

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.

<b>College</b>	Arts (Dr Eamon McCarthy, College Quality Officer) [compiled from SAMS received from Schools of Critical Studies, Culture and Creative Arts, Humanities, and Modern Languages and Cultures; and from responses received from Professor Wendy Anderson, CoA Dean of Learning and Teaching]
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**Please comment on the following themes. Issues that are highlighted as requiring work will be reported to the College and/or University (please specify next to each issue)**

Student support (including mental health)

What is working well?	What needs work?
<p>Acknowledgement of <b>Student Voice</b>:</p> <ul style="list-style-type: none"> <li>Philosophy held a series of meetings and sought student input into the kinds of assessment they would like to see in revision of Honours' courses.</li> <li>Celtic and Gaelic held a whole series of consultation events for their PSR in 2018-19, allowing them to further use student voice in changes at various levels.</li> </ul> <p>In SMLC more systematic use of the <b>Moodle fora</b>, weekly email contact, and availability have reinforced the perception that staff are approachable, friendly, enthusiastic, open and supportive.</p>	<p>Increasing numbers of students reporting <b>mental health difficulties</b> and <b>complex personal/home circumstances</b>.</p> <ul style="list-style-type: none"> <li>More support is needed for students AND staff. Better training/guidance on how to evaluate good cause claims. [raised by CCA, ACTION: College &amp; University]</li> <li>Clarity is needed in relation to the availability of funding for disability provisions, specifically around who pays for additional invigilation (e.g. for invigilation in a separate room) and whether or not there is specific or additional funding available for the purchase of specialist equipment if this cannot be provided by the College. [raised by English Language &amp; Linguistics, ACTION: University]</li> </ul> <p><b>Advising &amp; attendance:</b></p> <ul style="list-style-type: none"> <li>Boundaries between Honours Conveners' and Arts Advising's responsibilities in monitoring individual students and their welfare need some clarification. [ACTION: College]</li> <li>Without a clear policy on recording student attendance, it is difficult for Honours conveners to undertake thorough monitoring of students' circumstances because of inconsistency in individual lecturers'/conveners' recording of absences. There is a suggestion from Theology &amp; Religious Studies that policies be changed to</li> </ul>

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	<p>make it possible for attendance to contribute to the overall grade, e.g. (5% on attendance, calculated at 1/3 point for each lecture (30 lectures = 10 points) + 1.5 points for each seminar (8 seminars = 12 points) would allow regular attendance to be rewarded. [ACTION: College]</p>
<p>Learning and teaching (including assessment and feedback)</p>	
<p><b>What is working well?</b></p>	<p><b>What needs work?</b></p>
<p><b>Innovative teaching:</b> the diversity of provision was noted across all Schools and subjects, including new course options, range of options.</p> <ul style="list-style-type: none"> <li>• The use of Slido in English Language and Linguistics was praised by students in EvaSys feedback.</li> <li>• History of Art highlighted their research-based teaching and object-based learning at Hons level.</li> <li>• Classics noted success of new history-oriented courses.</li> <li>• DMIS described the introduction of the new Books as New Media course.</li> <li>• Philosophy noted the success of their new 1A and 1B courses with increases in both attainment and student satisfaction.</li> <li>• Celtic and Gaelic were praised by their external examiners for the innovative and foundational nature of their undergrad programme.</li> <li>• Archaeology’s Honours’ programme revision is also now complete and going well and their practical sessions for Archaeology in Theory and Practice are a success.</li> <li>• Students in SMLC are particularly happy with Native Language Teachers and the increase in contact hours on Beginners language courses.</li> <li>• The structure, pace and organisation of language courses along with the integration of the written and spoken components at all levels have been well received in SMLC.</li> <li>• Where possible, the streaming of language classes has worked well this session.</li> <li>• SMLC courses are regarded as challenging but stimulating by both student in EvaSys feedback and by external examiners in their reports.</li> </ul>	<p><b>Course design, content &amp; management:</b></p> <ul style="list-style-type: none"> <li>• Cross-College and cross-Subject Programmes represent a number of challenges to existing structures, regulatory and financial. At the moment, Medical Humanities resolve these challenges on an ad hoc basis rather than on any mutually agreed framework between College and Subjects. A proper framework would though give greater confidence for future development of cross-College/Subject Programmes. [ACTION: College &amp; University]</li> <li>• Theatre Studies need to work on pitching school-wide courses. [ACTION: Theatre Studies]</li> <li>• Theatre Studies &amp; Film &amp; TV plan to address descriptions and titles of their practical courses. [ACTION: Theatre Studies &amp; Film &amp; TV }</li> <li>• History of Art want to address questions of class sizes and weighting of assessments on Hons courses. [ACTION: History of Art]</li> <li>• Enrolment in honours courses in CCA should be handled as a School-wide process and led by admin staff. [ACTION: CCA]</li> <li>• Classics are reflecting on changes implemented to their Level 1 and 2 language courses which may necessitate further changes. [ACTION: Classics]</li> <li>• Archaeology want to reflect on assessment of practical elements and need to work on clarity of application of penalties to assessed work. [ACTION: Archaeology]</li> <li>• Some subjects in SMLC also need help to manage the diverse needs of learners at different levels within the same course. [ACTION: SMLC]</li> <li>• Feedback from students in SMLC (in Comp Lit and Level 2 French) has identified the need to revise some of the teaching materials. [ACTION: Comp Lit &amp; French]</li> </ul> <p><b>Diversity of Assessment:</b></p>

