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 | College of Social Science |
|---|---|
| | The outcome of annual monitoring across the five schools was reported to College with all undergraduate units and courses within the College subject to a review process. The Centre for Open Studies has been included with the College this session for reporting purposes. This report has been informed by the School AMRs provided by the Quality Officers responsible for undergraduate provision across all of the Schools that comprise the College: <br><br> • Adam Smith Business School: Dr Geethanjali Selvaretnam <br><br> • School of Education: Dr Dely Elliot <br><br> • School of Interdisciplinary Studies: Dr Alexander Whitelaw <br><br> • School of Law: Professor Ernest Metzger <br><br> • School Social & Political Sciences UG Studies: Dr Craig Smith <br><br> • *Centre for Open Studies:* Dr Janice Ross <br><br> Dr Robert Doherty, College Quality Officer. |

## Reflection

What is working well?

**Adam Smith Business School**

The School recorded 18 separate areas of success, strengths or improvements to processes and practices. Among the areas highlighted were the use of real-life examples in helping students engage with theory and practice, improvements across student evaluations, developments in assessment guidance for examiners, staff induction arrangements and the use of a diversity of assessment methods and approaches. The school noted a successful expansion in optional courses in response to growth in student numbers. The contributions of outside experts and guest speakers and improvements to the induction arrangements for new students, student voice and student staff relations are highlighted. Student societies have made an enhanced contribution to the School, and skills enrichment workshops have been provided to students along with research internship opportunities.

**School of Education**

Across seven programmes the School reported in detail an impressive range of successes, strengths and improvements. This included a successful APL event, positive and affirming feedback from employers and external examiners, recognition of the quality of staff, their expertise, commitment and the productive use of guest lecturers. The successful development of course materials and new approaches to teaching and assessment were noted along with positive student feedback on programme organisation, administrative staff and responsiveness to students. A number of programs highlighted rich contact time and the support it provided to students enabling, for example, clear feedback on assignments and placement performance. The range of assessment methods, joint assessments between the university and placement schools, and the use of reflective journals were reported. Favourable EvaSys

feedback and the successful development of subject knowledge, pedagogical skill and theoretical understanding were noted across programmes along with successful communication with partners.

## School of Interdisciplinary Studies

The School's pre-honours programmes were noted for their strength in applied learning through fieldtrips and placements, the use of problem solving approaches, group work and approaches that promote creativity. The use of associated practitioners to assist in knowledge exchange across education, environmental science and health and social policy was recognised as working well. Despite increased student numbers the quality of teaching, feedback turnaround times and the deployment of new assessment formats were noted as operating successfully. At honours level, placements and the experiences they provide along with opportunities for developing graduate attributes were recorded as a strong area of activity. Support for dissertation writing and levels of student attainment on graduation were noted as among many areas of achievement.

## School of Law

The School noted the success of undergraduate teaching as recognised in the recent PSR. In addition the School highlighted an outstanding record in promoting internationalisation through Study Abroad. Supporting student learning through the use of multiple teaching approaches (including the use of a simulated court environment, group work and problem-based learning) and the wide use of formative assessment was reported as working well.

## School Social & Political Sciences

The School recorded high levels of satisfaction on internal surveys and multiple endorsements from external examiners. Many areas of strength and positive aspects of UG teaching and the support given to learning are recorded across the five subject areas of the School. CEES noted positive student feedback and an appreciation of the enthusiasm of lecturers together with their subject knowledge and use of active learning. The development of courses with an inter-disciplinary nature was recognised as a success with potential for further application. ESH recognised assessment and support for students as a major strength of provision. The methods course Researching Economic and Social History is working well. Students recognised the high quality of support received on the dissertation course. Politics noted the strength of their programme curriculum and the strong performance of lecturers and GTAs as reflected in course evaluations and student-staff meetings. The provision of additional support for essay writing and the introduction of essay feedback office hours for honours courses were noted as a success. The appointment of a student engagement intern and new activities including field trips were working well. Social and Public Policy recognised the strength of courses at all levels and noted the diverse student body including international students and students from other Colleges as an asset. Growth in student numbers, including Nankai University, was noted as a positive development. The introduction of more innovative teaching resources, for example, the learning technology app Class123; used to enhance student engagement and to provide a vehicle for regular feedback, are recorded as an area of success. Sociology noted the endorsement of external examiners who have commended the care and attention given to students' written feedback.

## *Centre for Open Studies*

The Centre noted the quality of tutors and the teaching they provide as endorsed by students' feedback. Feedback from external examiners confirmed the strength of assessment processes. The provision of flexible learning opportunities was noted as a positive aspect of the learning opportunities provided by the Centre, together with student engagement. Overall student feedback was noted as a strength.

| What needs work? | What action is being taken forward? |
|---|---|
| **Adam Smith Business School** | |
| Encourage student engagement. | We are about to roll out the UG award scheme, which is designed to encourage students. Hopefully this will be useful. |
| Roll out UG Award | We are also having several sessions for academics, looking at effective ways to teach, engaging students. These will take a few years to show its fruits. |
| Assessment and feedback need more work, according to | We will have several sessions for academics, looking at |

| | |
|---|---|
| NSS results and our own reflection. | effective and efficient ways in assessment and feedback. Then, we will be taking some actions.<br>More colleagues will be trying out new methods and sharing with colleagues. We plan to publicise and have a workshop on the marking rubrics which B&M piloted. |
| Hearing students' voice and communications. | Although we act on feedback from students, this is not clear to them. We have started a targeted project on this. |
| Support for choosing Honours courses | Although we act on feedback from students, this is not clear to them. We have started a targeted project on this. |
| Building a staff/student community. | B&M has started a new project focussed on building a community. Economics is rolling out some staff-student lunch sessions so that junior and senior honours students get such an opportunity once a semester in addition to the inductions. |
| Complete review of economics degree. | Review team made up of staff and students has been set up and have been meeting. Comments from alumni have been received and some research into comparable degree programmes has been conducted. |
| Start working on new finance degree programmes. | Consultations on the feasibility of new programmes have been concluded. But there are some more issues to be ironed out before starting to work on developing these. |
| | A thorough review of these courses will be carried out. |
| Several courses which have received a low overall satisfaction in AccFin. | |
| | These concerns are already taken on board and some work is being done in the coming year to train GTAs; how to get more support for GTAs from the academics in charge (wlm?). |
| GTA allocation to be reviewed so that they are better matched (this is raised by AccFin, B&M).<br>More support/ training to be given for GTAs, especially marking consistently according to guidance. | GTA allocation needs to have relevant input from the academics – we have to look into this. |
| | We are in the process of trying to improve this. |
| Course approval process has to be streamlined. | There has been progress in getting some WLM points for this. |
| WLMs do not take into account time spent preparing new methods (eg: supplement lecture videos, yacrs questions, e-resources etc). | |
| | The outgoing UG convenor to request a review of the process with a view to streamlining procedures, given the procedures adopted in other institutions and in other parts of this institution. |
| The process of applying for ethical approval in UG dissertations is unnecessarily bureaucratic and wasteful of staff resource and time. | |
| **School of Education** | |

