convener
Dr Sarah Dunnigan	University of Edinburgh, External Subject Specialist
Dr Duncan Ross	Senate Assessor on Court
Ms Debbie White	Student member
Professor Bill Sweeney	School of Culture and Creative Arts, Cognate member
Dr Michael McEwan	Learning and Teaching Centre
Ms Jane McAllister	Senate Office and Clerk to the Panel

## 1. Introduction

- 1.1.1 Scottish Literature is the smallest of four subjects in the School of Critical Studies in the College of Arts. The College and School were formed in 2010, when a major restructuring exercise reshaped the University from nine Faculties to four Colleges. Previously, Scottish Literature formed part of the School of English and Scottish Language and Literature (SESLL) alongside the subject areas of English Language and English Literature. SESLL was formed in 1996 to facilitate co-ordination and collaboration between the subject areas. Scottish Literature is also home to the Centre for Robert Burns Studies which was established in 2007.
- 1.1.2 Scottish Literature is the sole academic unit, nationally and internationally, dedicated wholly to teaching and research in Scottish Literature. The Subject Area places importance on the preservation of its unique position and its individual identity whilst maintaining links with cognate subject areas and making a significant contribution to academic and support activities in the wider College.
- 1.1.3 The Subject last underwent internal review in February 2009. The outcome of the review was positive with the Review Panel having been impressed by the enthusiasm and dedication of the staff, the focus on research-led teaching and the enthusiastic and articulate students that they met. A number of recommendations were made and the Subject Area successfully addressed these to the extent that some have been recognised as strengths in this review, for example, the variety of assessment and articulation of Intended Learning Outcomes (ILOs).
- 1.1.4 Preparation of the Scottish Literature Self Evaluation Report (SER) was led by the Head of Subject, Dr Rhona Brown, supported by a PSR Working Group. Staff and students were regularly updated on progress via dedicated meetings, subject area meetings, class announcements and other communications. Students and GTAs were involved via Student Focus Groups. A draft SER was made available on the Subject's general moodle site and comments received were incorporated into the final report.

The students who met with the Panel confirmed that they had been consulted and invited to comment on the draft SER before it was finalised.

1.1.5 The Review Panel met with the Head of Subject, Dr Rhona Brown, the Head of School, Professor Jeremy Smith, and the Dean (Learning and Teaching) for the College of Arts, Dr Don Spaeth. They also met with 6 members of academic and administrative staff, including one early career member of staff, 8 undergraduate students and 5 Graduate Teaching Assistants.

## 2. Background information

### 2.1 Staff

Scottish Literature is a small subject area with 7 members of staff: 3 full-time professors, 3 full-time Lecturers and 1 0.6 FTE University Teacher.

The staff:student ratio is 15.2 which is in line with University of Glasgow and Russell Group averages.

### 2.2 Students

Student numbers for 2015-16 are summarised as follows:

Individuals enrolled on one or more courses at each level		Form of Study	
		class enrolment	visiting/erasmus/exchange
Level 1	98	58	40
Level 2	60	53	7
Level 4 (Junior & Senior Hons)	112	56	56

### 2.3 Range of Provision under Review

- MA in General Humanities
- MA Honours in Scottish Literature (Single)
- MA Honours in Scottish Literature (Joint)
- JYA course for Principia Consortium - 'The Scottish Enlightenment: Ideas and Influence'

2.3.1 Scottish Literature does not currently contribute to or offer PGT courses. Previous PGT programmes recruited unsustainably low numbers of students over a number of years and were withdrawn. The Subject has taken a strategic decision to prioritise its Postgraduate research offering and has been successful with this approach. Research provision does not form part of this review.

2.3.2 The Scottish Literature undergraduate programme covers all aspects of Scottish Literature from the early medieval period to the twenty-first century. Students received a broad, chronological grounding in levels 1 & 2 then, in honours, specialise in medieval, early modern and Renaissance literature, eighteenth-century literature and popular Enlightenment, Scottish travel writing, textual editing and the memorialisation of Scottish culture and literature as well as modern and contemporary Scottish literature. The Review Panel noted an absence of Victorian Literature at honours level. This was acknowledged by the Head of Subject who confirmed that the Subject was seeking to address the absence [see para 5.2.3]. The Panel agreed that the

Subject was providing comprehensive coverage from first to fourth year with clear, developmental progress between first and second year, and leading into specialist study at Honours level. Scottish Literature is **commended** for maintaining the scope and diversity of its teaching portfolio with its small cohort of teaching staff.

- 2.3.3 Scottish Literature makes a significant contribution to Junior Year Abroad (JYA) provision, teaching alongside colleagues in Scottish History, Archaeology and Celtic and Gaelic on the “Introduction to Scottish Culture” course. They also provide a Level 4 course on the Scottish Enlightenment for a large group of visiting students from the Principia Consortium (42 students in 2015-16). The Principia Consortium was founded by Scottish Literature and is a group of select US Colleges and Universities who collaborate with the University of Glasgow to offer students enrolled in their Honours programmes an international Study Abroad opportunity at the University of Glasgow. The Review Panel **commends** Scottish Literature for their co-ordination of the Principia Consortium initiative which brings benefits of internationalisation to the student community and provides opportunities for the development of partnerships with other institutions.
- 2.3.4 Scottish Literature has recently developed a Massive Open Online Course (MOOC) entitled ‘Robert Burns: Poems, Songs and Legacy’. This was launched in 25 January 2016, the anniversary of Burns’ birth and had achieved approximately 7500 enrolments to date. This is discussed further in section 5.4 Technology Enhanced Learning and Teaching.

### **3. Context and Strategy**

- 3.1.1 From the SER and their meetings with staff and students, the Review Panel concluded that Scottish Literature has fully engaged with the University Strategy 2015-2020 and has clearly aligned its own strategies with the needs and priorities highlighted therein.
- 3.1.2 The Review Panel discussed the Subject’s position within the School with the Head of School and the Head of Subject. The conversation indicated that good relationships had been established within the school structure and that some opportunities for collaborative working were being explored. The Head of School reported that each of the subject areas had strong views on their individual strategic aims. The School’s aim was to provide a supportive framework, e.g. through common workload model and sharing best practices and policies, to allow the subject areas to work together effectively while allowing them to thrive individually.
- 3.1.3 The Review Panel gathered a sense of excellence from the SER and the documentation. The staff who met with the Panel were proud of the subject area’s distinctiveness and were focussed on preserving the Subject’s identity. The Panel, however, would have expected to see more evidence of this being balanced by a sustained and developed outward-looking approach, using the unique position as the only academic unit dedicated to the study of Scottish Literature in the world and the record of excellent teaching and research to take the lead in defining the subject globally. The Panel recognised the Centre for Burns Studies as an example of a confident, global –scale initiative and encouraged the Subject to reflect on its aspirations for its future global position and to consider how expansion into other modes of provision might enhance this.