<p><b>Diversity of Assessment:</b> A number of subject areas note the work undertaken to consider and deliver diversity of assessment.</p> <ul style="list-style-type: none"> <li>• Archaeology note the success of a move to partial blended learning.</li> <li>• DMIS note the popularity of creative response assessment in some courses.</li> <li>• Celtic and Gaelic introduced an ‘Applied Linguistics’ active learning project into the second year of Gaelic.</li> <li>• External examiners in English Lit, Scottish Literature and Creative Writing explicitly praised diversity of assessment in 2018-19.</li> <li>• Classics are in the process of introducing some blended learning content into Level 1 and 2 language courses.</li> <li>• History have worked particularly hard on this following their 2014 PSR and feedback from students.</li> <li>• In SMLC, the new assessment pattern for Hons language courses adopted across the School has been very well-received by students and staff.</li> </ul> <p><b>Effective Feedback:</b> A number of subject areas highlighted the work undertaken to strengthen feedback.</p> <ul style="list-style-type: none"> <li>• Theatre Studies and History of Art have achieved marking consistency across team-taught courses.</li> <li>• DMIS described their improvements to assessment for Multimedia Analysis.</li> <li>• External examiners for Celtic and Gaelic praised the high quality and transparency of the feedback.</li> <li>• History have paid particular attention to the issue of timely feedback.</li> </ul> <p><b>Graduate Attributes/Employability:</b> subjects reported on a number of initiatives.</p> <ul style="list-style-type: none"> <li>• The Dissertation with Placement in Humanities will allow for a number of new opportunities, for instance, placements at the Women’s Library for History dissertations.</li> <li>• Subjects in CCA offer placements and practical options.</li> <li>• In EAP and TESOL courses in SMLC, the clearer focus on transferable skills has increased</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Studies noted the difficulties of striking a balance between offering a diverse range of assessment with the need to accommodate students with different types of learning needs. [ACTION: Critical Studies &amp; College]</li> <li>• English Language &amp; Linguistics note that the weight of assessment is still perceived as high by staff, students and external examiners. We are currently in line with the College guidelines, but wonder if they should be reduced. [ACTION: College]</li> </ul> <p><b>Student engagement:</b></p> <ul style="list-style-type: none"> <li>• Subjects in Critical Studies report on the difficulties in engaging students in providing feedback on the course through the EvaSys process as well as noting the poor levels of attendance at SSLC meetings. [ACTION: Critical Studies, with support from SRC]</li> </ul> <p><b>Feedback practices:</b></p> <ul style="list-style-type: none"> <li>• English Literature have identified the need to communicate clearly with students regarding penalties. [ACTION: English Lit]</li> <li>• Theatre Studies need support managing student expectations in relation to feedback timelines and allocation of marks. [ACTION: Theatre Studies]</li> <li>• Music and Theatre Studies are working on standardisation of feedback sheets and/or written feedback given by members of staff. [Action: Music and Theatre Studies]</li> <li>• Philosophy and DMIS noted instances where more detailed descriptions of expectations of each band (i.e. A or B etc) would be useful. [ACTION: Philosophy, DMIS, with input from LEADS, and University]</li> </ul> <p><b>Learning Community:</b></p> <ul style="list-style-type: none"> <li>• DMIS noted that further discussion needed on narrative on what DMIS degree means. [ACTION: DMIS]</li> <li>• Music feel they need to foster a better sense of community amongst students. [ACTION: Music]</li> <li>• In response to NSS scores, SMLC are developing a number of initiatives (such as a weekly film club) to showcase the range of languages and cultures taught within the School and to facilitate interaction between students on the different programmes. [ACTION: SMLC]</li> </ul>