| | |
|---|---|
| **PgDE** | |
| **- ULT & PE**<br>More face-to-face lectures instead of 'online' or filmed lectures requests from students | Increased face to face contact for lectures, seminar format is maintained. |
| Greater markers' consistency in giving feedback on assignments | PL and CL will ensure robust moderation session and support to new markers/tutors. Sample models of good practice will be available to tutors.' |
| Sharpening of the distinction between reflection and enquiry for some students' | Focussed guidance in 'reading around the assignment and support offered to students requiring clarity' |
| **- SE**<br>Continued vigilance in consistency in school experience reports / assessment. | Professional development session for all SE tutors and mentoring/ shadowing for new tutors' |
| Review of seminar topics with consideration of challenges for students time in school in placement 2 | PL and small working party to review seminar topics to ensure equity and consistency of provision'. |
| More speedy notification of schools from SPSS system is required. (Where possible students should remain in the same LEA and tutor group thus maintaining the spirit of the partnership model.) | Encourage LEA to confirm student placement requests in good time to ensure notification is given to students in a timely way. |
| **- L&T (P & S)**<br>Greater use of micro teaching seminars to enhance student experience | PL & CL encouraging colleagues to use micro teaching wherever possible to deepen student knowledge and competence |
| Review of L&T in primary assignment and explore the possibility of submission of a reduced lesson planning component (as in L&T in secondary assignment). | Establish working group of course tutors and school partners to support minor revision of assignment. |
| **MEduc/BEd**<br><u>(as raised by the External Examiner and agreed by the programme team)</u> | |
| <u>External Year 1</u><br>Was unable to attend the external exam board but sent comments. The examiner was unable to access and view feedback sheets on the Moodle sites and therefore could not comment on the quality of marking comments. She was able to access the assignments and grades and agreed with all grades | This has been raised at Team Meetings and with Year 1 Head to address for future exam boards. Key admin support to be liaised with also regarding this issue. |
| <u>External Year 2</u><br>The first 2 outcomes of the course 'What If?' could be worded to make closer links to 'supporting academic engagement' | Year Head and course convener discuss and address the Learning Outcomes for the course, with particular reference to 'Evaluate different educational approaches' and 'Articulate a considered stance on key issues in education futures' |
| EIP 2, markers should complete the top box (summative | Course convener during course development and tutor meetings to raise. Also to be checked during moderation |

| | |
|---|---|
| sentence) on the feedback sheet consistently | and cross marking |
| EIP 2 markers could be more engaged with the descriptors across the grade boundaries on the feedback sheet. | As above |
| External Year 3<br>EAS 2 grade average lower for exam. Look to support revision and exam techniques | Course convener has already built this into the programme for this year to offer more guidance on exam revision, preparation and issues with managing the time. |
| MEduc 3 continue to support and work toward consistency in all assessment feedback | Through team meetings and moderation meetings. Course leader to address |
| Ensuring all necessary scripts are made available for external | This has been discussed and time scales identified with tight turnaround on marking and exam boards. |
| EIP 3 moderation of portfolios across a range of curricular areas. | Subject leads to undertake cross-moderation in Year 3 electives to ensure consistency of assessments |
| External Year 4 | Team discussions on how to increase narrative around highly able students. Exemplars and clear indication of quality indicators for able students |
| The content of feedback and indication of next steps provided to the best students could be developed to a greater extent, to ensure challenge for such students to continuously develop quality outputs | |
| Some consideration could be given to offering a small scale research which would tie into the Educational Enquiry course. | This course no longer exists and has been replaced with Curriculum Enquiry |
| Course team for Year 4 Educational Electives could revisit the structure of the assessment going forward in the long term. | Team considered assessments, which replicated year 3 Electives were adopted which remained with the 2 parts |
| **School of Interdisciplinary Studies** | A curriculum review has been undertaken as a means of understanding the student choice dynamics that lead to some course being in more demand than others. Adaptations have been made to the 2018/19 timetable by means of redressing this issue. |
| The increased group size within some courses is causing some concern in relation to achieving effective contact and support. | |
| There is also a call for more facilities to be available to accommodate these groups and that they are allocated to rooms that are adequate. | SoIS/Dumfries Campus has established a working spaces working group that is working to support the upgrade of general spaces and specific teaching rooms. |
| There is scope to foster greater support for frontline lecturing (e.g. GTA, lab, fieldwork and placement | Efforts are being made within SoIS to make GTA support easier to access.<br><br>Where feasible, some amendments have been made to |

| | |
|---|---|
| support). | the timetable to break up sessions above 2 hours. |
| Blocked lectures beyond 3 hours are problematic and need breaking down into shorter sessions. | Representation has been made to the College Ethics Committee from SoIS. |
| The introduction of a requirement coming from College level of gaining ethical approval prior to L3 Placement is seen as highly problematic and a potentially major disincentive to students opting for the placement option. | |
| **School of Law** | We recognise that new teaching accommodation is underway at the University and we have hopes that appropriately sized rooms will have a beneficial effect on student participation. |
| Teaching accommodation. A persistent complaint among courses at level 3/4 — i.e., seminar courses — is the poor quality of teaching accommodation, specifically that the room configurations was inhibiting student participation. | |
| EvaSys participation rates. We undertook a review of our EvaSys participation rates among undergraduate courses, partly to monitor, and partly to discover whether earlier measure had had any effect. We found that the response rate usually did not exceed 24%, and that prior measures were ineffective. | The law school has adopted a new policy. In brief: (1) Course convenors select a survey day and announce it on two occasions. (2) On the survey day, the course convenor allows students time to complete the survey in class. (3) Reminders are sent to non-completing students. (4) Surveys remain open for two weeks after the survey date. |
| **School Social & Political Sciences** | |
| **School:** The School has begun work on a re-designed Feedback form to encourage more interactive feedback on assessment. | The new forms trialled in several courses during the last academic session will be subject to review by the School Learning and Teaching Committee. |
| **School:** The UCU industrial action disrupted teaching and student evaluation in semester 2 courses across the school. | The challenges produced as a result of the industrial action were significantly alleviated by the development of clear strategy to communicate with students as well as flexibility with assessment processes and deadlines. |
| **CEES:** Unfortunately we currently have no dedicated administrative support for CEES, and support for 2017/18 was patchy. Despite the sterling efforts of Thomas Mathieson and Caroline McGarvie to fill the gaps, this has put considerable administrative pressure on CEES staff. There is pressure on CEES to provide a varied Honours programme with enough modules each semester. This is challenging in terms of workloads and general scheduling | This support issue has been raised and we hope for a satisfactory solution in the near future. We have plans to introduce a credit-bearing field trip. This year we will PIP this in order for it to be ready to run in 2019/20. Each year our students are offered a field trip to Latvia/Estonia/Hungary as part of the Qualitative Methods course. Our plan is to create assessment around this course, alleviating pressure on workloads, increasing Honours provision and also allowing students to receive credit for an international field trip. |
| **ESH:** Streamline the moodle interface at 1A in the same way as for 1B last semester. | The moodle interface will be improved for Level 1A. |

**Politics:** Level 1: Attendance at tutorial groups and Lectures is not as good as it should be. Further training and support for GTAs would be helpful to develop their teaching and marking practices. We continue to explore ways to better highlight and incorporate employability skills into our Honours curriculum. Although we have taken significant steps towards increasing student engagement activities outside the classroom, this continues to be something students tell us they would like to see more of.