### **4. Enhancing the Student Experience**

- 4.1.1 The Review Panel confirmed that the Subject was very successful in developing and sustaining a positive, stimulating and supporting learning experience across its undergraduate provision. It was evident that, since the last review, some highly positive strategies for enhancing the student learning experience had been

implemented. For example, the review and revision of the honours programme, incorporating review of ILOs and restructuring to 20 credit courses, the introduction of a variety of assessment methods including seminar evaluation exercises and the development of placement learning opportunities.

## 4.2 Admissions, Retention and Success

### *Recruitment*

- 4.2.1 The Review Panel noted that undergraduate numbers were healthy and well-sustained over the three year period where data had been provided.
- 4.2.2 The Review Panel also noted that the Subject had identified recruitment as an area for action in its SER. The issues of concern were stated as the lack of visibility of being a named Higher or A-Level in the secondary school curriculum and changes to the College of Arts Advising System that had reduced the Subject's direct contact with new students. The Head of Subject reported that the Subject was responding to this with a sustained effort in school related activity. For example, colleagues were working to ensure that Scottish texts were included in the school curriculum, joint talks with English Literature were given at open days and there was consideration of opportunities for recruitment and outreach offered via the widening participation agenda. The Panel **commended** the Subject's proactive approach to recruitment, particularly in terms of awareness and engagement with school curriculum and teachers and encourages the Subject to continue this effort. The Panel also urges the School of Critical Studies to support the Subject in these initiatives. The Panel observed that students were likely to be the best advocates for the Subject and could be a great help in relating to school pupils, as part of general recruitment as well as through formal activities such as the Top Up programme. The Head of School highlighted the School wide initiative (based in English Literature), Humanities in the Classroom<sup>1</sup>. This was a course that could be taken with a work placement based in an educational establishment, providing opportunities for students to further raise the profile of their subject while pursuing their own learning. [see also para 5.4.2]

### *Progression*

- 4.2.3 The Review Panel was impressed by the success of Scottish Literature in maintaining a good level of progression in terms of student numbers from the larger Level 1 & 2 classes through into Honours level. The students who met with the Panel reported that they had come into the Subject from a variety of routes, including a number who had changed their intended study programme after early experience of the Subject at Level 1. The reasons reported were: falling in love with the subject; the sense of being an individual in a smaller subject area; appreciation of the course structure which they considered to be very well thought out; clarity of expectation in terms of assessment and performance. The positivity expressed by the students who met with the Panel confirmed the success of Scottish Literature in providing an excellent learning experience for its students and the Panel **commends** the Subject for this.

### *Postgraduate Taught Provision*

- 4.2.4 The Review Panel heard that the Subject was continuing to discuss potential for developing PGT programmes. They had previously been involved in a number of programmes that were withdrawn due to very low student numbers. The staff who met with the Panel described a similar picture in other institutions involved in the study of Scottish Literature in across Scotland. As a result of this, a strategic decision had been taken to concentrate on Postgraduate Research which was a recognised strength.

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<sup>1</sup> <http://www.gla.ac.uk/coursecatalogue/course/?code=ENGLIT4051>

- 4.2.5 While noting that the Subject was very successful in recruiting PGR students, the Review Panel queried whether the absence of a PGT “bridge” had any effect. The staff reported that there were research masters programmes (MPhil, MLitt (research)) available that fulfilled this function. It was also reported that their experience had shown the research pathway to be more attractive to students, particularly given the Subject’s excellent track record in obtaining funding via AHRC, Carnegie and College Scholarships.
- 4.2.6 The Review Panel accepted that offering a full postgraduate taught programme would take up a disproportionate amount of time for the small group of Scottish Literature staff. The Panel asked if there had been any consideration of the potential to offer PGT level provision in other modes or formats. The Head of Subject reported that the School of Critical Studies was considering a hub and spoke model for PGT provision and indicated that Scottish Literature would be keen to contribute to this [see para 4.2.8].
- 4.2.7 The staff who met with the Review Panel reiterated that the decision to focus on PGR had been a strategic one responding to subject area strengths and low PGT recruitment. They expressed doubt about whether the PGT market in arts and humanities still existed. The Convener acknowledged that the UK market had reduced but reported that demand from Asia continued to be supported by a growth of interest in cultural studies and the expectation that graduates will have undertaken some postgraduate study. It was noted that, in Scotland, only the Universities of Aberdeen and Stirling still offered PGT programmes in Scottish Literature, and internationally only Guelph University, Ontario and Simon Fraser University, Vancouver were involved. The Panel asked if there had been consideration of a joint Masters with one of these international institutions suggesting that the opportunity to study Scottish Literature in Scotland with the high calibre of staff available and the unique and distinctive position of the Subject [see para 1.1.2] could be very attractive. It was reported that, while there were some staff and student exchanges with Simon Fraser University, there had been no discussion of more formal partnership activity. The Panel noted that the Academic Collaborations Office was available to provide advice and guidance on all aspects of academic collaborations.
- 4.2.8 The Review Panel accepted that the Subject’s decision to withdraw from PGT provision had been thoughtful, reasoned and strategic; however, it was the Panel’s view that some form of postgraduate provision would be beneficial to the future health of the Subject through its contribution to the external profile of the Subject and the potential influence of PGT graduates. The Review Panel **recommends** that the Subject explore and give consideration to alternative models of postgraduate taught provision including those that might appeal to alternative markets of potential students. For example, as well as exploring the potential to contribute to the development of the School of Critical Studies “Hub and Spoke” model of PGT provision [see para 4.2.6], consideration might include possibilities for joint programmes either internally to the University or with national or international partners, alternative modes of delivery such as those involving the accumulation of credit over longer periods, and investigation of new potential markets that might find alternative formats more accessible. It was suggested that the Subject’s stated intention to develop their MOOC (Massive Open Online Course) offering in future could contribute to this.