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<p>opportunities for students moving on from university to develop graduate attributes.</p> <p><b>Deeper Student Engagement:</b> Subject areas highlighted the work they have done with students around communication around assessment.</p> <ul style="list-style-type: none"> <li>• DMIS produced detailed rubrics for students ahead of assessment.</li> <li>• Work on student engagement has led to a rise in student attainment in a number of subject areas including Philosophy, Classics, Archaeology.</li> <li>• In Theology and Religious Studies, the inclusion of visiting lecturers in teaching brought points where there were two academics in the same classroom, giving students an insight into good critical engagement between scholars.</li> </ul> <p><b>Equality and Diversity &amp; Internationalisation:</b> the subjects in the School of Humanities are working on a number of initiatives. For instance, they are working towards implementation of the Good Practice Scheme on Gender Equality, which impacts on teaching in a number of ways. History has relaunched History 2B as a Global History course.</p>	<p><b>Joint Exam Boards:</b> some subject areas reported issues with the communication of joint honours marks between subject areas in advance of and for joint exam boards. [reported by Critical Studies &amp; Humanities, ACTION: University]</p> <p><b>Five-Day Extension Policy:</b> some subject areas in Critical Studies &amp; Humanities noted an increase in extension requests and the impact of so many requests on staff and on their ability to provide consistent and timely feedback. It would be useful to have greater emphasis placed on the fact that extensions can be up to five working days and that this is not the default length of an extension. [ACTION: University]</p> <p><b>Field Trips:</b> Field trips are consistently valued by students in CCA but unless they are expected to bear the cost, they need to be budgeted in advance and planned strategically. [ACTION: CCA]</p>
<p>Quality and suitability of teaching spaces, and timetabling</p>	
<p><b>What is working well?</b></p>	<p><b>What needs work?</b></p>
	<p><b>Teaching spaces:</b></p> <ul style="list-style-type: none"> <li>• A number of subject areas across the College reported student complaints over inadequate and/or inappropriate teaching spaces. This is particularly acute for those teaching digital courses. [raised by CCA, Humanities and SMLC, ACTION: University]</li> <li>• Equipment / functionality: projector screens on top of white boards rendering the white board unavailable, which is a particular problem in language classes. Disappearance of clocks and lecterns from many teaching spaces. [raised by Humanities &amp; SMLC, ACTION: University]</li> <li>• Technical assistance: Problems are particularly acute in relation to the centrally managed TEAL rooms, where teaching depends heavily on technology. In the Wolfson Medical Building, janitors are frequently either not available or not able to help, and the individual workstations for group work are not always connected to the University network. It is essential that all classes in the TEAL rooms can make full use of the equipment. There should</li> </ul>