Level 1A: In consultation with GTAs we are changing and updating discussion topics for the tutorial meetings to enhance interest and improve the curriculum. Next year we will ensure that new GTAs are given additional training and supervision on student feedback before assessments are returned to students as has been done in the past. The School is introducing new training sessions for GTAs in September which we will take part in. With the College Employability Officer and the John Smith Centre we are exploring the possibility of creating credit-bearing internships at the Scottish Parliament for a limited number of Honours students as part of our efforts to embed employability skills into our curriculum. We plan to appoint an engagement intern for the next AY and expand our student engagement activities including one-day field trips.

We continue to make efforts to innovate in teaching practices and share experiences across the teaching team. To make more materials available digitally and examine ways to use recorded lectures more widely.

**Social and Public Policy:** The diversity of the student body at L1 and L2 (with some students coming from science as well as social science disciplines (L1), alongside more international students, including the intake from Nankai) has led some students feeling challenged by the curriculum and not fully participating in class discussions.

**Sociology: Moderation.** One of our external examiners has provided us with a more detailed set of guidelines developed at their institution, and a corresponding set of features embedded on their Excel marking sheets, which provide a handy summary of overall course performance for the moderator to consider. We have also had a related discussion (in our Annual Reflection Meeting) on the role of the moderator in situations where the breakdown of marks on a particular course might appear unusual.

In light of this, we will reflect on our moderation practices – and accompanying guidance – in one of our Learning and Teaching Group sessions in the next semester, with a view to potential amendments to practice being tabled for agreement at a subsequent staff meeting. In relation to the more specific point raised in our ARM, we agreed that if moderators do have concerns they should alert the Assessment Officer. The AO will then, if necessary, then make arrangements for a slightly larger sample of work from the course to be moderated, potentially by asking an additional member of staff to be involved.

***Centre for Open Studies***

In some courses, clarification of assessment criteria for students needs to be provided as part of the assessment details

A pro-forma will be used from AY2018-19, reflecting the criteria being used for marking so that marks are clarified for the students (short courses other than Access)

For Access courses, to be taken forward by Access management team

Transparent assessment criteria for written work (Access; sciences and maths courses). Feedback and feedforward, with a focus on enhancing student

| | |
|---|---|
| performance (Access; sciences and maths courses) | |
| Ongoing issues around accommodation (room changes, quality/suitability of rooms) | As room booking is a centralised process, the guarantee of the same room each week isn't always possible. Many rooms in St Andrew's Building (STAB) have undergone renovations so accommodation is now of better quality. |
| Publication online of information on Certificate and Diploma pathways. Students comment they're not clear on how to progress, and although information can be (and is) presented on this through individual classes, it would be preferable to have it online and easily accessible. | Discussion with Marketing and Quality officers; provision of guidance on the Short Courses Moodle pages for students. |
| Tutor responsiveness to student feedback and external examiner comments (in a very small number of cases). | Being addressed through line management |
| Increasing our student feedback (response rate via Evasys). For some courses, there is just not a good representative sample coming through on EvaSys. | Ongoing discussions internally (Academic Planning and Management Group) to try to enhance the effectiveness of EvaSys use for Short Courses (eg Evasys questions; incentives for students to return feedback; pinpoint the best times/methods for distributing the forms). |
| For languages courses, consider a grading system, which might be beneficial for some students (e.g. pass/merit/distinction) (currently pass/ not pass) | Appointment of new Subject Co-ordinator will provide an opportunity to also reflect on, and evaluate, the languages provision |
| In marking assessments, need to ensure alignment of qualitative and quantitative feedback to students (Access; arts and social sciences courses) | For Access courses, to be taken forward by Access management team |
| Development of examination questions (and other assessment instruments): need to ensure these are appropriate and aligned with the appropriate SCQF level descriptors, so as to provide clarity and focus for students and to render marking more straightforward across marking teams (Access; arts and social sciences courses). | For Access courses, to be taken forward by Access management team |

## Good Practice

| What practices are innovative? (Please include a named contact for each piece of innovative practice) | Where, if anywhere, would you disseminate this innovative practice? |
|---|---|
| **Adam Smith Business School** | |

Creating instructional videos,
Posting relevant videos, internet links
Enhancing self-generated inner feedback – peer review, 2 stage exams
Audio feedback
1-minute papers.
Use of YACRS
Lecture uploads using Echoe360
Assignment on poverty alleviating proposals which the students came up with.
Open book exam
Mid semester feedback from students
Like-dislike post-its by AccFin in senior honours induction; feedback box at Economics induction.
Inviting practitioners/ alumni
Marking rubrics
Poster assessment in Cases in Operations Management.  Students s/elected the prize winner on the basis of pre-submission assessment criteria.  This was possible due to the relatively small size of the class.
Business Start-Up: This course encourages experiential learning by facilitating groups of students in developing a business proposal and then proceeding with it to market.  Any profits generated are donated to charity.
Entrepreneurial Selling and Entrepreneurial Ventures, Management, and Growth: These courses present students with experiential learning opportunities through in-course projects.
International Marketing Consultancy: As with Business Start-up, the course encourages experiential learning through 'live' consultancy projects for commercial organisations.
Digital Marketing Strategy: Part of the assessment is based on a client-set digital brief, which is subject to peer assessment with students working in teams.
Contemporary Issues in Consumer Behaviour: uses social media to generate a "consumption collage", which informs student assessment.
On-line multiple choice assessment in Foundations of Finance

**School of Education**

**BACP**
• 'Peer Assessment: students have criteria led and guided peer assessment which helps them recognise what should be included within their assignment'; this is given via very specific formative feedback provided by peers and tutors.
• 'Feedback: students are required to use their previous feedback and indicate areas that they have taken cognisance of in order to enhance their engagement with the proceeding course. This is both a formative and summative exercise.'
• A range of assessment types, e.g. presentations (group and individual), mind-maps, visual frameworks, traditional narratives, self-evaluation, 360 analysis and formative feedback, KIDCP annotated reading list, which is designed to enhance students' critical thinking skills.
• Moodle resources – consistently organised layout and content, i.e. every Moodle page contains the PIP, self-study guide which includes the level of study descriptors and every course is linked to the Standard for Childhood Practice. Priority is given to the 'portability of the resources'. Powerpoint slides are available three weeks in advance to encourage flexible independent learning. This leads to effective delivery of BACP's blended learning approach.
• Self-study booklets available from Moodle and are regarded as 'invaluable tools' for learning.
• Acknowledgement of different prior learning pathways in completing the programme. (A new course proposal will enable students who have completed all level 8 courses to complete the programme.)
• External Examiners and partners commended the team for embedding all aspects of the revised Standard for Childhood Practice within the programme and that they had adhered

