The aim of Annual Monitoring is to maintain quality and improve provision through identifying action that can be taken to improve future student experience.

This form should be used to capture a focused and concise reflective summary of annual monitoring activity at school and subject level. Bullet list format is encouraged.

College	Arts (Dr Eamon McCarthy, College Quality Officer) [compiled from SAMS received from Schools of Critical Studies, Culture and Creative Arts, Humanities, and an AMR from Translation Studies (Modern Languages and Cultures); and from responses received from Professor Nick Fells, CoA Dean of Graduate Studies]

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?
Student Community - Celtic and Gaelic and English Literature reported that the PGT cohort bonded quickly and integrated well into the wider PG community, participating fully in many research and social events across the academic session. - Archaeology reported that their PGT students have suggested implementing a regular casual meeting for PGT students to gather across the different programmes for peer support, and to meet with staff outside the classroom context. This cross-PGT coffee hour will run as a pilot in Spring 2020.	**Support / Advising systems**: - There is an absence of any pastoral/funding/academic administrative and regulatory support systems for management and administration of PGT cohorts and courses when compared with undergraduate advising system (which does much more than advise) and PGR Support systems. Staff note that this point has been raised in previous AMRs. [ACTION: College] - Mental Health Support – University Counselling and Psychological Services are excellent but cannot meet the demand for their services with current staffing. [ACTION: University] - Disability – there is no UCAS 'tick box' disability provision application kick-start equivalent for PGT students. PGT students have to contact Disability Service themselves. [ACTION: University] - Writing skills - increasingly large number of international students working in their second or third language: we value the broader support now available for their formal writing skills and would strongly encourage further resources for this kind of activity. [ACTION: University]

Learning and teaching (including assessment and feedback)	
What is working well?	**What needs work?**
Student Attainment • Student attainment is reported as high in a number of programmes and this was commented on by external examiners in those instances. **Student Experience and Satisfaction** • A number of programmes report high student satisfaction, for instance Archaeology noted that 'at the SSLC meeting students noted that they feel supported by teaching staff and that staff are accessible.' Creative Writing report very positive student feedback in EvaSys despite an unexpected spike in numbers. **Programme structure / features** • MSc Filmmaking and Media Art note that the programme structure, the diversity of assessments, and the blend of practice, history and theory continues to be identified by staff and the external examiner as elements that are working well. • FTV also highlight practice as research as a key feature of some courses. • MSc/MLitt Music note that both the blend of practical and theoretical/contextual studies as are strengths on the course. • A range of courses across CCA and Humanities note the importance of object-based learning within their programmes. This includes sessions with Moving Image Archive, Special Collections & Archives, the Hunterian, Glasgow Museums, Glasgow School of Arts, Scottish National Gallery of Modern Art, National Gallery of Scotland, Scottish National Portrait Gallery, National Trust for Scotland (Pollok House). • Study trips in CCA and Critical Studies are an example of good practice working well on a course. • The diverse forms of assessment on the MLitt Theatre Studies are a strength in that programme. • The changes to the structure in M.Sc. English Language and Linguistics and the use of postgraduate piggy-back versions of Honours courses is working very well, with high levels of student satisfaction. • English Literature report that the hub and spoke model allows them to offer a wide range of choice to PG students. • This year TRS deliberately included many more women into the syllabus and focussed upon coloniality, queer theory and ecological	**Assessment Timing and Timely Return** • Subjects (e.g. History and Celtic and Gaelic) are working on a number of improvements in this area including assessment calendars and clearer communication with students. [ACTION: subject areas] **Placements** • Increased emphasis on UG dissertations with placements at the University and College level may place pressure on providers as more programmes and students compete for a limited resource. Archaeology has a strong track record of providing student placements and maintaining good relationships with the providers is essential to continuing this. It is felt that there is the need for additional oversight at the College level to ensure that individual providers are not oversubscribed and that requests are coordinated across relevant subject areas. [ACTION: College] • Extra support is needed to secure placements as staff on MSc in Film Curation cannot meet high levels of student demand for these. [ACTION: CCA] **Part-time provision** • Celtic and Gaelic wish to raise the issue of the guideline that Part-time students should complete one required Core Course in Year 1 and the second in Year 2. In 2017-18, we had a situation where the MLitt did not run but a core course had to run for a very small number of students because of this arrangement. As we had one Part-time student on the programme in 2018-19, we faced the same issue again in 2019-20 where a core course will have to run for 1 student and is not expected to recruit more than c. 3 students. This will require considerable staff resource regardless of the course enrolment. [ACTION: University] **Cross-College Collaboration** • Whilst the flexibility around student choice and the enriching experience of having students from different programmes on courses is very clearly articulated, there are still some challenges around managing capacity and ensure colleagues adhere to the process in pace for allocating students to courses across different subject areas. [ACTION: College]