be a regular check of the set-up in the morning and appropriate support throughout the day. [raised by Critical Studies, ACTION: University]

**Lecture Recording:**

- History of Art noted the need for Lecture Recording equipment in more rooms and investment in projection equipment and blind-out facilities. Other subjects also noted the need to review the system currently in Boyd Orr Building, where staff have to collect a microphone. [ACTION: University]

**Room Bookings:**

- Celtic and Gaelic: CRB's policy on booking of rooms for the session ahead has caused problems: they could not begin to book rooms for the annual summer school until July 2019 even though it started in July 2019. [ACTION: University]
- More than one subject area raised the problem of lost teaching and learning time due to back to back teaching at opposite ends of the campus. For instance, staff and students doing their best to get from the St Andrews Building to the Archaeology building between classes are put in an uncomfortable position. [raised by CS, Humanities and SMLC, ACTION: University]
- Flexibility/ability to plan for larger class sizes: at the moment, CTT plans the session based on last year's class sizes, and this puts pressure on administrative staff to find venues for classes when they grow beyond CTT's projections, as they have in 2019-20, and to find spaces for increasing numbers of international students. [ACTION: University]
- Input on type of space – certain classes require specific types of spaces (e.g. seminar rooms or large lecture in flat floored lecture hall to allow for group work). Staff should be able to request different types of spaces / specify types of spaces required. [ACTION: University]

**College of Arts building:**

- Space continues to be a crucial issue to foster a sense of community across CCA. How will be proposed Arts Building be revisioned/replaced? The lack of space is particularly problematic for subjects with practice components (Music, Theatre, Film & TV). The delayed completion of work in Gilmore Hall facilities has cause much

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	stress for staff and students. [raised by CCA, ACTION: College & University]
Staffing levels (including administrative support)	
<b>What is working well?</b>	<b>What needs work?</b>
<p><b>GTAs (English Lit):-</b> GTAs are happy with the level of support they receive from staff and with the opportunities afforded in the last year for more lecturing and contribution to moodle podcasts.</p>	<p><b>GTAs</b></p> <ul style="list-style-type: none"> <li>Financial resources needed in Theatre Studies &amp; History of Art to help support GTAs (e.g. payment to attend lectures) [ACTION: CCA &amp; College]</li> <li>Subjects in Critical Studies highlight the discrepancies in rates of payment to GTAs between subjects and across the college. [ACTION: College]</li> <li>One GTA in Critical Studies raised concerns about the language used in the standard letters received from HR at the end of the contract. [ACTION: College &amp; University]</li> </ul> <p><b>Staffing levels / workload:</b></p> <ul style="list-style-type: none"> <li>Film &amp; TV and Creative Writing note increased pressure on staffing levels because of increasing student numbers [ACTION: Critical Studies &amp; CCA]</li> <li>Feedback turnaround times do not take into account fractional contracts. [raised by English Language &amp; Linguistics, Action: University]</li> </ul>
University facilities (including IT, conference and library facilities)	
<b>What is working well?</b>	<b>What needs work?</b>
<p><b>Access</b> to building after hours is working well for Theatre Studies.</p> <p><b>Library:</b> Subject areas across the College had high praise for their subject librarians, for the Reading Lists digitization teams and for Special Collections for their willingness to engage with staff and students in order to improve teaching and learning.</p>	<p><b>Exam marking through booklets</b> - even when separated by question number - is cumbersome, and poor handwriting can make it difficult to match student ID numbers with their records. English Language and Linguistics would like to implement a system that uses the <b>Teleform scanner</b> for exam essays, so that both grades and student IDs can be recorded on a template, and then automatically scanned. This would minimize data entry and the inevitable associated errors, as well as freeing up admin support time. The school can assist by acquiring a teleform scanner. [raised by English Language and Linguistics, ACTION: Critical Studies, informed by Assessment and Feedback Transformation Project as needed]</p>
University systems (including MyCampus, Moodle, URKUND and EvaSys)	
<b>What is working well?</b>	<b>What needs work?</b>
<p>The increasing variety and quality of resources available for language courses in SMLC through <b>Moodle</b> has received very positive comments from students across subjects in the school.</p>	<p><b>MyCampus:</b></p> <ul style="list-style-type: none"> <li>'My Schedule (staff)' is not always fully populated for all staff in the School causing difficulties at times for staff trying to</li> </ul>

easily/quickly navigate last-minute room changes. [ACTION: School of Humanities]

- Scottish Literature have experienced challenges we experienced significant challenges for the new 'pre-sessional' summer school for students from UESTC Chengdu, including confusion regarding the year to which the summer school belongs, which meant some re-pipping, and problems in the registration of students for 2019-20, which delayed student access to Moodle until the third day of the course. [ACTION: University]