*The first example has been recommended for dissemination across School and College, with examples available.*

| | |
|---|---|
| to this. They also commended the programme team for 'organisation', 'range of detailed feedback' and staff 'ethical attitude towards [their] students and supportive of … students'.<br><br>**BTEchEd**<br>• 'Development of a new Adaptive Subject Pedagogy Model (ASPM)', something unique to the BTechEd degree programme. This model, based upon existing research about the development of content knowledge for teaching, has been designed to support students in developing a deeper understanding of evidence-informed subject pedagogy and how to develop this themselves. Going forward, this has the potential to offer significant impacts on students professional development and expertise upon entering the teaching profession | |
| **BACD**<br>• The direct entry of HNC students to second year – this is 'being trialled in other disciplines around the University but the BA (Hons) Community Development have been pioneering in doing this for over 10 years.'<br>• International Study Trips for Students – 'an excellent opportunity for widening participation students to see community development practice in an international context'. These study trips provide 'insights, experiences and knowledge' and promote the 'deepening of the relationships and connections' with other community development staff and students.<br>• Engagement with Colleges in a joint information day | *Both Programme Leaders 'intend to evaluate this in a more structured way over the coming session and will seek to disseminate this via publication'.<br><br><br><br>*All three examples are useful to share with other Schools and Colleges.* |
| **CREDL**<br>• Employing 'Prezi' in the presentation of the course content as well as the tailored discussion forums for each of the units.<br><br>**PgDE**<br>• 'Strength of partnership in school experience model – University LEA and Schools. Student assessment is therefore consistent, mutually agreed between university tutor / theory & policy and school / practice. This in turn enhances the student experience and provides clarity in the articulation of progress and future steps'. | |
| **MEduc/BEd**<br>• Partnership working in the MEduc is very strong. Organisations include Wosdec, RSPB, Forest Schools, STEM Ambassadors, Q Step, Hillhead Primary, St Eunan's Primary, Employability Service, Killermont Primary, LEADS, West Partnership, ASN establishments.<br>• The analysis of mark distribution on assignments offering a choice of questions (Peter Donaldson)<br>• Face to face feedback for Summative Assignment on Year 3 Electives<br>• Providing external examiners with an 'at a glance' breakdown of grades and the spread of A-Ds(Jennifer Farrar)<br>• The creation of a Reading Room for students to engage with children's literacy in The Gallery (Jennifer Farrar)<br>• The broad range of agencies involved in the Employability/ Professional Development Week (Dickon Copey, Employability Team, Susan Ballantyne)<br>• Partnership working with SSPS to identify opportunities to increase School Placement visits in Years 1 and 2, in response to student requests (Mark Breslin)<br>• 13 students on Erasmus/International trips in MEduc 3 (Fransico Valdera-Gil) | *This model was introduced to the Dumfries campus via the recent introduction of a PGDE course.* |

| | |
|---|---|
| • A number of pilgrimages and overseas trips (Father Stephen Reilly)<br>• Introduction of scanners to record and monitor student attendance and online attendance of all seminars. This allows for group and summary reports which can be accessed by tutor, course convener, admin team and Year Head.<br><br>**School of Interdisciplinary Studies**<br><br>• Various innovative new teaching technologies are being used: on line work; MOOCS; Aropa; and YACRs<br>• Programmes are working on streamlining/better co-ordinating assessment.<br>• Honours level research work is actively contributing to 'real world' policy and practice in various sectors, allowing them to communicate with a range of audiences in knowledge exchange and achieve publication in peer reviewed academic journals and conferences.<br><br>**School of Law**<br><br>Undergraduate Law Student Handbook (Prof John Finlay, School of Law). During the review period Prof Finlay assembled a comprehensive undergraduate LLB handbook comprising 20,000. The Handbook includes materials on student expectations, advising, degree programmes, student support, assessment and feedback, study abroad opportunities, employability and student societies. The Handbook also includes generic information formerly included in all course documents, but now incorporated by reference.<br><br>Student Recording Policy (Prof Ernest Metzger, School of Law). The policy has been drafted over five years; the most recent additions were during the review period, when a policy on the availability of Echo360 recordings was added. The Recording Policy builds on the University's policy, and includes procedures for private recording as well as automated recording; procedures for the recording of seminars and tutorials as well as lectures; procedures for visiting lectures; procedures on retention of recordings.<br><br><br><br>**School Social & Political Sciences**<br><br>CEES: Guest lectures: in 2A a number of guest lecturers presented their research to the students. This took the form of a conventional lecture but provided expert insight into topics of specific interest. CEES is particularly well placed to utilise its international networks to attract international scholars who are then asked to contribute to CEES teaching. Guest lecturers were also used in a number of Honours classes where their research fitted with the teaching of a given module.<br><br>Politics: Responding to a gap in GTA training, we provided a bespoke 'Pop-up  Training session on Teaching Skills in Politics' developed and led by a former Politics GTA and current LKAS Fellow (Dr Karen Siegel).   The (voluntary) two-hour session was attended by more than 20 Level 1 and 2 GTAs in Politics who were enthusiastic about its value and usefulness. (Karen Wright or Karen Siegel). Employed an engagement intern to increase student engagement activities for our Honours students including one-day field trips (Katherine Allison).<br><br><br><br>Social and Public Policy:  Some classes (2A) are moving towards 'blended learning', using some video recorded lectures to allow more contact time for interactive exercises.  Use of audio feedback (Honours class) as an alternative format for student feedback (Charlotte | Yes<br><br>Yes<br>Yes<br><br><br><br><br><br>Any undergraduate unit might find this model useful.<br><br><br><br><br><br>The policy has been distributed to University's Quality Officers Forum, but might benefit from wider dissemination through the Senate Office.<br><br><br><br>All could be used more broadly in the School or College. |

| | |
|---|---|
| Pearson). | |
| Sociology: Incorporating secondary data analysis into summative assessment: Our team-taught Honours option on Migration, Multiculturalism and Belonging has received exceptional student feedback (this year, for example, 95% of students 'strongly agreed' that they found the course intellectually stimulating and a similar percentage 'strongly agreed' that they were satisfied overall). One innovative component of this course is the use of a summative assessment project (2,250 words; 50% of the overall mark) which asks students to provide a critical secondary analysis of qualitative data (provided by the teaching team) and which explores migrants' perspectives of settlement, integration and belonging. This builds on a smaller formative project which gives students the opportunity to analyse a single transcript and receive feedback on their work. The course lecturers are Teresa Piacentini, Gareth Mulvey and Francesca Stella. | |
| Sociology Making use of fieldtrips in honours teaching: Over recent years a number of our Honours options have incorporated field-trips into their teaching – this includes the course on Diaspora (Dr. Dominic Pasura), which ran in the current session, and the course on the Sociology of the City (Dr. Ali Fraser), which ran in the preceding session. We have noted how often students have specifically identified these trips as constituting a valuable and engaging form of learning in their feedback on courses. In such cases the role of the lecturer in carefully framing such events, and then leading a process of critical, organised reflection, is crucial. | |
| ***Centre for Open Studies*** | |
| <ul><li>The use of museum artefacts from collections around Glasgow for teaching (e.g. archaeology courses)</li><li>Gallery visits to look at art works in person with tutor led discussions in front of the work (Art and Art History)</li><li>One to one tuition in practical classes and group demonstrations by tutors (Art and Art History)</li><li>Student-led presentations on a topic, and student-led discussion groups on a topic</li><li>Small group teaching</li><li>Seeking student input for materials and topics to be included in course discussions and assessment (for example the Ancient Studies Portfolio course)</li><li>High quality tutors' feedback to students on their work ('precise', 'detailed' and 'encouraging'), as evidenced through External Examiner's report (Languages)</li><li>Provision of student exemplars, revision support, past papers and model answers (Access; science and maths courses)</li><li>Good use of student handbooks, use of Moodle for additional learning materials and revision; and supportive communications with cohorts (Access; science and maths courses)</li><li>Variety of assessments (Access; sciences courses)</li><li>Assessment feedback to students consistently constructive and developmental in the majority of assessments (Access; arts and social sciences courses)</li></ul> | Shared through the Short Courses Academic Planning and Management Group. |
| | |