*Collaboration/ Irish & Scottish Literature post*

- 4.2.9 The Review Panel noted that a shared post in Irish & Scottish Literature had been redefined as English Literature only. The Panel requested some clarification on this situation. The Head of School explained that the post had been a School appointment intended to encourage collaboration and closer working. It had been designed with a 40/60 split between Scottish Literature and English Literature. The post holder had

been responsible for a split course which had worked well for a year after which the course evolved, according to the research interests of the post holder, resulting in a closer alignment to English Literature rather than Scottish Literature. The Head of School expressed disappointment with this outcome and agreed with the Review Panel's **recommendation** that the School should review the potential for new collaborative courses given examples of courses between subjects working well elsewhere. The Head of School expressed the hope that the proposed co-location of the College of Arts as part of the forthcoming campus developments would promote interdisciplinarity, as the physical space and grant support offered through "Arts Lab" had demonstrated.

- 4.2.10 The Review Panel queried opportunities for collaboration with other subject areas and schools within the University, e.g. Celtic and Gaelic. The Head of Subject reported a number of activities aimed at building the "Scottish Studies" portfolio, citing the example of the Junior Year Abroad (JYA) provision which was now being operated via the Centre for Scottish and Celtic Studies<sup>2</sup>. The Panel welcomed these activities and suggested that working with others was a good way of moving into new spaces while minimising the risks. It was recognised that there were opportunities to be explored with other schools and subject areas and noted that the 20 credit standardisation across the College had removed a significant obstacle. The Head of School and the staff who met with Panel expressed concerns regarding other structural barriers to collaborative teaching, such as financial transfers and the mechanisms for funds to follow staff working across subject areas. The Review Panel agreed that considerations related to financial administration should not be an obstacle to interdisciplinary teaching and, noting from subsequent clarification<sup>3</sup> that mechanisms for the transfer of funding for courses with shared ownership or teaching were agreed and in place at College level, the Panel **recommended** that the Head of College Finance review these mechanisms with the Head of School to establish whether the reported barriers to collaboration within the College were a matter of perception or could be resolved by adjusting the relevant administrative processes.
- 4.2.11 There was further discussion of potential with Film, Theatre and TV studies and Music. The Review Panel were assured that the Subject viewed "literature" in all its forms as part of their remit and included expertise in Scottish drama and song among its own staff. The Panel and the staff also discussed the potential for students to engage in activities related to but outside the study of literature, for example, creative writing or performance. The staff strongly expressed the view that the Subject was engaged in the activity of literary criticism and critical analysis rather than the creative process.

### 4.3 Equality and Diversity

- 4.3.1 Scottish Literature demonstrates excellent awareness and responsiveness to equality and diversity issues. The SER described robust processes for the dissemination of information from the University Disability Service and feedback questionnaires include a section which explicitly draws attention to staff handling of diversity issues. The Review Panel particularly **commends** the School Disability Officer's membership of the School Learning and Teaching Committee to ensure that all Learning and Teaching Initiatives take full account of the requirements of all students whatever their specific needs.

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<sup>2</sup> The Centre for Scottish and Celtic Studies was established to bring together academics from across the University to create a focus for research and teaching in the history, literature and culture of Scotland and the Celtic world.

<sup>3</sup> Clarification provided post review visit by the Dean of Learning and Teaching and College Secretary.

- 4.3.2 One of the GTAs who met with the Review Panel raised a concern that there had been delays in information coming through from the Disability Service, which they were aware had impacted on their ability to make necessary adjustments in good time. It was noted that the delay in the information coming through was not necessarily indicative of a process problem but could be a delay in the student reporting to the Disability Service. The Panel was assured that protocols for communicating this information were in place and operating effectively. The Review Panel **commended** the GTAs for their awareness of accessible and inclusive teaching practice. It was reported that the University had recently agreed to develop an Accessible and Inclusive Learning Policy to guide and advise staff and it was hoped that the GTAs would also find it helpful. Their comments on the policy as it developed would be welcomed.
- 4.3.3 The students who met with the Review Panel expressed the view that the Subject provided outstanding support for all groups of students with specific needs. Those with personal experience confirmed that Scottish Literature staff had been much more responsive to all issues raised than other areas.

#### **4.4 Supporting Students in their Learning**

- 4.4.1 Scottish Literature is committed to supporting students in their learning and the SER and supporting documentation provided ample evidence of good practice including support for students at all key transition points. The Review Panel would particularly **commend** the excellent support for students who are preparing for entry into Honours level study. Compulsory one-to-one interviews are conducted with students at the entry point to both junior and senior honours to plan and then confirm their two-year course package. There is also a taught component to the dissertation focussing on how to devise structure and present a research project. The students who met with the Panel confirmed that this reflected their experience and that staff could be approached for support at any time. They also praised staff for being particularly good at listening to and accepting feedback.

##### *Writing support*

- 4.4.2 The Review Panel noted from the SER that Scottish Literature students were encouraged to complete the Academic Writing Skills Programme's online diagnostic exercise on entry, and to make use of the services of Effective Learning Advisers and the Writing Centre throughout their studies. The Subject welcomed the expansion of the Writing Centre's provision but highlighted in its Action Plan that more needed to be done to publicise these services to students. The students who met with the Panel confirmed that they had been given information about the Writing Centre and other support services verbally at induction and at other times throughout the session. They were also aware that they could approach a tutor if they had an issue with academic writing practice and that they would be given some advice and possibly referred to other available services. The Panel considered this as further evidence of the excellent support provided by Subject and **recommended** that reference to the Academic Writing Skills Programme and other support available through University Services should be highlighted in course handbooks or in the Scottish Literature Moodle as a permanent source of the information and an easy reference point for students.

#### **4.5 Graduate Attributes**

- 4.5.1 Scottish Literature identified its approach to graduate attributes as one of its strengths. The SER described how the honours curriculum redesign had been used as an opportunity to embed graduate attributes across the honours curriculum to foreground

them more clearly and to raise awareness amongst the students. The Review Panel agreed that the Subject's diverse range of assessment and teaching methods also supported students in achieving and articulating their graduate attributes.

