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	The College of Social Science
	This report has been informed by School AMRs provided by the Quality Officers responsible for postgraduate taught provision across the Schools that comprise the College:
	School of Education*: Dr Julie Harvie School of Law: Dr Ernest Metzger School of Social & Political Sciences: Dr Eamonn Butler School of Interdisciplinary Studies Dr David Borthwick
	The report was compiled by Dr Robert Doherty, College Quality Officer
	This session the Adam Smith Business School was unable to report on PGT annual monitoring within the timeframe set by College.
	*Five units of learning in the School of Education did not report on annual monitoring in the timeframe set by the School.

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?**
School of Education Positive Student Feedback – Feedback from students in terms of overall satisfaction. Academic Support – Students are supported in the improvement of the quality of their academic work.	*School of Education* There are real concerns regarding the student experience due to the increasing numbers and the increasing number of International students. We need to aim for sustainable numbers to ensure the quality of the programmes and the student experience. (College) *School of Social and Political Sciences* Anecdotally, students across school programmes generally have a good experience as highlighted in staff-student liaison meetings and Evasys feedback, however, this doesn't necessarily tally with PTES. There is concern that PTES is not capturing the full student experience and is not always as representative as it could/should be. How can we work with College to improve PTES processes and what other mechanisms can we employ to support evidencing of student experience? (College)

Form AM2 – College Annual Monitoring Summary - Review of Session 2018-19

Learning and teaching (including assessment and feedback)	
What is working well?	**What needs work?**
School of Education	*School of Education*
Assessment - formative assessment used to give students next steps and summative approaches well received by students.	There is a need for clear policy for 'blended learning and teaching' within programmes and courses, especially for part time students. The policy should clearly define 'blended learning and teaching' and make it clear in documentation. The College should have appropriate and timely support for blended learning and teaching in programmes and courses to strengthen online elements. (College)
Positive External Examiner Comments.	
Course content and structure– a good balance between academic, professional and practical experiences provided for students.	
Online Course Development.	TESOL: We would like to explore the possibility of developing an Erasmus + or international TESOL masters programme. (College)
	Considering the large numbers, it is necessary to point out that the turnaround time of 3 weeks for marking is less feasible for such large courses. (College)
School of Social and Political Sciences	*School of Social and Political Sciences*
Employability: Across the school, programme convenors have been working to develop and embed employability opportunities within programmes. These opportunities vary in type and include invited guest master class speakers from practitioner organisations, webinars with professional associations (Women in International Security), policy workshops and scenario exercises (Globe) and work-placement/internships.	Nankai: Urban Studies noted "We request that the issues below relating to the Nankai programme are placed on the College and School at risk register and an urgent discussion is held relating to roles and responsibilities with regards to the relationship with Nankai". The College should reach out to Urban Studies staff and liaise with other teaching staff to identify the extent of problems and provide appropriate support for staff. (College)
Evolution of Teaching Practice: The School seeks to provide dynamic and innovative teaching across its programmes. There has been greater use of new techniques to engage with students. Developments in teaching practice and staff enthusiasm for teaching is reflected in our PTES Student Satisfaction for Teaching and Learning which has improved and is at its highest level across 4 PTES surveys (since 2015).	Nankai: Staff teaching in Nankai expressed major concerns with the programme and the broader changing situation in China. Issues have emerged such as core course material being blocked by the Chinese firewall and increasing surveillance, thereby putting both staff and students in a very precarious position. Course content cannot be changed to accommodate alternative materials. Concerns were also raised around the oral defences used in dissertations and many staff feel uncomfortable supervising topics which are beyond their areas of expertise (University).
Mobility/Fieldtrip Experiences: the school has sought where possible to support students with field trip opportunities (Urban Studies – London/Tianjin, Politics - Brussels, CEES – London/Budapest, Nankai Graduate School – Summer School in Glasgow). The school has utilised the internship hub scheme to obtain support to organise fieldtrips (Politics) and provides some funding for fieldtrip accommodation for students.	The fees and recruitment structure for PGT is having a major impact on teaching and student experience. Staff noted that an increasing number of international students have very poor language skills and levels of engagement. This makes group work very difficult and is also problematic when guest speakers are invited to give sessions (College).
Student Integration and Engagement: Generally, student satisfaction about their engagement with the school and programmes have improved. Programme convenors are working hard to improve engagement	