## Closing Loops

Form AM2 – College Annual Monitoring Summary - Review of Session 2017-18

| What progress has been made on actions identified in last annual monitoring cycle? | |
|---|---|
| Action: | Progress: |
| **Adam Smith Business School**<br><br>• Student attendance and engagement – there is widespread concern about student attendance. | • Curricula of Accounting and Finance as well as Business and Management have been improved.<br>• Economics is reviewing to bettering the programmes.<br>• UG award is being launched and designed in such away to promote engagement.<br>• The L&T hub is taking into consideration the difficulties of students, creating lockers, comfortable seating areas etc., so that they can remain on campus between lectures. |
| • Assessment portfolio – ensuring appropriate diversity and links between programme ILOs that are skills-based and assessment. | • Diversity and appropriateness of assessments are considered when writing and approving PiPs.<br>• AOL is still not done properly, although we have been working out how best to go about this. AccFin will do the mapping this year, as will Economics. |
| • Assessment and feedback: student role in feedback. Prof Nicol's projects. | • Three projects related to the teaching excellence project on assessment and feedback are nearing completion with all of them being presented at conferences. Several other projects are also under way. |
| • Moodle – layout/presentation. | • This has been done and we have also taken steps to use Moodle better. All course information is paperless and communications have been streamlined. As always, one can keep improving. |
| • Support for choosing honours courses. | • We have worked on providing more information to students through the course information in moodle, end of year events in preparation for the following year and inductions at the beginning of the year.<br>• Economics did design a mentoring scheme to supplement the College Advising System. However, this was put on hold because we have begun discussions with the College about reallocating advisers to students in the same subjects. This might happen in the future.<br>• We have to think about what more can be done. |
| | • Welcome/ induction events, staff giving more guidance about their office locations. This will be better when we move to the new building, so we can consider this loop to be closed for now. |
| • The location/accessibility of some staff offices. | • This has been resolved. But timetabling does |

13

| | |
|---|---|
| | create problems, but we are learning to work around the constraints. |
| • Time tabling in Accounting and Finance. | • Although this is a continuing action, several steps have been taken to address this concern. More staff/student events have been introduced, office hours have been in force more widely. |
| • Building a staff/student community. | • We have tried to address these through checking the feasibility of ambitious targets when approving PIPs. The assessment calendar is maintained and publicised. This is still a concern, which is being addressed by colleagues. |
| • Timely return of assessment /helpfulness of feedback/use of marking criteria in Business and Management (also challenging in other Subjects), | • We have taken some steps to provide this.<br><br>• These have been addressed. |
| • Provision of dissertation feedback. | • Several alumni attended the classes, which was appreciated by students. We will continue to do this. |
| • Several problems in Business and Management Research Methods. Statistics content in the Business and Management programme. | • Advertised through several events (induction sessions etc.). High weight has been assigned in the UG Award scheme for PSP and relevant society activities and skill development workshops. |
| • Interaction between practitioners and alumni in Economics. | |
| • Increasing engagement with employability-related and extra-curricular activities in Economics. | • New courses for only Level 3 have been introduced.<br><br>• Considered as part of the economics review, which will embed AOL. |
| • Differentiation between level 3 and Honours courses in Economics. | |
| • Over-assessment in Economics (Honours). | |
| **School of Education**<br><br>**BACP**<br>• Assessment submission dates and class timetables | • Staff communicating with students that 'dates cannot be changed' as this will have implications for the teaching timetable, board exams, and could affect resubmissions and graduation. |
| • Staffing | • Recruitment of a new member of staff (a three year contract.) |
| • 'More specific indications from students apropos what three points they wish feedback on' | • Students have improved through providing more |

| | detailed feedback. |
|---|---|
| • KIDCP A and B | • Whereas KIDCP (A) was implemented in 2017-18, KIDCP (B) is currently undergoing authoring. 'Plans are currently being made to include a Saturday class for KIDCP (A) and (B) 2018-19 to coalesce with the needs of employers and their employees.' |
| **BTEchEd**<br>• 'There is a need to develop further learning resources to assist students in the process of reading, writing and synthesis'. The new course leader for Year 4 will need to develop new materials. | • A new course leader was appointed. Development work was undertaken in key areas including in the use of matrices in tracking and analysing research evidence. Students reported to have found this very helpful. |
| • Investment made in continuously improving assessment/feedback. Continuous review of assessment/feedback is regarded crucial in improving NSS scores in these respects. Work towards using electronic feedback and speeding up feedback time is prioritised. | • Though efforts have been made to sustain this, the staff challenges previously noted meant that the programme team did not have the capacity to respond as fully to this as was intended. As such, this is an area that we will seek to develop over the next academic session. |
| • Some courses (Electronics 1 and 2) were previously delivered by the School of Engineering. SoE's delivering them since September 2017 has implications, i.e. some resources require development. 'Provision, preparation and development time for these courses – including practical lab work. SoE technician is crucial in assisting the delivery of these labs. | • Development of a number of on-line lectures as part of moving this programme in house. Courses for both years were re-developed/re-structured. 'Project work in Year 2 was 'embedded in a more practical context from which students appeared to have benefited (informal discussions)'. For Year 1 course, PL developed a range of new video lectures that are accessible via Moodle. 'Electronics is a subject that the students have historically found particularly challenging. Class test results for this module immediately following the developments were the highest of all we have records for with an average student score of 73%.' This development work is being continued by the newest member of the degree programme team. |
| **BACD**<br>• Greater clarity with respect to assignment marking. Marking and feedback forms were introduced, which helped made things much clearer for students. | • Consistency across all courses on the programme in relation to feedback forms, linking all assignments to ILOs clearly and using a unified template. Continue to ensure that consistency is maintained particularly with the increasing number of part-time temporary tutors who are teaching in the programme |
| • Timetable, online systems and rooms remain an ongoing issue. | • Work in progress; working closely with the admin staff to help smooth running of this component. |
| • Consistency and clarity for students. | • The appointment of an admin staff member should make a positive impact on 'information getting to students'. Additionally, students will be given 'a list of deadlines' at the start of the year to help ensure that clarity of expectations placed upon students. |
| **MARPE**<br>• 'The course leader provided scaffolding and modelling to meet the needs of students who experience difficulty | • Results from these interventions did not provide any conclusive evidence of improvements in student |