- 4.5.2 The contribution to developing graduate attributes of the placement learning aspects of the 'Memorialising Scottish Literature and Culture' course was identified as excellent practice [see para 5.1.5]. The Review Panel understood that, for good reason, there was a cap of 20 students on this course and enquired whether this disadvantaged students who were not able, or chose not, to participate. The Head of Subject acknowledged that, while the intended learning outcomes were clearly identified across the range of courses and did represent a coherent set of graduate attributes, there was still work to do in ensuring the skills element in other courses was as well-defined as in the "Memorialising" course. The Panel discussed how the professional learning gained through the 'Memorialising' course might be transferred to those who had not participated. Suggestions were made that some type of event where students presented their work with their reflection on the experience overall might be beneficial to both sides. Some concerns were expressed regarding copyright issues that might be involved in doing this; however, the Panel suggested that there could be learning to be gained from overcoming these restrictions. The Review Panel **recommends** that the Subject consider ways to engage non-participating students with the outputs from the 'Memorialising Scottish Literature and Culture' course for added learning value.
- 4.5.3 The students who met with the Review Panel and had not participated in the 'Memorialising' course, or had not yet had the opportunity, confirmed that they were prompted and encouraged to think about their future study and work throughout the curriculum and that there was regular discussion of the skills being gained and their transferability.
- 4.5.4 The Review Panel noted that a placement-based dissertation option was under development as was a 'Textual Editing' honours course which would assist students to develop specialist skills useful in the publishing industry. The Panel encourages the Subject to continue to develop opportunities related to graduate attributes as they are identified.

#### **4.6 Effectiveness of Student Feedback Mechanisms**

- 4.6.1 The Review Panel noted that a variety of robust and effective feedback mechanisms were in place and that the Subject appeared to respond very quickly and thoughtfully to any issues raised. There was clear evidence in the documentation where student consultations had resulted in the implementation of changes, for example, the extension of seminar evaluations to Level 1 courses. In the Panel's view, this demonstrated that the Subject is proactive and supportive in relation to the needs, requirements and concerns of its student body.
- 4.6.2 The students who met with the Review Panel agreed that staff were very good at listening and accepting feedback. In terms of the communication of responses, some considered that there was scope for improvement. Others of the group considered that they did receive responses and reported that they had experienced change being made within a week of an issue being raised at Staff-Student Liaison Committee (SSLC). This supported the Panel's initial view that the SSLC was operating effectively.
- 4.6.3 The Review Panel congratulated the staff on the excellent NSS results they had achieved but noted the confusion around the subject grouping that Scottish Literature had been allocated to. It had been included in English Studies for some time and then moved to Comparative Literature and last year had been included with Celtic and Gaelic in the Celtic Studies group. The Subject, School and Dean of Learning and



Teaching were all working to resolve this and the Panel encouraged them to continue to work towards a steady position to allow continuity and to give as much visibility to Scottish Literature within the group as was possible.

## 5. Enhancement in Learning and Teaching

### 5.1 Learning and Teaching

#### *Study abroad*

- 5.1.1 The low uptake of study abroad opportunities had been discussed at the previous review and was again a topic of discussion. This issue is widely recognised across the University and not particular to Scottish Literature, however, the Review Panel suggested it might be a useful space to explore in terms of strengthening the Subject's outward looking and partnership activities. The Head of Subject reported that study abroad opportunities had been under discussion as part of the Subject's response to the University strategy. She expressed the view that all staff agreed that the experience was of tremendous value to the individual. The Panel noted that staff found the difficulty of sourcing Scottish Literature courses at institutions beyond Scotland to be an insurmountable barrier. One student who had applied to study abroad agreed with this, reporting that while the Subject had been very supportive the destination institution had not been. The Panel took the view that the focus should be less on matching curriculum and more on defining an experience that complemented the programme as a whole. It was suggested that a comparative study, of literature or other cultural topic, would enrich the experience of the student, and of the community on their return.
- 5.1.2 The Review Panel accepted that a year away from the subject of a degree programme was unrealistic and queried whether shorter forms of study abroad had been considered. Staff reported the understanding that there were barriers that prevented shorter trips. These were: the School of Critical Studies requiring study abroad to be undertaken for a full year; and University regulations on the permitted percentage of papers outside the degree subject. The Head of School confirmed that the School did not currently have any opposition to shorter periods abroad, though there may have been historically. The Review Panel Convener was concerned to hear feedback that a University regulation might be blocking study abroad opportunities and, therefore, **recommends** that the Senate Office clarify the Subject area's concerns and review University regulations on outside papers. The conclusions of this review should be shared with the Head of Subject and the Head of School.
- 5.1.3 The students who met with the Panel confirmed that they had been told about study abroad but reported that they did not find it attractive given their view that Scottish Literature at Glasgow was the best place to study the discipline. They were asked if they had thought about the opportunities and benefits of gaining a different perspective and responded that the mix of students from different backgrounds within the subject area was sufficient to bring different perspectives to discussions. The Panel members, reported personal knowledge of students for whom the study abroad experience had been an opportunity to reassess their interests and aspirations and had positively influenced their future study/work. It was thought that it might be beneficial to highlight similar experiences to the Scottish Literature students to encourage them to give more consideration to study abroad.
- 5.1.4 As a result of the discussion and notwithstanding the limited interest of the current students who met with the Panel, the Review Panel **recommends** that the Subject, with the support of the School, explore the possibilities around the opportunities for short period of study abroad, with a range of preferred partners (to assure duty of care

can be discharged efficiently) where there are opportunities for wider comparative studies that can be related back to the study of Scottish Literature.

### *Placement learning*

- 5.1.5 The Review Panel was impressed by the Subject's engagement with Placement Learning and **commended** their 'Memorialising Scottish Literature and Culture' course as an excellent example. The wealth of experience developed through the set up and delivery of this course had been recognised by the College in the appointment of Dr Mackay as College Placement Officer to provide advice and guidance to colleagues across the College.
- 5.1.6 The Review Panel heard that students on the 'Memorialising Scottish Literature and Culture' course were required to apply for a place on the project that best suited their interest. Currently, there were projects available with the Hunterian Museum, the Edwin Morgan Archive, the Robert Burns Birthplace Museum and the Royal College of Surgeons and Physicians, Glasgow. Staff were working on growing the number of placement partners in a gradual way to allow them to ensure that placements were relevant, that students had productive work to do and that there was potential for an assessed project element. It was important to keep assessment methods flexible to accommodate different types of output and this meant that each arrangement required a significant amount of reflection and preparation.
- 5.1.7 Staff confirmed that the operation of the 'Memorialising' course was administratively intensive and, therefore, numbers were currently capped at 20. This represented approximately half the honours cohort. While noting that this proportion could grow as the number of placement partners built up year on year, the Review Panel was concerned about the opportunity for students who did not take part in the course to develop professional skills. This is discussed in more detail under Graduate Attributes at paragraph 4.5.2 & 3.
- 5.1.8 It was noted that student feedback to date had been overwhelmingly positive including statements such as "this is the best thing at Honours". The students who met with the Review Panel and had experienced the 'Memorialising' course this session reported that there had been an issue with placements at one of the partners. They explained that they had been asked to make presentations on objects that were not linked to Scottish culture in any way and relate them back to their study of Scottish Literature. After the initial challenge, the students involved had all succeeded in completing their task with creative thinking and some support from the Subject staff. As the discussion moved on, the students agreed that the challenge had been worthwhile and had made them look at their subject from a completely different perspective. In some cases, it also led them to topics for dissertation and gave useful insight into potential future careers. Staff commented that innovative assessment could panic students initially and they were aware of the need to support students through the familiarisation process. The Panel did not wish to make a recommendation here but suggested that a formal written agreement setting out the Subject's expectations of each placement provider might be useful. The College of Arts Dean of Learning and Teaching subsequently informed the Panel that a College agreement was in place and had been published as part of the College's Placement Toolkit.