opportunities, and this has been reflected in end of course surveys (EVASYS) and PTES data.	
School of Law	
There was a high degree of student satisfaction with the quality of teaching, learning materials and course design. Students also expressed satisfaction with group work and appreciated courses in which there was a high degree of interaction during the seminars.	
'Introduction to Professional Practice', a week-long series of events has been an enormous success.	
Students have responded overwhelmingly favourably to the use of practicing professionals as tutors.	
Programme innovative within the Diploma in Legal Practice has been a success: for example, peer review by fellow students in Civil Litigation and Conveyancing.	
The Corporate Law Advisory Support Project (CLASP). This ran in semester two, with a record number of students signing up (over 50). Sixteen business start-ups were provided with advice by the various CLASP teams. Two Glasgow students represented Scotland at the International Client Consultation Competition in Maastricht, ultimately coming second overall.	
School of Interdisciplinary Studies	*School of Interdisciplinary Studies*
MLitt Environment, Culture and Communication: The External examiner has praised courses for being invariably, and genuinely, interdisciplinary.	Library hours are still viewed as being a barrier (particularly to EPiE students) but one evening a week the library is now open for students to gather material sources. (University)
MSc Tourism, Heritage and Development (THD)/ MSc Tourism, Heritage and Sustainability (THS) noted high levels of student attainment and programme effectiveness.	
MSc Enhanced Practice in Education (EPiE): This programme continues offers an innovative set of courses. The External Examiner noted feedback as being extensive, constructive and focused on supporting students to progress in their learning.	
MSc Environmental Science noted high levels of student satisfaction in course evaluations.	

Quality and suitability of teaching spaces, and timetabling	
What is working well?	**What needs work?**
	School of Education
	Class sizes and suitable rooms remain a huge problem for a large number of our PGT courses. We appreciate the hard work of administrative staff to accommodate this very difficult situation, but we encourage the university to improve on provision of suitable teaching

spaces potentially looking beyond the accommodation that will come online with the James McCune Smith Teaching Centre. (University)

School of Social and Political Sciences

Class Sizes and Closer collaboration with Timetabling/Room Bookings: It has been noted that certain courses, specifically core courses, have expanded in size - often exceeding 40-50 students. Concern about class sizes has been raised by all subject groups in the school This has necessitated changes to teaching style which is not always conducive with premium master teaching. (College)

One of the issues identified across the subject areas of the school (CEES, Politics, Urban Studies and Sociology) is with courses and classroom allocation. The expansion of the number of course participants on some courses has meant allocated rooms are often not suitable and when changes are requested it proves difficult to obtain appropriate teaching space. This has resulted in movement between buildings. This is problematic in that it reduces teaching times and has implications for students with mobility difficulties. (University)

We are concerned that this may be one of the factors that has impacted our lower than College/University averages for contact time (face-to-face and/or virtual/online) highlighted in the 2019 PTES. While this can be managed, the school has to ensure space for continued innovation and opportunities for staff and students to engage with each other in meaningful ways. It had previously been identified that putting on more course options was another possible solution for growing numbers, but policy on the growth of the overall College course portfolio limits this and the school therefore needs to work with College and across its subjects to identify suitable solutions. This is immensely important for ensuring overall student satisfaction. (College)

School of Law

Sir Alexander Stone Building: seminar rooms. The quality of teaching space in the Sir Alexander Stone Building is not fit for purpose. While improvements have been made to the aesthetics (following re-decoration in summer 2017), the temperature fluctuates at inappropriate times, which is not conducive to teaching. Further, a number of the rooms are too small for the class sizes (despite the fact the rooms are deemed large enough). In particular, tutors teaching advocacy skills are often hindered by the size of the rooms. (University)