| | |
|---|---|
| in following existing guidance; this additional support was be made available in e.form to enable those who had been absent from taught sessions to access it.'<br><br>• 'The assessment schedule for 2016 – 2017 incorporated a number of draft completion dates in order to enhance the provision of formative feedback'. | attainment. |
| **PgDE**<br>• Updating the Seminar Series<br><br>• Tighter regulations concerning submission of joint reports at the end of School Placements<br><br>• Consistency with all Partnership Processes across all Local Authority Clusters | • Rewriting/reorganising relevant parts of the Seminar content using more contemporaneous sources.<br>• Adopting 'a focussed and clearly defined submission process' following dialogue with school experience admin staff and SE tutors.<br>• 'Through use of shadowing and partnership of new staff with experienced staff in a cluster consistency in process has improved' |
| **MEduc/BEd**<br>• Double hand in date for What's the Point? Course<br><br>• The level of student academic writing was deemed a weakness across many courses<br><br><br><br>• School Experience across 4 years of MEduc was short by one week for GTCS purposes<br><br>• Attendance monitoring and students meeting the required attendance requirements<br><br><br>• Course discussion on the streamlining of assessments<br><br><br><br><br><br><br><br><br><br><br>• Clarity required on the role of the External School Experience Examiner | • Resolved by the Course conveners; handbooks have been updated.<br><br>• Clearer signposting to LEADS with posting on Moodle sites and Year Heads/Course conveners; addressed at Induction Meetings, Course Introduction meetings. Introduction of a compulsory academic writing module for all Year 1 and postgrad students, commencing September 2018.<br><br>• An additional 2 weeks of school experience has been added to the programme to meet the GTCS requirements and also cover for student absences.<br><br>• The use of lecture scanners and online record keeping of attendance at tutorials will support a much closer monitoring of all student attendance and engagement with their academic courses<br><br>• Core staff met on both Review and Development days and Year Head meetings to review course assessments. Due to an overloaded university exam timetable some courses which requested a move to exam, (over assignment) were unable to do so. In EIP 1, course split into 20 and 20 credits to advantage students; previously they could not carry 40 credits. Consultation with external and changes were made. Similar position with EIP 2 and the inability to carry 40 credits. Move to 20/20 credits split over two semesters. Assessments were altered accordingly.<br><br>• Remit for School Experience External Examiner is in draft form and still requires further discussion |

| | |
|---|---|
| • Review of School Experience Handbook and the formulation of a generic handbook across all undergraduate courses working on the partnership. | • Consultation with agencies involved in the partnership, for example the West Partnership being taken forward session 2018/19 to assist with completion of a generic handbook. Further consultation required across all undergraduate courses. |
| • GDPR training to be rolled out | • University guidance given but further practical support required to ensure we are complying. Development Day September 2018, staff training input being delivered SMT to receive further training and guidance. |
| | • Online assessments and face to face feedback piloted and well received on MEduc courses. |
| • Looking to provide a range of ways to creatively assess our courses<br><br>• Continue to embed Assessment and Feedback Toolkit | • Increased evidence of more detailed and bespoke feedback following awareness-raising sessions within course meetings. Teams have shared good practice on how to write next steps, which are meaningful and achievable depending on year group. |
| **School of Interdisciplinary Studies**<br><br>1. There was a perception of a degree of flux in staffing across all programmes and an on-going need to attend to attaining adequate staffing across all programmes in a timely way. | Staffing levels have improved significantly in the MAPE and ESS programmes. The HSP programme has recently experienced a short term staff issues with a senior colleague leaving but this has been resolved with the appointment of a new senior lecturer. |
| 2. In Pre-Honours courses, there are concerns over the large size of some groups and the impact this has on general delivery and ability to meet the 3 week assessment return. The need to establish a more systematic approach to accessing and utilising GTA support was raised. | A curriculum review has been undertaken as a means of understanding the student choice dynamics that lead to some course being in more demand than others. Adaptations have been made to the 2018/19 timetable by means of redressing this issue. |
| 3. The perceived relevance of ESS and HSP electives to MAPE students are still on occasions a concern and the ability for convenors to maintain depth whilst accommodating the breadth of need was sometimes seen to be difficult. | Efforts have been made across courses to meet the specific disciplinary needs of students whilst maintaining the overarching principle of interdisciplinarity. |
| 4. Relatedly, the balance between disciplinary specific and more generic courses within programmes needs on-going consideration. | There will be on-going discussion within the Learning and Teaching committee. |
| 5. The weight given to 60 credit courses in the workload model needs to be given closer consideration. | This will be considered within discussions on the workload model within the School Executive Group. |
| 6. There are on-going concerns over the quality of IT facilities and level of support. | Work is currently being undertaken in re-negotiating joint service contacts with colleagues from the University of the West of Scotland. |
| | This will be considered within the broad school level |

| | |
|---|---|
| 7. There is a need within MAPE for a training base/teaching space. | work on refurbishment. |
| **School of Law**<br><br>Reading load. In our last SAMS, we reported that in a small number of courses at both Level 1/2 and Level 3/4, students found the reading load too heavy.<br><br>Availability of Materials. In our last SAMS, we reported that some students expressed concerns about the availability of materials.<br><br><br>Teaching accommodation. In our last SAMS, as in this one, we reported that students were dissatisfied with teaching accommodation for seminars, and felt that the configuration of rooms was hindering student participation. | This issue has now been put to rest in all but one of the reported courses; that single course has already undertaken a closer review of its workload.<br><br>This did not emerge as an issue during the review period, probably because of the wider use of the University's electronic reading lists.<br><br><br>There has been no discernible progress on this issue. |
| **School Social & Political Sciences**<br><br>**CEES:** Replacing second-marking with moderation of honors assessments, to alleviate pressure on staff and the external examiner suggested a greater variety of assessment types (beyond essays and exams).<br><br><br>**ESH:** Review all marking procedures for consistent practice regarding double-marking and guidance to students across the degree programme. Ensure that handbooks correctly reflect any revisions in procedure.<br><br><br>**Politics:** Efforts were made to address the number of poor performances in terms of final grades at Level 1. These included help from LEADS, which came up with some bespoke writing and study skills classes; relevant books on study skills added to reading list; extra tutorial meetings requested from School were introduced and changes to GTA office hours to target essay feedback. Essay skills have been given greater emphasis and appear to be improving among the student cohorts. An online formative exercise was introduced in the 2A course in response to student demand for more formative exercises. Enhanced student engagement / | We have now moved to a system of moderation. Honours modules now include a wide range of assessment types including practical exercises (briefing papers, policy papers, presentations, portfolios of work etc.) This has been welcomed by our students.<br><br>Moderation policy was revised at pre-Honours courses to include meetings with GTAs during the marking process and to be consistent with the updated Senate guidelines; this was implemented in semester 2. Second marking policy was revised for Honours courses to be consistent with updated Senate guidelines. This will be implemented in semester 1, 2018 – 19. Course handbooks have been updated to reflect these changes.<br><br>Level 1: Overall course grades improved significantly this year, particularly in 1A with more students in the A and B grade bands and fewer in the lower bands. We will employ a student engagement intern again this year. We hope to make better use of this position by getting them in post sooner. A number of planned activities were cancelled last year due to the strike, which we hope to inaugurate this year. We continue to explore ways to better incorporate and highlight employability skills within our curriculum. We are working with the John Smith Centre to explore the possibility of introducing a credit-bearing internship programme. |