### *Reading Party*

- 5.1.9 The Review Panel noted that students from across the year groups had the opportunity to attend a weekend Reading Party in Arran, and that the feedback on the event was very positive. The Panel enquired how the Reading Party was perceived by students who were not able to attend. The students who met with the Panel reported that those who had not attended had not experienced any negative impact because it

was a standalone event that did not contribute to or impact on any classes following the trip. There were also opportunities to take part in other shorter trips and events. The students who met with the Panel reported that the Scottish Literature Society had been very good at arranging events and expressed a hope that it would be re-established soon. There had been a hiatus between the previous organisers graduating and someone new coming forward to take it on.

### *Autonomous Learning Groups*

5.1.10 Scottish Literature uses Autonomous Learning Groups throughout the programme, in order to foster student independence and build personal and professional confidence away from the classroom. The students who met with the Review Panel spoke positively about their experience of Autonomous Learning Groups. They explained that small groups of students receive questions related to the current topic from their tutor then meet outside scheduled class time to discuss them. The students appreciated the flexibility of these groups and reported that they sometimes helped to establish ongoing study/discussion groups after the particular tasks were completed. They acknowledged that attendance did sometimes fall off but there was no feeling of carrying the weight of non-participating members because there was no formal output of assessed work.

## **5.2 Curriculum Design**

5.2.1 The Review Panel noted that the Subject had recently carried out a thorough review and redesign of courses at honours level including the reshaping of provision into 20 credit blocks (from 30 credits). The Panel heard that the Subject had fully engaged with all stakeholders, particularly students, throughout the process. The students who met with the Panel confirmed that there had been much consultation on the curriculum review over a period of a year and a half and that they had also been asked for feedback on the implementation of the changes. The students considered that the implementation had been well managed and reported that there had been no disruption to their programmes of study.

5.2.2 The students who met with the Panel reported that the coverage of the subject was very good and well balanced. They were aware of progression through the levels and recognised that honours material was building on levels 1 and 2. The staff were praised for their inclusion of women authors in the curriculum which the students perceived to be more systematic than in other areas. This was demonstrated by the way that the absence of women's contribution was always acknowledged to indicate that it was not simply an oversight. The Panel encourages the Subject to maintain its awareness of the visibility of female authors and to strive for an inclusive and well-integrated mix of authors across all courses. The External Subject Specialist highlighted the "Beginnings to Early Modern" course as a good example.

5.2.3 The External Subject Specialist noted the absence of a course covering late Victorian material. The Head of Subject confirmed that was the case and explained that the course had been in need of refreshing following the departure of the member of staff with late Victorian expertise. The Subject was aware of the gap and was seeking alternatives to replace the course.

5.2.4 Overall the Review Panel's view was that the curriculum redesign had had a very positive and beneficial outcome, allowing students a greater range and diversity of courses at Honours level, and broadening the ways in which student learning was encouraged and developed.

### 5.3 Approach to Intended Learning Outcomes

5.3.1 The Review Panel considered that the extensive review of intended learning outcomes (ILOs), as part of the curriculum review, had produced clarity and cogency across all courses. This was reflected in feedback questionnaires which demonstrate sound student awareness and understanding of course expectations and demands. The Head of Subject reported that staff mark to ILOs and refer to them in feedback to reinforce their purpose and function. The Graduate Teaching Assistants who met with the Panel also demonstrated excellent awareness of ILOs at course level.

### 5.4 Technology Enhanced Learning and Teaching

5.4.1 The Review Panel noted that, as a contribution to the University's E-learning Strategy, Scottish Literature had developed a Massive Open Online Course (MOOC) entitled 'Robert Burns: Poems, Songs and Legacy'. This was launched on 25 January 2016, the anniversary of Burns' birth, and had achieved approximately 7500 enrolments to date. Work was to continue in 2016-17 to develop further online options on Burns' life and work. These would be built into a 'Blended' Honours option for Scottish Literature students with online components and traditional seminars; and a wholly online, fee-paying, distance-learning option. The Panel **commended** the Subject's online provision developments as indicators of the Subject's innovative approach to course design and delivery and its responsiveness to, and support of, the University e-learning strategy.

5.4.2 The Panel was interested to hear the Subject's experience to date with University support for online initiatives. The Head of Subject reported that the time commitment and logistics involved had been challenging and more than the initial expectation. She commented that support could be better co-ordinated but expected this to improve as experience was gained by all involved. The Panel enquired if the Subject had considered developing a mini MOOC for school pupils, suggesting it could be used as an introduction to the discipline and as a useful recruitment vehicle for full-time study [see also para 4.2.2].

### 5.5 Assessment

5.5.1 The Review Panel **commended** the Subject's clearly reflective and innovative approach to continuous enhancement of assessment practices. The range and variety of practices seen across the assessment portfolio at both formative and summative levels was impressive. Assessments were tailored to individual modules and Honours options, and provided a stimulating diversity of tasks which was sensitively adapted to different learning styles.

5.5.2 The SER listed the following types of assessments being used: critical essays of varying lengths; monitored coursework in class time; the preparation and editing of textual editions; critical exercises, analysing both primary and secondary texts (such as in Annotated Bibliographies); critical evaluations of unseen manuscript material; reflective Seminar Evaluations; creative writing and translation exercises; close-reading exercises under examination conditions; traditional, closed-book examinations; the preparation of catalogues, virtual archives and exhibitions; placement-based project work; book reviews; and comparative essays. Formative assessment was provided through: analysis and discussion of texts, genres and literary movements in groups led by tutors; student-led seminar discussion; Autonomous Learning Groups and projects; one-to-one discussions of placement research projects and exercises.

5.5.3 The Convener of the Panel queried the extent to which examinations were still in use. The staff expressed the view that there was still a place for traditional essay based examination papers, reporting that examinations were still used at level 1 & 2 but only

in around half of honours courses. This provided students with diverse learning styles ample opportunity to demonstrate their individual strengths.