**EvaSys:**

- Convenors in Humanities told that feedback on individual teaching staff cannot be sought when in fact they can according to the head of this policy from the Senate Office (Dr Richard Lowdon). [ACTION: University]
- Delays in receiving EvaSys reports had an impact on AMR meetings in some subject areas in the School of Humanities in 2018-19 and an impact on the expected response to the feedback. [ACTION: Humanities]
- Subjects in Critical Studies note that students are currently inundated with many separate EvaSys links to complete. It would be more efficient (and likely increase completion rates) if each student received one individualised link to a survey with all their courses in one place. [ACTION: University]

**Course approvals / PIP:**

- Some subject areas noted the amount of work needed to have what they consider to be minor changes through the Board of Studies. They recognise the huge burden the whole process places on teaching staff, admin and admin staff at both School and College levels. The system seems far from nimble for anyone involved. [raised by School of Humanities, ACTION: University]
- The problem of course codes for courses that cross subject and schools. Currently, these courses have, for practical or structural reasons, to sit administratively within one subject area, which does not encourage interdisciplinary and collegiate working. [raised by Critical Studies, ACTION: College & University]

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What is working well?	What needs work?
	Anxiety over <b>Brexit</b> without a negotiated deal and its impact on student numbers. [CCA, ACTION: University]
Other themes/issues	
What is working well?	What needs work?
	<b>Complaints Handling:</b> How should negative student feedback, especially when directed towards specific members of staff be handled? [CCA, ACTION: University, in collaboration with SRC]

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?
<b>Critical Studies</b>	
Moodle quiz to allow students to practice grammar, referencing etc (designed by Dr Katherine Heavey) (English Literature 1B)	Across other pre-hons courses in Eng Lit and the school
Introduction of podcasts to complement lectures (introduced by Dr Katherine Heavey)	Across other pre-hons courses in Eng Lit and the school
The midterm close reading exercise for American Literature, 1836-1929 was revised for 2017-18 and refined for 2018-19. It has been very popular with students and was singled out for praise by external examiner. The exercise requires students to respond to a short passage in 4 ways (tweet, tabloid report, radio broadcast or broadsheet review, and academic close reading), thus developing essential workplace skills and challenging students to think about texts in new ways. (English Literature)	School, College, L&T conference
Dissertation students had an academic and social event based around a modified 3-Minute Thesis presentation (Dr Megan Coyer, EL Medical Humanities).	School, College
Lecturers introduced Slido to engage students in the large lecture classes, and this worked extremely well. Students enjoyed this type of interaction and commented on it favourably in Evasys evaluations. (English Language & Linguistics)	Large lectures across University
Scaffolded assessment: students produce short pieces of work (annotated bibliography, outline) for formative feedback before submitting a research essay on a topic of their own design (Dr Rachel Smith)	Small courses in College
Distance Learning and hybrid teaching - Creative Writing was the first subject in the College to use both Distance Learning and hybrid teaching at PGT and PGR levels and continue to do so, building and sustaining healthy cohorts in each (and providing access to students with multiple needs). In addition, we consistently make our events and visiting speakers available either via live stream and/ or recorded via an e-conferencing tool – this builds access across our courses.	Subject, School
Use of Moodle Lessons to support student learning. Ronnie Young and Corey Gibson of Scottish Literature developed an online resource on essay writing, where students have to complete a Moodle Lesson on presentation and quiz on referencing before they can	University, School, College