| | |
|---|---|
| community building. Increased amount and visibility of employability skills in the curriculum. | Once our staff numbers increase we hope to reintroduce a Careers Officer position within the Subject to carry forward these initiatives, a position we have not been able to fill due to staffing issues the past two years. |
| **Social and Public Policy:** To increase use of learning technologies in teaching for student presentation and feedback. | Progress: Some useful examples of new practice being used more widely across the Programme. (See above under good practice). Staff to share ideas across the teaching team with informal presentations. |
| **Sociology:** A significant challenge is the continuous growth, year-on-year, in the number of Good Cause applications received at Honours level. | This continues to be an issue and will be discussed at the School Executive meeting. |
| *Centre for Open Studies* <br><br> • Encouraging students to participate in giving feedback <br><br> • Creating interfaces between courses | <br><br> Work is ongoing <br><br><br> Work is ongoing |

# Please reflect on any themes that you wish to report to the University

College

**Adam Smith Business School**
- The persistently undesirable SSR is impeding the ability of staff to enhance the student learning experience. Moreover, the level of the SSR is potentially undermining efforts to maintain and disseminate good practice.
- More is to be done on College-wide training of Advisers of Studies in Student Services (particularly CAPS). Currently this seems to be done on an ad-hoc, local basis.
- We have had some fruitful meetings with the Dean of College UG L&T about allocating Advisers of Studies to students belonging to the same Subject. It would be incredibly positive if this happens.
- The process of applying for ethical approval in UG dissertations is unnecessarily bureaucratic and wasteful of staff resource and time.

**School of Education**
- 'Workload issues continue to be very challenging, and some transparency around workload versions and workload allocations across schools in the college would be welcome.' (BTechEd)

**School of Interdisciplinary Studies**
- Internet speed and connections to Eduroam are often very slow.
- Room space was raised as an issue - not enough rooms for staff in key positions to have their own office space and achieving higher levels of transparency on how this is allocated.
- There is a feeling that the time it takes to replace staff could be quickened up to avoid impacts on existing staff.

**School of Social and Political Sciences**
- Staff would like more training support in the technologies available for the recording of lectures.

University

**Adam Smith Business School**
- The work expected of our external examiners is too great; it is becoming increasingly difficult to find external examiners.
- Requiring all assignments to be scrutinised and submitted to external examiners before releasing to students has resulted in the deadlines for assignments to be submitted being set before we see the students! This is detrimental to students. Several colleagues prefer to have a chat with the students, teach a couple of lectures and then set assignments which are of some use.
- Last minute changes to 'Study Abroad' grade conversion tables caused some problems. This kind of thing should not happen.
- There seems to be some late payments to GTAs – this should never happen.

**School of Education**
- Workload issues: transparency across the university would be welcome. More could be done to acknowledge the impact of full workloads on staff morale, and of downward pressure on workload allocations, in the School of Education.
- Room booking system, which is a university wide system, still has students travelling across campus.
- Where possible PGDE (primary) students (and staff) should have use of St Andrews Building for seminars / practical sessions to avoid excessive travelling around the campus (particularly when carting heavy resources/materials for seminars e.g. mathematics).

**School of Interdisciplinary Studies**
- There is a widespread view that the teaching and assessment calendar for Semester 1 is particularly onerous with substantial pressures on students and staff, leading ill health, work bottlenecks, missed deadlines, and more re-sit assessments in the summer.

**School of Social and Political Sciences**
- The main issues are related to room booking and accommodation. While SPS recognises that improvements

have been made to the general quality of many teaching rooms, there remains dissatisfaction with the availability of reliable, high quality teaching rooms. Colleagues and student representatives have raised particular concerns about the following:

- The unsuitability of the GUU Debating Chamber as a lecture theatre.  Subjects with large classes (circa 500 students) noted that there are 'traffic jams' after these lectures as hundreds of students try to leave (and enter) the large lecture rooms created from Bute Hall and the Hunter Halls. It would be good to make sure everyone knows to go out one exit and in another. The janitors try to help with this, but perhaps some signage would make things clearer
- There have also been issues about a lack of responsiveness from colleagues in Central Room Bookings.
- Some staff reported having 4 different rooms over a 10 week course and found this very disruptive to student learning. A more efficient process of room assignment and space optimisation needs to be identified.
  Colleagues in Sociology also raised an issue with the present regulations on plagiarism. In recent sessions we have encountered a few situations in which students have been remitted to the Senate Assessors on outcome of suspected plagiarism. At those meetings the students have been found to have plagiarised, and therefore awarded H grades for their submitted work, but have also disclosed information which has led the Senate Assessors to suggest to them that there may be grounds for a retrospective Good Cause application. If a student applies for Good Cause in this situation, and provides relevant evidence, the School/Subject is placed in a situation where our only option becomes the discounting of the piece of work, with the student graduating under the '75% rule'. In other words, the penalty for plagiarism is effectively discounted. We are concerned that this creates a situation in which students may be able to use 'good cause' to effectively evade the consequences of plagiarism, and would suggest that consideration be given to clarifying this apparently anomalous situation.

## Hot Topics

Do you have any comments on the following topics?

1. The University has recently established a working group on teaching space refurbishment. What points, positive and negative, would you like them to be aware of?

**Adam Smith Business School**
The B.Acc degree has traditionally thrived on the students' sense of belonging to a community. This is helped by our physical space, with classrooms, labs and the Wards Library being in the same part of the building as staff offices. There is a feeling that the plans for the new ASBS on the Western Infirmary site exclude undergraduate students and that the space is designed principally for staff and postgraduate students. A physical separation of undergraduate students from the staff teaching them (other than in the classroom setting) would be a retrograde step.

**School of Education**
The updates to rooms and furniture were no doubt well-intentioned but many rooms do seem to be flawed with how the furniture suits the teaching strategies. Many of the rooms are not suitable for collaborative activities, which does not match higher education aspirations'. (BACP)

New rooms in the SoE are rarely used on the BTechEd – when they are used for seminar work, they are good – moveable whiteboards round the room enable students to summarise discussions and map creative thinking, and recording this to image on tablet or iPhone. New furniture is variable – what we call the 'dalek' seats are not good – uncomfortable and not conducive to group work. Tables for group work tend to be too large: 8 is too many for collaborative group working. However, on the whole refurbished rooms are an improvement.' (BTechEd)

We require flat rooms with moveable furniture to teach in workshop style format. Large lecture theatres or overly cramped rooms undermine the learning process for our students.' (BACD)

Students have expressed dissatisfaction with the oval tables in the new teaching rooms. (MARPE)

Seminars for students in ITE programmes usually involve group work and require tables. Ventilation is vital in

teaching rooms – ideally windows that open or functioning air conditioning, whilst the establishment of a working group on teaching spaces is most welcome.' (PGDE)

**School of Interdisciplinary Studies**
The introduction of individual working pods and small groups-work spaces on Gilmorehill was welcomed and a desire expressed to see similar facilities on the Dumfries Campus. The School of Interdisciplinary Studies/Dumfries Campus has established a 'Working Spaces Working Group' that is working to support the upgrade of general spaces and specific teaching rooms.