Sir Alexander Stone Building: lecture theatre. Tutors cannot use the lecture theatre in the Sir Alexander

	Stone Building when (a) the cohort of students will fit comfortably in the lecture theatre; and (b) at the relevant times the theatre often appears empty. Central Timetabling operate a policy of matching groups to rooms on a "best fit" basis, so that small course cohorts are not roomed in a lecture theatre that is much larger. Student numbers per course are estimated each year in April, based on the previous year's numbers. If actual numbers are lower than the estimated numbers input in April, then for core courses, there would seem no reason why the Sir Alexander Stone Lecture Theatre could not be used. However, at the time of booking and room allocation (in May and June), the estimated figures for core courses were higher than the capacity of this lecture theatre, which is 197. (University)

Staffing levels (including administrative support)	
What is working well?	**What needs work?**
	School of Education The PGT professional services staff team are under pressure, the office seems understaffed, and is further destabilised by staff turnover and the stretch to cover for illness and absence. The numbers, organisation and levels of professional services staff posts need reviewed and significantly enhanced. (College)

University facilities (including IT, conference and library facilities)	
What is working well?	**What needs work?**
	School of Education IT support: It is essential that response times and service levels are improved significantly. Staff are totally dependent on computer systems, and there is a very significant commitment to online teaching. This is an ongoing and undermining problem. (College) *School of Interdisciplinary Studies* Library Facilities: The local library service at the Dumfries Campus is provided through the University of West of Scotland services. It has been noted for a number of sessions that students are concerned about the level of service, in particular the opening times. One evening a week the library now has extended opening hours. (University) IT services at the Dumfries Campus are also provided by UWS and this continues to be an issue students find perplexing in terms having to operate on a different network and the implications of having to use different IT systems. The School is working with Glasgow IT colleagues at present to switch to a Glasgow system, however, and it is hoped the situation will improve in academic year 2019-20. (University)

University systems (including MyCampus, Moodle, URKUND and EvaSys)	
What is working well?	**What needs work?**
	School of Education EvaSys returns are very low for these surveys and do not reflect the high proportion and wide range of positive comments received through other modes of communication with students. Senate should review procedure for disseminating these results – they should come to line managers rather than admin support. Clarity needed on the procedure for this and how these results are shared within School / College / University especially considering GDPR surrounding information held on individuals. (University) Course approval is inflexible and detrimental to innovation and responses to programme needs (College). *School of Law* EvaSys response rate. PGT is showing roughly a 30% response rate. (University)
Marketing, recruitment and admissions	
What is working well?	**What needs work?**
	School of Social and Political Sciences Student Recruitment targets remain an area of concern and more careful consideration vis-a vis acceptable growth and aspirational growth needs to be balanced to ensure sustainability, reputation and hence future marketability of our PGT provisions. This is an issue that affects all levels of management and administration. While we appreciate the value of the hard work of staff in this area and the importance of tuition fees for budget and income generation, staff are concerned that the overall quality of what we can do is limited without either new resources or a more balanced approach to recruitment. (University)
Other themes/issues	
What is working well?	**What needs work?**

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?
EDUCATION PDMEdCP	

•Feedback

•Range of Assessment

• Moodle

•Self Study Booklets

•Peer Assessment

•Standards for CP embedded in programme

•Organisation

•Student Support

CLLMEd

•The public seminar run by the Texts for Diversity

•In Critical Enquiry students worked in groups to create mind maps. Presentations invited peer comment and helped to move towards first summative assessment.

•Public seminar and workshop lead by one of the Children's Lit PhD students.

•Hosted a group of American Children's Literature Scholars from San Francisco as well as the Scottish Author Theresa Breslin and the illustrator Kate Leiper.

EdMSc

•Assessments grounded in student's personal context and experiences

•Innovative use of paired/ dialogic task in assessment

•Effective use of Zoom for live meetings and seminars. Use of audio in a podcast style.