perspectives in the core course 'Reading, Religion and Culture.'

Cross-College Collaboration

- Critical Studies, Humanities, and Modern Languages all note the benefits of the flexibility to allow students to take courses from subjects across the College. They note that in addition to the positive student feedback on this, it is a positive experience for staff and adds valuable diverse perspectives to the classes.

Collaborations with organisation outside the College

- MLitt Technical Art History has many collaborations with other areas and projects at the university especially regarding work placements and student projects: Special Collections & Archives, Hunterian Museum and Art Gallery, Stirling Maxwell Research Project, Imaging Spectroscopy and Analysis Centre ISAAC, Engineering and Physics, Glasgow Life, GSA Archive and Collections, Royal Fuseliers Museum and Glasgow Caledonian University. Other important collaborations outside of Glasgow have taken place with NGS, Bowes Museum and the National Gallery.
- MSc in Film Curation brings in speakers with a range of experience and backgrounds, including people from Glasgow Short Film Festival and Moving Image Archive.
- MSc Collecting & Provenance collaborate with industry, experts and other cultural institutions active in provenance research; students are encouraged to interact and learn from them (including use of zoom to collaborate with a speaker in USA).
- Creative Writing work with Gaelic Book Council, Pen Scotland, International Publishers' Showcase among others.

Quality and suitability of teaching spaces, and timetabling	
What is working well?	**What needs work?**
	Central Timetabling • Similar issues raised in the UG CAMS were reported in the PGT AMRs, notably poor service from the central room bookings system with no room provision at all on occasion, rooms quite some distance apart for back-to-back classes and unsuitable rooms. In addition to issues like this, it was highlighted that poor or inadequate rooms impact negatively on student experience. This was raised in SAMS from two different Schools and much evidence was provided. This is an area that generates significant levels of frustration from both staff

	and students at all levels of taught provision. [ACTION: University] **Space / Kelvinhall project** • MLitt Technical Art History note the need for greater awareness of the request for adequate space within KH to deliver the unique object-based Technical Art History Programme. Support from the Hunterian and the use of Hunterian facilities at Kelvin Hall has been essential and has been key to the development of the course in the last two years. [ACTION: University]
Staffing levels (including administrative support)	
What is working well?	**What needs work?**
	Staffing Resources • Both History and Information Studies noted the need for increased staffing resources as a result of higher student numbers. [ACTION: Humanities] • Translation Studies note that a change in the IELTS requirement for the MSc means that the nature and size of the MSc cohorts may be changing. This anticipated change requires consultation with staff, advance planning and additional resources to address both larger student numbers and more complex, diverse needs by those students. [ACTION: SMLC] **Continuity of Administrative Support:** • Colleagues in Critical Studies report significant challenges when key administrative staff leave without suitable arrangements being in place for cover or replacement of the post. [ACTION: Critical Studies]
University facilities (including IT, conference and library facilities)	
What is working well?	**What needs work?**
Translation Studies note that having a member of staff dedicated to technical liaison was able to monitor students' use of translation software and communicate with IT when necessary was a helpful addition, as this allowed us to tackle technical problems efficiently.	
University systems (including MyCampus, Moodle, URKUND and EvaSys)	
What is working well?	**What needs work?**
	Investment in new technology • MPhil Textile Conservation are keen to continue to use an electronic portfolio platform for this assessment, however the Mahara Platform is not well liked by the students on a practical level (e.g. uploading information etc). This will be reviewed to find see if it is possible to find a way to make these practical aspects easier to manage. [ACTION: Subject]