- 5.5.4 The students who met with the Review Panel were asked to comment on their experience of the range of assessment across their courses. They highlighted seminar evaluation exercises as one distinctive example of assessment practice. In these exercises, students choose four seminars on which to write a reflective piece developing in-class discussions and forming their own independent readings of texts. At the end of the semester, the collection of four seminar evaluations could be used as a portfolio of notes for the final assessment. The students who met with the Panel confirmed that they found this activity valuable in helping them to explore and form their ideas and as useful preparation for examinations. It was an opportunity to reflect on the discussion in class and to explore the aspects that had interested them personally. The Panel noted that the Subject had responded to the very positive feedback on seminar evaluation exercises by considering extending this style of assessment to level 1.
- 5.5.5 Staff reported that they were investigating the use of technology to support examinations and that an online, timed, close reading exercise was being introduced. In terms of administering examination papers, staff reported that they were looking at Moodle, scanning scripts and at the services offered via Teleform software to improve efficiency. The Review Panel encouraged the Subject to ensure they were fully involved in wider discussions in this area, noting that IT Services were looking at technology to support the examination process end-to-end.

## **5.6 Engagement with the Code of Assessment and Assessment policy**

- 5.6.1 The Subject was fully aware of and responsive to developments in Assessment Policy. The Subject was also mindful of the need to support its Graduate Teaching Assistants with ongoing training in feedback and assessment practice.

### *Feedback on Assessment*

- 5.6.2 The students who met with the Panel reported that they understood the assessment descriptors and the expectations of each piece of assessed work. They confirmed that they received feedback via feedback sheets. Generally, their opinion was that the feedback was of good or outstanding quality and that it guided them towards achieving the intended learning outcomes and improving their performance. However, there was some variation in the feedback given and in the way in which the feedback sheet was used by different markers.
- 5.6.3 The Review Panel discussed the assessment feedback sheet with the staff and reported the comments made by the student group. Staff also found the feedback sheet useful but agreed there was scope for refreshment as it had not been updated since a review by the external examiner two years previously. The Review Panel **recommended** that the Subject review the assessment feedback sheet for currency and agree a consistent practice for its use. This should be done in full consultation with the students.

## **5.7 Engaging and Supporting Staff**

- 5.7.1 The Review Panel formed a strong impression that all staff members were actively involved in Subject, School and College initiatives and have, indeed, served as a model of good practice in several examples, particularly in recognising the need for personal and professional development for undergraduate students in the College of Arts. There has been recognition of Scottish Literature staff in Administrative and

Teaching Excellence Awards (Ms McLaughlin and Dr Brown) and in appointment to College positions (Dr Mackay, College Placement Officer)

*Probationer and early career support*

- 5.7.2 One member of staff had been in the first cohort of the Early Career Development programme (ECDP). She reported having been very well supported by her mentor but that it had been a rather chaotic experience overall. It was acknowledged that this had been in the early days of the programme and that matters seemed to be improving, particularly with better communications. The wider staff group approved of the aims of the ECDP but agreed that it needed some work. The Review Panel noted that the Academic Development Unit which had responsibility for the ECDP had also gone through periodic subject review this session and was looking forward to addressing recommendations arising.
- 5.7.3 The Review Panel noted that the Subject had been supportive of participation in the ECDP and had provided good opportunities to take on responsibilities. The Panel was pleased to hear that a good balance had been struck between the remission of workload to allow time to complete ECDP objectives and the need to take on responsibilities to gain the experience needed to achieve them. It was also noted that there was no training for mentors of new staff but given the experience of the current cohort of staff, it was considered unnecessary at this time.

*University Teacher*

- 5.7.4 It was noted that the University Teacher was an extremely valued member of staff who had been instrumental in the development of the new Level 1 course, the Principia Consortium and the MOOC.

*Graduate Teaching Assistants*

- 5.7.5 The Graduate Teaching Assistants (GTAs) who met with the Review Panel were very positive about their role and welcomed the opportunity to teach and develop their skills. They also commented that refreshing their knowledge of the wider subject was of benefit to their research as was the potential for generating new ideas from interactions with students.
- 5.7.6 The GTA role in Scottish Literature was to support seminars and tutorials. The topics covered in these followed the Lecture programme but the GTAs were given certain amount of freedom to bring their own expertise to bear in terms of the specific focus.
- 5.7.7 The Review Panel noted the degree of autonomy over the specifics of tutorials that was given to, and appreciated by, the GTAs. The Panel asked staff how this and the GTAs' general performance was monitored. The Course Convener monitored the resources and topics posted by GTAs on the seminar group Moodle to ensure they were not off topic and would intervene if they were alerted to issues. Staff viewed the degree of autonomy as a good opportunity for career skills development.
- 5.7.8 The GTAs who met with the Review Panel confirmed that there were a range of training opportunities available and that they had participated in the University's statutory training and additional training provided by the School of Critical Studies. The GTAs who met with the Panel had preferred the School specific training that covered the topics of leading groups, directing discussion and giving feedback. [Dr Mackay and Dr Brown had been involved in the development of this School-wide training.] There was some criticism that training had not taken place until after the GTAs had started teaching and the Panel heard that the current group of GTAs had responded by undertaking some peer-to-peer support activities. The Panel praised the GTAs for their independent approach but questioned whether it was indicative that some element of training was misaligned. The Review Panel **recommends** that the

Subject evaluate GTA training provision to identify whether there is scope to improve its structure and to ensure the support GTAs receive is timely and helps them be fully prepared for teaching before they begin.

- 5.7.9 The Review Panel asked whether the GTAs felt part of the wider teaching team and heard from the GTAs that their views on courses were taken on board and that they were consulted on changes to courses and assessment methods. The GTAs who met with the Panel discussed differences in their individual contractual situations that meant they had varying levels of access to facilities. The need to pay for their own printing and photocopying was cited as an example and clarification was given that GTAs had to have over a certain number of hours to qualify for a contract and, therefore, a staff card that would allow them to use the Subject's pull printing accounts. Staff confirmed that they were happy for their own cards to be borrowed at any time. The Panel recognised that the photocopying/printing issue stemmed from the underlying contractual situation which was beyond the control of the Subject and outwith the remit of the review. The Panel agreed to **recommend** that Human Resources be made aware of these comments [see para 5.8.1]. Noting that the staff and the GTAs value the autonomy the GTAs are given, the Review Panel also **recommends** that the Subject and GTAs explore the structures that support GTAs working autonomously, including possible options for a more formal arrangement for GTA photocopying and communication of such arrangements to ensure that they are clear to all GTAs.
- 5.7.10 The GTAs were aware of recently introduced opportunities for new GTAs to shadow someone with experience. This development was welcomed and expected to be very helpful. The Review Panel also discussed the observation of GTA teaching with staff. Staff agreed it was a good idea and a continuation of the practice of upcoming GTAs observing the teaching of staff and experienced GTAs. Staff reported that good teaching practice was discussed in meetings of the course team and GTAs were encouraged to approach the course conveners should any further advice or mentoring be needed. The GTAs also received feedback and advice on marking. The students who met with the Panel were in agreement that the GTAs performed well and had particular praise for those were able to bring all the class into discussions.