TLL

•Practice focussed enquiry tasks enhance partnership working as they link students' PRD objectives in school with their academic writing and assessments.

MLM

•Use of Padlet to capture collaborative classroom work and facilitate wider class discussion.

TESOL

•Assessment and feedback : Development of FAQ, use of formative feedback on course work that mirrors summative assessment

•Added values created through TESOL seminar series and short talks from staff on their research methodologies which enhances the research ethos and environment as well as preparing students for dissertation.

•Cross-college collaboration and sharing options: TESOL options now shared with new MSc Applied Linguistics SCS) and vice versa

EdD

•Use of high quality in-depth formative feedback to support online learning – particularly during milestone activities. Less an innovation as this has occurred for years, more an example of excellent continuing practice.

•Explicit attention to academic reading and writing in course work and feedback to support students in their journey to doctoral level and expectations (various across courses).

•EP has a tightly scaffolded structure to offer clear directions to students and offer opportunities for success.

•The administrative support of Denise Porada is excellent across the course.

•Recruitment and careful selection processes with individual communications, evaluation of candidate's written work, contact with existing/previous EdD participants etc.

IE

•Developing self-assessment processes leading to shared development of assessment criteria for formative tasks.

•Within the practitioner enquiry course the students identify assessment criteria for their enquiry question, they self-assess against the criteria and they engage in formative peer assessment to refine their own enquiry question.

EdS

•CTEP Use of two forms of summative assessment that allow students a choice.

•Programme office hours with easy access to programme leader.

•Programme of Field trips and social events to build community and welcome international students.

•The Programme Leader had asked LEADS (Learning Enhancement & Academic Development Service) to hold bespoke support sessions for students on the Educational Studies programme, tailored to the needs of completing the assignments given and the international background of the majority of the cohort.

TA

•Flipped classroom: Catherine Lido

•PaRC (Practice and Research Community): Mia Perry

PED

•Tracking system to chart student progress

•Hybridising formative and summative assessment

IHH

•Links made with CLD team and CLD students now being given school placements through the In and Into Headship programme

SSPS

Studio based learning with integrated field visit (James White)

Integration of final critical presentation at architects' office (James White)	LEADS L&T conference, Subject L&T group
Inclusion of professional practitioners to observe and comment on group seminar facilitation and final assessment (Eamonn Butler)	
Flipped learning (Mark Livingston) and use of Screen capture software technology to 'flip' the classroom (Teresa Piacentini)	LEADS L&T conference, Subject L&T group
Student enrolment in data camps to support quantitative data analysis (David McArthur)	
Role play has proved to be popular and effective. Students are allocated characters based on a real-life case in the public domain, culminating in a typical council meeting. (Amin Kamete)	
Integration of Professional Skills Programme (offered via College Employability) into dedicated summer school provision for students in CEES (Ammon Cheskin)	CoSS
Appointment of a Media Training Officer which allowed us to expand the support offered to Summer project (dissertation) students and now do some elements of supervision in small groups which allows for peer learning and support which has improved the quality of work submitted in September (MSC Media, DR Catherine Happer).	L&T
Appointment of Work-Placement and partner Engagement Officer to identify placement providers and work closely with students to obtain dedicated programme specific internships (Eamonn Butler)	
School of Social & Political Sciences	
MSc Tourism: Course convenors (GT/LH) bring extensive industry experience into the academic framework. Problem-based learning/industry engagement is also a feature of some of the courses (SG).	
MSc Enhanced Practice in Education (JC) Inputs and real-life issues-based learning scenarios from professionals representing various agencies at a regional level: education services, the NHS, Police Scotland, social services	School and College seminars / L&T conference
MLitt Environment, Culture and Communication (DB, SH) The EE reports that 'On all courses, the judicious use of different assessment types allows students to showcase different critical and creative competencies.' The interdisciplinary programme produces graduates conversant in a wide range of environmental discourses and is unique in this in the UK context.	School seminar / L&T conference

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?

Education

EdMSc

• We have started to look at the weighting of assessments and the alignment of tasks within courses, to ensure they support learners who are not physically on campus.