**School of Social and Political Sciences**
At undergraduate level our main challenges, with regards to space, have been:

Finding a single room which is able to appropriately accommodate our very large Level 1 classes (circa 500 students). The use of the re-purposed Hunter Halls for has provided a good solution to this problem. However we must take care that in large lecture halls seating should include proper surfaces for writing and use of laptops, not small fold-up tables.

Finding a sufficient number of mid-size rooms which can be used flexibly to support both lecture and discussion type formats of teaching.  An adequate provision of such rooms should be a key part of the campus re-development. Please make sure that seating arrangements have flexibility and do not force certain student configurations and that core teaching tools (e.g. whiteboards) are not reduced or eliminated.

**Short Courses**
The fresher look of the refurbished teaching rooms is very welcome, but our students like desks! Replacing desks with wheeled chair units has not been very popular. There have also been problems with access to rooms for students with disabilities. Furthermore, the Kelvinhall is poorly designed to be accessible to tutors in wheel chairs. For example, the lecterns do not lower, and there is no alternative way to access technology in the rooms.

2. To what extent do the courses/programmes that you teach on use online marking and what has been your experience of this?

**Adam Smith Business School**
All ASBS courses use the AMS online system for marking. While there have been teething problems, it is under continuous improvement, and external examiners seem to find it easier to use. It is also advantageous when marking re-sit exams over the summer when several colleagues are away from the University.

**School of Education**
Timely and detailed marking and feedback via the online medium is a strength of this course.' To illustrate, an example of an online comment from a finishing student says: '*Lovely, supportive comments from the tutors and regular correspondence from the university was incredibly helpful and sincerely appreciated.*' (CREDL)

All courses marked electronically and provide online feedback. This tends to be for Summative tasks but some courses use online feedback for Formative. These sheets and the grades are then uploaded on to the relevant Moodle courses. Some markers still prefer to print the assignments onto a hardcopy first. This process is now well established and working well. Course Leaders and associated admin support meet to check all grades before these are published. (MEduc)

We have previously used Turnitin to both mark and check similarity of students work but this was changed last year to URKUND and marking was done in the downloaded word documents. We as a team, found URKUND ineffective and the process labour intensive. We would be keen to return to online marking and submission via Turnitin. (BACD) Online marking is being used more for shorter pieces of work (essays and reports). The system appears to work satisfactorily.  For the more substantial submissions, requiring the submission of fully resourced schemes of work, which often need very large amounts of illustration (e.g. in PowerPoint presentations or similar) on-line assessment is not feasible. There are elements of work which are more easily addressed by having paper submissions – when

travelling to and from school placements, for example, I find that the time on public transport can be used effectively to read and mark work – this is not possible using on-line systems, as the technology is either not reliable or unavailable. (MARPE)

Assignments for all courses in PGDE use the on line marking system. This is convenient for many staff but not all – prolonged periods of time marking at a computer screen can create headaches / stress eye strain for some tutors. (PGDE)

Online marking has not been implemented in the programme. This will be piloted for 2018-19 with a smaller third year class and proceed based on staff feedback (BACP)

We use online marking in a fragmented way: some courses use this and others do not. We feel that there would be considerable benefit in developing this far more, but at the moment workload commitments do not enable us to develop this. (BTechEd)

**School of Interdisciplinary Studies**
It would appear that online marking of assessments is being used extensively across courses and there is a view that more support may be needed in order that other colleagues can use this technology. The use of Moodle to comment and provide feedback is less well used. Some critical views were expressed:

- It can be difficult to spend so much time at a computer screen and may have adverse effects on staff health and wellbeing
- Not all courses lend themselves to online grading and feedback

**School of Social and Political Sciences**
Use of online marking has been piloted on a voluntary basis in several Subjects within the School. It is fair to say that the experience has been mixed. In general staff have found the Moodle marking tool to be cumbersome and the level of guidance on using the system and support from IT services to be limited. Should the system be rolled out on a more comprehensive basis, the level of detailed advice and support would have to be increased.

Initial concerns on the possibility of a drop in the quality of feedback do not seem to have been borne out, and students on the ESH honours course and the School course on the Scottish Enlightenment which used the online marking expressed a preference for it. A number of staff across the School have adopted online marking at Honours and PGT levels.

Colleagues in Social and Public Policy have made use of an alternative online assessment system. Two of the current Honours courses use Aropa, a peer-review software, for formative assessment. Each student writes a short piece, upload to Aropa, and they receive feedback (anonymously) from fellow students. It was suggested that when students took part in this exercise, all participants reflected positive experiences.

**Short Courses**
Not all of our courses use online marking but, for those that do (e.g. some Egyptology courses), Moodle's capabilities are not wonderful. Uploading feedback documents and listing grades are both fine, but marking pdfs on Moodle screens is problematic. The mechanism for inserting comments is clumsy (if you expand the screen so you can read the text, the comments do not shrink back into place when you move on), and some of our tutors have reported losing comments they have typed into Moodle's own feedback box.

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

**Adam Smith Business School**
The topic of diversity continues to be high on the agenda in ASBS. Novel methods in large class rooms are being explored, and it is recognised that the new teaching hub will support the development of these approaches.
Group work and presentations with a diverse group of students create challenges. We are hoping to introduce a new method of group formation and also get the Employability/Careers officer to give a talk.

**School of Education**

It would boost morale if programmes like the BTechEd were more celebrated in the School of Education, and if the work of staff was recognised particularly when emerging from extremely challenging situations. It would also make students feel valued if they felt that their programme was part of a School culture that supported them openly rather than only feeling supported at degree and course level. (BTechEd)

The disruption caused during this year by the adverse weather, and the Industrial Action (including to the loss of teaching time, and the resignation of the External Examiner in the session when their final report was due) was made worse by the lack of administrative support for the Programme – a replacement for our previous support was only appointed in December of 2017. While the previous admin supporter had made excellent efforts to put in place all necessary guidance and information for the new incumbent, who is highly competent, the months during semester 1 without dedicated admin support have been seriously detrimental to the smooth running of the Programme. (MARPE)

Looking forward it would be good to establish a more robust system of development planning, with clear identified priorities, timelines, personnel, roles and responsibilities for the MEduc Programme. Clearly defined staff development days/weeks that offer the opportunity for staff training, sharing of course values and vision, team meetings, organising of induction programmes, review any changes/updates. Establishment of a marking team to alleviate the marking bottleneck and to relieve pressure on some tutors marking on several courses at once has been a welcome addition to MEduc. The allocation of marking time and actual time to complete marking is not accurate due to the time taken for individual markers to process the administration and checking of grades online. (MEduc)

**School of Social and Political Sciences**

Academic staff and external examiners commended the dedication and professionalism of our administrative staff and there is a general view that their commitment and contribution to the successful delivery of teaching is not fully appreciated and given the recognition that it deserves. We would encourage the university to explore further ways in which the vital contribution of such staff can be recognised and further rewarded.