- MLitt Technical Art History - Despite the key additions to our technical examination facilities (IRR and XRF) we still feel that students (and institutions supporting them) would greatly benefit from other scientific examination techniques which are standard pieces of kit in other world-class facilities/institutions in England and the rest of Europe. This includes X-radiography and a portable Raman spectroscopy system. There are no dedicated institutions within Scotland that offer access to this type of instrumentation. Gaining access to these essential techniques for the scientific examination of the hugely diverse University of Glasgow collections (Hunterian, Special Collections and Archives as well as Glasgow Museums) e.g. portable Raman spectroscopy system with low laser densities specifically designed for analysing pigments from works on paper / parchment (we are working with Physics and Engineering to develop this but will need some funding), X-radiography (we need to make the case as part of Phase II KH). [ACTION: Subject & then University]

Moodle:
- A few subjects noted that it is very challenging to manage multiple assessments and portfolio assessment through moodle. [ACTION: University]

Enrolment and registration (including MyCampus):
- Re-registering students with Good Cause arrangements that require them to enter a further session with the Exams-Only status has proved troublesome, leading to several students losing email addresses and library access for a time. It would be good if this procedure can be tightened up. [ACTION: University]
- As reported last year, MyCampus continues offer unreliable service. At key points in the year it has failed to operate as required; the interface remains confusing and hard to use. Poor service here lies outwith the capacity of teaching staff and local administrative staff to resolve and threatens to degrade student experiences, despite the best efforts of all involved within the School. [ACTION: University]

Marketing, recruitment and admissions	
What is working well?	**What needs work?**
Student Recruitment • PGT programmes continue to recruit high-quality applicants. Programmes that lead to a professionally accredited qualification (Information Studies) recruited beyond their target and report a need for increased staffing. History also reported high numbers. A number of other programmes reported healthy numbers despite a decline in applications potentially due to the rising cost of PGT fees and increased difficulty for students in accessing funding.	**Student Recruitment** • Support for staff participation at conferences in North America is seen to be an important way to increase recruitment from a key part of the market. [ACTION: Humanities] • Classics reported a need for further efforts in terms of recruitment in order to increase numbers. [ACTION: Classics] • It would be useful to find efficient ways of advertising cross-disciplinary courses to relevant cohorts in different Schools and subject areas. [ACTION: College] • MSc Filmmaking and Media Art - There were significant issues with a few students that had unrealistic expectations of the programme, so close discussions have been taking place with the marketing team about possible strategies that can better attract more suitable students, who understand the nature of the programme and its focus on experimental and low budget filmmaking and media art. We hope that working with the recruitment team will help us promote the programme more clearly and attract the right group of students. [ACTION: Subject]
Other themes/issues	
What is working well?	**What needs work?**
Accreditation • This year saw the end of the current periods of accreditation for both external accreditors for Information Studies. The Archives and Records Association visited in March 2019 and re-accredited the IMP PGdip and MSc. The Chartered Institute of Library and Information Professionals visited in May 2019 and reaccredited IMP (and the DMIS UG programme), and they also accredited for the first time the Museum Studies Programme. This makes UofG the only institution worldwide with this combination of accreditation, and is a huge boost to the esteem of IS, School of Humanities and UofG, and this can be seen in the desirability of our programmes and employability of our graduates. **Student Conversion to PhD and Employability** • A number of programmes report on student success in conversion to PhD and high-quality employment opportunities (e.g. MPhil in Textile Conservation notes that student employment after graduation continues to be above 85%).	**Student Employability** • Some subjects (e.g. Archaeology) note that they have little data on post-completion employment destinations of our PGT students and intent to open a conversation with Careers Services about gathering data on PGT student destinations. [ACTION: Subject area and Registry] **Conversion to PhD study** • Celtic and Gaelic note that the timing of the University PhD and funding competitions in 2018-19 put us at a competitive disadvantage. We lost the chance to convert 1 member of the 2018-19 MLitt cohort to PhD as we made scholarship offers after the University of Cambridge did (incidentally we lost a second high-calibre applicant to Harvard because of the same timeline). [ACTION: College] **Diversity** • Creative Writing note that diversity in terms of reading lists, events and academic research is at the centre of what we do. We would like to see this theme highlighted even more across College activities. [ACTION: College]

Good Practice

Many additional examples of good practice were included in SAMS reports. Some of these have been added above as examples of what is working well.