## **5.8 Resources for Learning and Teaching (staffing and physical)**

### *Graduate Teaching Assistants*

- 5.8.1 The GTAs who met with the Review Panel raised concerns regarding their pay and contracts. They reported that there had been changes to the balance of the payment, in terms of time for preparation and for marking, which had not been communicated very well and had led to some confusion for them. They expressed the view that the allocation of 30 minutes preparation for every hour of teaching was extremely limited and did not allow them to be as prepared as they would like. The time allocated for marking was also limited. Staff commented that the estimation of 3 essays per hour was reasonable for an experienced academic but not for a GTA. The Review Panel **recommends** that the Senate Office forward comments on GTA contracts to Human Resources for information. [see also para 5.7.9]

### *Learning and Teaching Space*

- 5.8.2 Staff and students who met with the Review Panel reported dissatisfaction with the allocation of rooms for their classes. Various issues led the students who met with the Panel to report the perception that, because they were generally smaller, their classes were expected to fit into the "left over" spaces after the larger classes were accommodated. Staff reported that an instance of a two hour class being allocated to

different rooms for each hour. The Panel agreed that this was unreasonable and encouraged the Subject to continue to push back any such illogical decisions for reconsideration. The Convener clarified the timetable modelling approach and reported that a workstream had been established to look at space planning and the possibility of using other sites adjacent to campus.

5.8.3 The students who met with the Review Panel noted that very few of their classes were located within Scottish Literature premises even at honours level. They expressed the view that this was one of the few things that they would have changed about their experience. However, they did report that the blinds in the Scottish Literature seminar (Room 101) were not effective enough at blocking light to enable projected material to be viewed. The Panel suggested that this should be easily fixed and suggested that the ineffective blinds in Room 101, 7 University Gardens be drawn to the attention of Estates & Buildings via the University's report fault page<sup>4</sup> with a request that the issue be rectified as soon as possible.

## **6. Academic Standards**

6.1.1 The Review Panel considered that Scottish Literature had a variety of robust and effective procedures in place which ensure that the Subject is engaged in a continual process of self-reflection and self-evaluation with regard to academic and pedagogical practice.

### *Currency and Validity of Programmes*

6.1.2 The Panel, guided by the views of the External Subject Specialist, confirmed that, at the time of the Review, the programmes offered by the School were current and valid in the light of developing knowledge and practice within the subject area.

## **7. Collaborative provision**

7.1.1 The SER reported that Scottish Literature had no formal collaborative provision. However, the Review Panel considered that the Subject was involved in a number of activities that could be defined as collaboration and that contribute to the University's reputation worldwide. The Principia Consortium [see para 2.3.3] and Junior Year Abroad provision were notable examples. These initiatives bring benefits of internationalisation to the student community and provide opportunities for the development of partnerships with other institutions.

## **8. Summary of perceived strengths and areas for improvement**

### **8.1 Key strengths**

The Review Panel identified the following areas as key strengths:

- The Subject's unique global position as the only academic unit solely dedicated to teaching and research in Scottish Literature
- Creation of a supportive and nurturing learning community throughout undergraduate provision, reflected in highly positive student feedback
- Comprehensive coverage of the subject from first to fourth year with clear, developmental progress between first and second year, and leading into specialist study at Honours level

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<sup>4</sup> [https://ebhelpdesk.mis.gla.ac.uk/helpdesk/htdocs/common/default\\_gl.php](https://ebhelpdesk.mis.gla.ac.uk/helpdesk/htdocs/common/default_gl.php)



- Diversity of assessment methods at both formative and summative levels, accommodating a diversity of learning styles
- Research-led teaching practices
- Engagement with alternative learning and teaching practices as exemplified in placement learning aspects of the Memorialising Scottish Culture course
- Excellent engagement with, and contribution to, University strategies
- Significant and early contribution to the University's e-Learning Strategy through the development of the 'Robert Burns: Poems, Songs and Legacy' MOOC (Massive Open Online Course) and the plans to continue development into blended learning options.
- A strong cohort of Graduate Teaching Assistants who demonstrate reflective and insightful teaching practice and are mutually supportive
- A highly articulate and motivated group of undergraduate students who communicate a passion for their subject and were clearly inspired by the staff and teaching they were experiencing
- Awareness of need to influence curriculum development in the school sector as a means of promoting the subject for the general good and for strengthening the potential for future recruitment to undergraduate programmes

## 8.2 Areas for improvement

The Review Panel highlighted the following areas as opportunities for improvement:

- Postgraduate Taught Provision
- Collaboration with other subject areas, within the University and beyond
- Consideration of shorter formats of Study Abroad, engaging with wider cultural study

Specific recommendations addressing these areas for work are listed below, as are a number of further recommendations on particular matters.

## 9. Conclusion

9.1.1 Scottish Literature holds a unique position in terms of Scottish, UK, and global contexts due to its status as the sole academic unit dedicated wholly to teaching and research in Scottish literature. This provides a core distinctive strength in its offering that is reinforced by a small but strong team of staff who are committed to providing a positive, stimulating, and supportive learning environment for their students. Given this position and the high quality of the provision on offer in Scottish Literature, the Panel had expected to find a more sustained and developed outward-looking approach to collaboration and partnerships. Several of the recommendations below are made with a view to encouraging this. The subject demonstrates excellent responsiveness to student feedback and was highly praised by the students who met with the Review Panel. This is confirmed by impressive NSS satisfaction rates (whichever subject group the Subject is reported in). In its SER, the Subject articulated a very clear, coherent, and distinctive set of pedagogical aims and strategies, and throughout the review, the Panel was pleased to find good evidence of the Subject being engaged in a continual process of reflection and evaluation with regard to all aspects of their practice.