MLM

• The introduction of a marking/ feedback grid and a consistent approach to the number of comments has helped ensure a more equitable approach to marking.

TESOL

•The teams have implemented a robust set of practices connected to assessment and feedback. These include: assessment preparation and familiarisation tasks/workshops, formative and peer assessment tasks support the process towards summative assessment. Students and the external have commented on the quality of the feedback. Course evaluations, PTES results and student focus groups evidence this satisfaction (98%).

IE

• Assessment rubrics and criteria are available to students from the very beginning of each course, and opportunities for group discussion of these, in preparation for individual assignments, are given. This is to encourage students to see the links amongst the rubric, the criteria, and the course content. All students have the opportunity for an individual discussion with the tutor about their proposed plan, as well as the feedback on 1000 words, noted above. This is important for all students but particularly for international students who may not have practical classroom experience on which to reflect and who may find it more challenging to select a topic and then address all the criteria effectively.

TA

• We have established a common assessment feedback form and process, currently trialling this year.

PED

• Hybridising formative and summative assessment. Use of student-tutor peer review within Aropa.

SPSS

Reduction in Over Assessment: The School recognises that there has been excessive creep of over assessment in certain courses and it wishes to encourage staff to consider reducing assessment while still maintaining innovation. For example, in urban Studies the Transport and Planning lab course saw the number of assessments changed from 5 to 3, with students carrying out smaller tasks. Students support this change with quicker and clearer feedback being given. Similar experiences were also identified within the use of data camps for quantitative analysis. The school plans to promote best practice advice for all new and existing courses to ensure over assessment does not continue.

Masters dissertations feedback processes: Within Urban Studies and CEES/Security Studies changes to dissertation proposals with feedback from supervisors were piloted this year, but received poor feedback from students and for CEEs/Security Studies the external examiner was not convinced the quality of written comments was as strong as it could be – although this didn't note that not all feedback came from glasgow staff as some feedback comes from partner universities and all students received extensive verbal feedback from supervisors as well as participated in a mid-term 30 minute review on their proposals with 3 staff members from the IMSISS consortium. A new format is currently under review within Urban Studies and CEES/Security Studies will liaise with US on how this is being developed/implemented.

School of Interdisciplinary Studies

The courses DUMF5080 and DUMF5081 altered assessment to give greater weighting to the creative Personal Project element of assessment. This has been received positively by students and is seen to better reflect the work put into this element.

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?

EDUCATION

EdMSc

- As an entirely online programme, we rely on technology and so we are constantly learning how to increase and improve our use of these tools. We do not feel the current course development time/ teaching time adequately reflects the amount of time required to generate materials for online learning. Therefore, we request that this is reviewed.

TLL

Incorporate and further strengthen more active online teaching and learning elements in the Pg.Cert Teacher Leadership & Learning to support part time students, if the University and School's support is timely available. This should include, for example, instructional videos and virtual interactions between tutors and students and among students. The programme requires two main sources of support to realise this idea of active online and teaching learning as follows.

- The School provides flexible support for filming online sessions. For example, if 30% of sessions are online, the programme needs support for filming these sessions.

- The School has an appropriate workload mechanism for 'blended learning' courses. For example, if 30% of sessions are online, the School should appropriately allocate hours for staff to conduct preparation, teaching, and assessment for these online sessions. Obviously this number of hours should be more than that for face-to-face sessions.

MLM

- We are currently trying to move away from multiple paper-based tasks (such as handouts and flipchart activities) to more sustainable online approaches using Moodle and other resources to support this. For example, using a Moodle forum (or Padlet) to support collaborative tasks and discussion. Where Moodle is used, there is a further benefit for students as they are able to re-visit the posts after the class as/when required. I am currently completing a LEADs Technology Enhanced Learning course as part of PGCAP, which is helping to inform my approach in this area.

TESOL

- More TELT rooms would be helpful.