What practices are innovative? (Please include a named contact for each piece of innovative practice)	Where, if anywhere, would you disseminate this innovative practice?
History of Art: The learning and assessment of work experience on the course continues to be developed. This has been carried out in partnership with the students and colleagues involved in the development of learning technologies. Work is ongoing and informal sharing sessions have already been identified for future events. Contact: Karen Thompson	Future L&T Conferences.
History of Art: Working with external partners continues to be an important aspect of the programme. Students were involved in documenting, cleaning and developing at storage system for a collection T-shirts from GSA archives and it involved working with the artist. This was led by Sarah Foskett. This continues to build on our long- standing collaborative relationship with GSA Contacts: Sarah Foskett and Karen Thompson	This work is being disseminated by the students and staff on the Textile Conservation Blog.
FTV: Authentic Assessments: In addition to typical presentations and essays, students on the Practices of Film Curation course are asked to design a film festival, moving image museum exhibition, or moving image gallery installation, which they work on throughout the semester. The students initially submit a pitch document outlining their ideas (20%). Then, two months later, they present their work, including a trailer, poster, and budget, to staff and industry experts (10%). Based on the feedback they receive, they critically reflect on their project and also contextualise it using independent research into other relevant events, and this is submitted as a 5,000word essay (70%). Contact: Rebecca Harrison	Disseminate within CCA
CCA: Introduction of blended and online learning options, particularly in Audiovisual Composition Contact: Louise Harris	College & possibly at L&T Conference.
History: Hackathons: Global History collaborative pilot scheme funded by LEADS. https://www.gla.ac.uk/schools/socialpolitical/research/economicsocialhistory/projects/global%20historyhackathons/history%20hackathons/ Will be incorporated into new Global History programme (2020-2021). Contact: Dr Jelmer Vos	Programmes with outside partners
History: Scaleable intensity variation teaching: our cohort is now very broad, with some students looking for and able to engage at base level, and some looking to develop much further in their own fields. It is very difficult to cater to both cohorts. Dr Tim Peacock in his course 'American Way of War' developed a system whereby students could attend a traditional two hour PGT class every week or attend six of the two hour classes and remain for a further hour at them to develop thinking more intensively and pursue their own interests. This was undertaken in a course with 20+ students. It allows for the broader cohort while not limiting the best students but has obvious workload implications. Contact: Dr Tim Peacock	Classes facing cohort increases in traditional small scale teaching programmes
Archaeology has emphasized the development of blended learning courses and the teaching of digital and computational skills for arts and humanities students. This includes teaching of basic coding and extensive use of a variety of software and digital media programs across multiple courses including *Digital Pasts, Remote Sensing for Human Ecologists and Archaeologists (blended),* and *GIS*	Dissemination of approaches to teaching python will be disseminated first via the GES Coding Cooperative. Blended learning in Archaeology