## **9.2 Commendations**

The Review Panel commends Scottish Literature on the following, which are listed **in order of appearance** in this report:

### **Commendation 1**

Scottish Literature is commended for maintaining the scope and diversity of its teaching portfolio with its small cohort of teaching staff. [Paragraph 2.3.2]

### **Commendation 2**

The Review Panel commends Scottish Literature for their co-ordination of the Principia Consortium initiative which brings benefits of internationalisation to the student community and provides opportunities for the development of partnerships with other institutions [Paragraph 2.3.3]

### **Commendation 3**

The Panel commends the Subject's proactive approach to recruitment, particularly in terms of awareness and engagement with school curriculum and teachers and encourages the Subject to continue this effort. The Panel also urges that the School support the Subject in these initiatives. [Paragraph 4.2.2]

### **Commendation 4**

The positivity expressed by the students who met with the Panel confirmed the success of Scottish Literature in providing an excellent learning experience for its students and the Panel commends the Subject for this. [Paragraph 4.2.3]

### **Commendation 5**

The Review Panel particularly commends the School Disability Officer's membership of the School Learning and Teaching Committee to ensure that all Learning and Teaching Initiatives take full account of the requirements of all students whatever their specific needs. [Paragraph 4.3.1]

### **Commendation 6**

The Review Panel commends the GTAs for their awareness of accessible and inclusive teaching practice. [Paragraph 4.3.2]

### **Commendation 7**

The Review Panel particularly commends the excellent support for students who are preparing for entry into Honours level study. [Paragraph 4.4.1]

### **Commendation 8**

The Review Panel was impressed by the Subject's engagement with Placement Learning and commends their 'Memorialising Scottish Literature and Culture' course as an excellent example. [Paragraph 5.1.5]

### **Commendation 9**

The Panel commends the Subject's online provision developments as indicators of the Subject's innovative approach to course design and delivery and its responsiveness to and support of the University e-learning strategy. [Paragraph 5.4.1]

### **Commendation 10**

The Review Panel commends the Subject's clearly reflective and innovative approach to continuous enhancement of assessment practices. [Paragraph 5.5.1]

### 9.3 Recommendations

The following recommendations have been made to support Scottish Literature in its reflection and to enhance provision in relation to teaching, learning and assessment. The recommendations have been cross-referenced to the paragraphs in the text of the report to which they refer and are **grouped together** by the areas for improvement/enhancement and are **ranked in order of priority within each section**.

#### *Postgraduate Taught Provision*

##### **Recommendation 1**

The Review Panel recommends that the Subject explore and give consideration to alternative models of postgraduate taught provision including those that might appeal to alternative markets of potential students. For example, as well as exploring the potential to contribute to the development of the School of Critical Studies “Hub and Spoke” model of PGT provision [see para 4.2.6], consideration might include possibilities for joint programmes either internally to the University or with national or international partners, alternative modes of delivery such as those involving the accumulation of credit over longer periods, and investigation of new potential markets that might find alternative formats more accessible. It was suggested that the Subject’s stated intention to develop their MOOC (Massive Open Online Course) offering in future could contribute to this. [Paragraph 4.2.8]

**For the attention of: The Head of Subject**  
**For information: The Head of School**

#### *Graduate Teaching Assistant Training and Support*

##### **Recommendation 2**

The Review Panel recommends that the Subject evaluate GTA training provision to identify whether there is scope to improve its structure and to ensure the support GTAs receive is timely and helps them be fully prepared for teaching before they begin. [paragraph 5.7.8]

**For the attention of: The Head of Subject**  
**For information: Learning and Teaching Centre Academic Development Unit**

##### **Recommendation 3**

Noting that the staff and the GTAs value the autonomy the GTAs are given, the Review Panel recommends that the Subject and GTAs explore the structures that support GTAs working autonomously, including possible options for a more formal arrangement for GTA photocopying and communication of such arrangements to ensure that they are clear to all GTAs. [Paragraph 5.7.9]

**For the attention of: The Head of Subject**

##### **Recommendation 4**

The Review Panel recommends that the Senate Office forward comments on GTA contracts to Human Resources for information. [Paragraph 5.7.9 & 5.8.1]

**For the attention of: Senate Office**  
**For information: The Head of Subject**

#### *Study Abroad*

##### **Recommendation 5**

The Review Panel recommends that the Subject, with the support of the School, explore the possibilities around the opportunities for short period of study abroad, with

a range of preferred partners (to assure duty of care can be discharged) where there are opportunities for wider comparative studies that can be related back to the study of Scottish Literature. [Paragraph 5.1.4]

**For the attention of: The Head of Subject  
For information: The Head of School**

### **Recommendation 6**

The Convener was concerned to hear feedback that a University regulation might be blocking study abroad opportunities and, therefore, recommends that the Senate Office clarify the Subject area's concerns and review University regulations on outside papers. The conclusions of this review should be shared with the Head of Subject and the Head of School. [Paragraph 5.1.2]

**For the attention of: Senate Office  
For information: The Head of Subject & the Head of School**

### *Graduate Attributes*

### **Recommendation 7**

The Review Panel recommends that the Subject consider ways to engage other students with the outputs from the 'Memorialising Scottish Literature and Culture' course for added learning experience. [Paragraph 4.5.2]

**For the attention of: The Head of Subject**

### *Interdisciplinary teaching*

### **Recommendation 8**

The Review Panel recommends that the School should review the potential for new collaborative courses given examples of courses between subjects working well elsewhere. [Paragraph 4.2.9]

**For the attention of: The Head of School  
For information: The Head of Subject**

### **Recommendation 9**

The Review Panel agreed that considerations related to financial administration should not be an obstacle to interdisciplinary teaching and, noting from subsequent clarification that mechanisms for the transfer of funding for courses with shared ownership or teaching were agreed and in place at College level, the Panel recommends that the Head of College Finance review these mechanisms with the Head of School to establish whether the reported barriers to collaboration within the College were a matter of perception or could be resolved by adjusting the relevant administrative processes. [Paragraph 4.2.10]

**For the attention of: The Head of Finance, College of Arts  
For information: The Head of Subject & the Head of School**

### *Administrative matters*

### **Recommendation 10**

The Review Panel recommends that the Subject review the assessment feedback form for currency and agree a consistent practice for its use. This should be done in full consultation with the students. [Paragraph 5.6.3]

**For the attention of: The Head of Subject**

**Recommendation 11**

The Review Panel recommends that reference to the Academic Writing Skills Programme and other support available through University Services should be highlighted in course handbooks or in the Scottish Literature Moodle as a permanent source of the information and an easy reference point for students. [Paragraph 4.4.2]

**For the attention of: The Head of Subject**