IE

- We have increasing numbers of international and EU students wishing to take the programme in the distance mode. We have traditionally expected 'attendance' at the face-to-face sessions, which we are now doing by Zoom. However, it is challenging when much of our classwork is done in groups rather than lecture format. It would be helpful to know more about what is easily available in classrooms to support our work in this area.

EdS

- MET lectures were recorded and accessible on Moodle. This was particularly helpful for International students struggling with the language and for part-time students balancing work and study time.

- Library services need to be commended; the online reading list was much appreciated.

TA

- Currently considering a MOOC related to the programme.

SPSS

We are currently trialling the use of on-line marking through Turnitin feedback Studio with a number of staff across all subject groups taking part. The intention is that online marking will eventually become standard practice, but processes and suitability of online software still needs to be agreed.

The school has been trialling the use of AULA as an alternative social learning platform (as opposed to moodle) in come courses at PGT level. This has proven quite useful and group chat function and online phone apps associated with AULA have been well received by students. They have allowed quicker feedback on oral assessment and development of student feedback dialogue. There is real scope for AULA and it should be brought to the attention of other staff with dedicated training and support provided. Other staff within the school have been using other

online software extensively such as group forums (Allison Orr) and virtual online discussion boards (Teresa Piacentini).

Staff in Urban Studies have offered sessions to our teaching staff on using social media. This was positively received. However, additional support on social media from the university would also be welcomed.

Staff in Urban Studies have offered sessions to our teaching staff on using social media. This was positively received. However, additional support on social media from the university would also be welcomed.

PGT Convenors noted that a dedicated session facilitated by LEADs or Learning Innovation on what kinds of technology may be used in learning and teaching, and then guidance on how to apply it would be welcomed. There are many new innovations and changes in technology that often make it difficult for staff to keep up. There may be a general lack of awareness on what technology in teaching can mean and heavy workloads means staff might have little time to investigate the possibilities themselves, hence a reluctance in uptake. It was remarked that new initiatives take a lot of time to set up and this prevents innovation. Practical assistance would be helpful and recognition in work load allocations.

Sociology are developing training in practical journalism and are planning a module which has a blog writing element of assessment. This requires a level of technical support (mainly in respect of publishing and data privacy) which is beyond the capacity of the team and which they feel would be usefully applied across different dimensions of teaching (MSc Media)

School of Interdisciplinary Studies

Within the School there are plans to introduce an MSc Programme in End of Life Studies, and this will be piloted in the 2019-20 academic session beginning with a MOOC supported by FutureLearn. The liaison between College IT staff and Staff in the school has been productive and support is being given. A presentation to the School on the use of MOOCs and the potentials of FutureLearn. The School has the potential to expand in this area.

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

EDUCATION

CLLMEd

- This session also saw the introduction of a new External Examiner Dr Kelly Stone from Moray House School of Education, University of Edinburgh. The previous External Examiner's report was made available to her as well as copies of all relevant materials and access was given to the Moodle site. Dr Stone has expressed complete satisfaction with all aspects of the programme so far and has indicated that as this is her first report she is not able to identify progress made on targets.

EdMSc
- Library access for online learners: we need to ensure that barcode (from matric cards) are not a barrier to access. We also need to ensure that ebooks are readily available (and that there is a budget to support this).

TESOL
- Recognition and reward for team efforts run at school and college level but cross-college awards to recognise collaborative work are not in place

It would be good to have a running list of apps and online platforms used in teaching. This list could be updated regularly to know what changes are happening at the university-level.

IE
- In time-bound courses which have a short window for collection of data the review process for Ethical Approval needs to be shortened.

EdS
- While the Good Cause is managed with the students' best interest at heart, the process requires reviewing in terms of consistency and promptness.

TA

- Student numbers and class sizes – we are unable to properly plan or delivery due to a lack of any control or consultation over admissions.

SSPS

Mental Health and general wellbeing and safety of student on and off campus is a growing concern for staff across PGT provision. We are keen that staff are given appropriate training and students have access to suitable resources. This must extent to students who are studying overseas on mobility semesters.

Additional matters

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