Projects for Archaeologists (blended + python coding). A new digital lab will be available for PGT student projects and dissertation work from 2020. Contacts: Gareth Beale, Rachel Opitz	overall has been presented at a recent L&T conference.
Archaeology: Co-Design of the core *RPS* course to increase student engagement with their own learning and promote investment in graduate attributes and employability skills. Staff select topics for half of the course sessions and an Induction week session is dedicated to discussing what the PGT cohort would like to get out of the course and deciding on topics for the other half of the modules. Materials for these modules are then assembled, led by staff. Contact: Rachel Opitz	This could be disseminated initially at School level via the L&T convenor.
Information Studies: Our use of placements and work experience continues to add to positive student experience and the esteem of our programmes. It is a major recruitment tool, and we have been working with Recruitment and Marketing to capitalise on this. The appointment of a new member of staff as Heritage Practitioner Engagement Officer will allow us to further develop all aspects of our practice based teaching.	Learning and Teaching Conference
Celtic and Gaelic: Dr Parsons as Programme Convener introduced a formal dissertation abstract as a formative element of dissertation work in Semester 2. This has had the effect of focussing student (and supervisor) attention on the dissertation. Contact: Dr Geraldine Parsons	Any MLitt not already doing this
Critical Studies: We instituted a new School-level fund to allow students to apply for money to attend conferences and access archives relevant to their dissertations. Contact: Matthew Sangster.	College: All Arts subjects – this might well help students with building CVs for PhD applications.
English Literature: Collaborative teaching with colleagues from the University of Strathclyde on the 'Neovictorianism' course Contact: Matthew Creasy	Other areas of the College with cognate strengths in neighbouring institutions.
English Literature: The Fantasy Programme staged the third two-day GIFCon event (Glasgow International Fantasy Conversations), GIFCon 2019, with Keynote Speakers Professor Brian Attebery, comics specialist Dr Mel Gibson, and Glasgow novelist Kirsty Logan; a large number of SCS MLitt students were involved in organising, helping and giving papers at the event, which this year attracted 125 participants. The event offers PGTs an invaluable experience in organising and taking part in a major academic event, and can provide them with invaluable material for their CVs as they move on beyond their MLitt programmes.	Connections with wider research cultures would be desirable on any postgraduate programme.
TRS: We included a section on reflexivity in the research training course and this proved helpful to students.	Disseminate across College.
Creative Writing: University Camarade, in which students were paired with students from different university Creative Writing departments, fostered networking opportunities and creative collaborations for students in our programme.	A model that could be disseminated across the College.
Translation Studies: Students have reacted positively to the possibility of approaching their course essays as a process that unfolds throughout the semester in, e.g., brainstorming sessions, informal presentations, brief formative writing tasks and compulsory one-to-one feedback discussions with the course convenor or other staff members. This has allowed students to form a realistic understanding of the requirements of the task, and it has potential to decrease their anxiety over the final product.	Useful on PG courses where students are expected to write a lengthy essay.

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?

A range of constructive and innovative approaches to assessment and feedback are reported across subjects in the College, including:

Improvements to **timing of assessment and feedback** and **range of assessment methods** are reported. One subject does note the difficulties trying to strike a good balance between smaller assessments which are due in close succession and create deadline overload, and fewer large assessments at the ends of courses.

Use of **moodle** for online submission and marking of work is increasing and is a less administratively intensive process. Although this is limited to more traditional forms of assessment.

Translation Studies now uses **authentic assessment** in the form of a practical time-limited translation. Creative Writing also use **meaningful assessment** in the Editing & Publication project. Information Studies also point to the new **range of assessment methods** (including blog tools and portfolios) used to give formative and summative feedback.

Celtic and Gaelic implemented the new School guidelines on **dissertation feedback**, whereby one marker prepares a summary of the two markers' feedback for the student.

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?

All courses report on use of technology including online lectures, online assessment. The key areas where support or guidance is needed are:

- Creating new course content (support requested from Arts Learning Innovation Officer and possibility of employing student interns to help with specific projects was suggested).
- Better planning for technical support during refurbishment works (specifically in Gilmorehill).
- Ongoing and sustained financial investment in training (especially to use technology like interactive white boards and facilities like new Digital Archaeology lab).
- Investment in the latest language and translation technology as well as staff to facilitate more teaching on machine translation and computer-assisted translation, as well as cloud-based translation tools and project management technology.

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

Space / estates:

Technical Art History allies itself very much with History of Art, therefore we would like at least some our staff to be housed with Art History so that we can make connections, collaborations and professional relationships with our colleagues. This has been hard to maintain but is very important for us and our commitment to the subject area.

The physical condition of 11 University Gardens is deteriorating beyond the scope of minor works. Students visiting staff who have buckets on their rooms to catch drips of water, and no heating, will not leave with a good impression of the university.