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gain access to the essay questions. Using Moodle in this way helps free up time in class that might otherwise be given over to essay writing. (Scottish Literature)	
LTDF student staff partnership to hire and work directly with students towards identifying student needs and to map out development of future resources to support student learning (Corey Gibson and Ronnie Young, Scottish Literature).	School, College
On-line marking of seminar evaluations (contact: <a href="mailto:Theo.VanHeijnsbergen@glasgow.ac.uk">Theo.VanHeijnsbergen@glasgow.ac.uk</a> ) in Level 2 Scottish Literature, which provides much shorter lines of communication and feedback between tutors and students, and Subject Area and the External Examiner. It also means that both staff and students retain easy access to students' work and feedback.	School, College
Diversity of assessment, including blogs, reviews, catalogues and exhibitions to allow reflection on writing for different audiences and again embedding transferable skills (Ronnie Young, HoSub) (Scottish Literature Hons)	School, College
Seminar participation assessed by means of weekly response papers that were uploaded to the Moodle, which enhanced participation in the course. (Theology Religious Studies)	Subject, School, College
Using conference format in Learning and Teaching (Theology Religious Studies) with presentations delivered as part of a course mini-conference. One course encouraged students to help out with the planning and running of a conference on the same topic as the course, and some students presented papers, thus developing their graduate attributes. The conference included papers by scholars whose work the students had been studying, which was a boost to the students' learning community.	Subject, School, College
<b>Culture &amp; Creative Arts</b>	
Consistency, clarity and availability of course information and support material through Moodle has been achieved (with the help of admin staff) [History of Art]	School, College
Workshops and drop-in sessions for dissertation students (Theatre Studies)	School, College
Introduction of pre-requisite grade requirement for advanced options (Yr 4) and written rationale for wanting to do a practical option (Yr 3) (Theatre Studies)	School, College
Visiting speaker from industry linked to a screening and discussion (Film & TV)	School, College
Incorporation of VLEs into course content, particularly in relation to seminar-based learning (Film & TV)	School, College
Audio-Visual Essay introduced as dissertation option (Film & TV)	School, College
Introduction of Short and Long dissertations (Film & TV)	School, College
Wellness Convenor (Music; Louise Harris)	School, College
Research Internship (Music; Bjorn Heile)	School, College
Use of object-based learning (History of Art)	School
Credit bearing Work placements (History of Art)	School, College
<b>Humanities</b>	
Archaeology of Scotland - Blended Learning Project & Walking Tour (Rebecca Younger, Anouk Busset, Helen Green)	Already disseminated at L&T conference
Creative Response Assessments in DMIS (Ann Gow, Diane Scott)	School, College, L&T conference
Group-Based lab work through Moodle in DMIS well received by students with disabilities; DMIS Live in-class polling using Moodle (Ann Gow)	School, College, L&T conference

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Increased use of Special Collections in Celtic and Gaelic (Katherine Forsyth)	School, College, L&T conference
Reflexive Assessment of Archaeology in Theory and Practice (Tessa Poller)	School, College, L&T conference
Introduction of basic coding in Level 1 and 2 Archaeology (Rachel Opitz)	School, College, L&T conference
Placements in a History Hons course (Steven Reid)	Disseminated at School forum already
Peer Review has been trialled using Aropa in a History course (Jochen Schenk)	Workshop to be offered to whole of History in 2019-20.
Use of Video in teaching (Mark McLay)	School, College, L&T conference
<b>Modern Languages &amp; Cultures</b>	
Outreach in SMLC: Elizabeth Geary-Keohane and Eamon McCarthy are working on a Widening Participation project with local schools following a generous donation to SMLC. Polish outreach activities coordinated by Elwira Grossman and Beata Subczak include a language taster at Leuchars Station (19 January 2019), which was very well received by soldiers and officers of the Royal Scots Dragoon Guards and later acknowledged in a personal letter from Major Jackson.	School
Czech: Flip teaching, including panel discussions and teamwork for practising pronunciation [Dr. Katarina Cermakova].	School, L&T conference
EAS: Assessment via written and audio portfolio (A&H) [Sofia Di Giallonardo]; use of Moodle Scheduler for office hours (appointments & meeting minutes) [Iwona Winiarska-Pringle].	School
French: Feedback tracker was commended by PSR [L1, Kirsty Gowling Afchain]; guidance on mental health and suggestions for students on how to provide constructive course feedback were well received [Senior Honours, Greg Kerr].	School, College
German: Professional Communication Hons Option included a visit to local company to discuss business plans in German/practice Business German skills in a real-world setting.	School, L&T conference
Languages for International Mobility: role-plays and real-life scenarios employed in the IM and LSP oral tests [across IM].	School
Polish: development of online materials and organisation of a class photography competition attended by the Polish Consul General who awarded prizes [Beata Subczak/Elwira Grossman].	School
Portuguese: blended use of online and in-class language materials.	School
Russian: Vocabulary training and quizzes [James Rann, Kristina Cimova]; oral assessment in the "Russian Literature and State Power" option [Andrea Gullotta].	School
Spanish: a welcome meeting for JH and SH students which included language-based board games [Jordi Cornella]; enhancing the learning experience with the organisation of two cinema festivals by two members of staff [Eamon McCarthy and Jordi Cornella]; L1 group oral [Eamon McCarthy].	SMLC

### Hot Topics

Do you have any comments on the following topics?

1. Have you introduced any changes in your approach to assessment and feedback? If so, why, and what benefits have you derived for students and staff from the changes you made?

All Schools in the College reported in detail on innovative assessment methods and on approaches to feedback, which can be broadly summarised as follows:

**Online marking (often through Moodle):** Activity in this area is reported across all Schools. As reported last year, however, there are difficulties for staff with online marking: it is time-consuming, and – with the need to sit at a screen for lengthy periods – can contribute to health problems, such as eye strain and injuries to neck, back, etc.

**Moodle Quizzes:** These have been introduced in Critical Studies & SMLC for both formative and summative assessment. Benefits include immediate feedback for students, but it is noted that set up requires a significant investment of staff time.

**Blended Lessons:** Both Scot Lit & SMLC use blended lessons.

**Consistency of Feedback:** Students in Theatre Studies are requesting more consistency in amount and length of feedback provided. DMIS will work on developing more detailed feedback rubrics.

**Feedback sheets:** Used for first time in FTV & Music and are working well. These have been used for some time in History of Art and SMLC.

**Feedback calendars / trackers:** These are used across Arts, but were picked up in AMRs in Humanities & SMLC. They were praised in the SMLC PSR, although it is noted that clear communication with students is also a very effective way to manage student expectations around the timeliness of feedback.

Further details on these initiatives, with contact information is available in the 'Good Practice' section above.

2. Are you considering increased use of technology to enhance learning and teaching and, if so, what support and guidance would you need to achieve your aims?

A wide range of initiatives are ongoing across the College, including:

**Online marking:** It was noted the Moodle is rather cumbersome and further staff training is needed in the use of Moodle marking. It was noted that users prefer Turnitin, where it is available and English Language and Linguistics would like further resources to purchase a Teleform scanner for exam essays.

**Building on existing good practice:**

- podcasts (extra funding may be required to support staff in Critical Studies with this)
- use of slido in lectures in Critical Studies (but need an institutional license)
- Moodle lessons/quizzes in Scottish Literature and Archaeology (requires additional support from Learning Technologists and LEADS)
- Blended learning in Scottish Literature (based on experience setting up the College of Arts' first blended learning Honours option (Robert Burns) in 2016, Scottish Lit note that support was inadequate and the work extremely time-consuming. Scot Lit now have been allocated an administrator for new blended learning options, which is a positive step, but the University needs to consider more fully how such initiatives might be resourced, supported and sustained, how to recognise the long lead-in time and workload implications for the development of new courses, and how to capture contact time in blended learning courses.

**Equipment - Filmmaking and editing equipment** is needed to expand provision of practical courses in Film & TV. In general, access to suitable labs/computer teaching rooms with suitable working equipment is an ongoing problem, especially for teaching audiovisual material.

**Aula** – some subject areas in SMLC are involved in piloting this new platform.

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

**Joint Hons Degrees** - Smaller subject areas in School of Humanities note that they value the opportunity to be part of diverse joint Hons degrees. It is praised by external examiners as a strength and many students are drawn to

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the smaller subject areas due to the flexibility that would allow them to graduate with a joint degree. Talk of elimination of possible joint degrees to ease problems elsewhere (Timetabling/Room Bookings) are a cause for concern for smaller subjects due to the possible impact on enrolment in those subjects.

**Additional matters**

Please highlight any additional matters that you wish to raise from this year's Annual Monitoring cycle

All four Schools reported in detail on action taken on feedback received during the 2017-18 Annual Monitoring cycle.