

The aim of Annual Monitoring is to maintain quality and improve provision through identifying action that can be taken to improve future student experience. In the context of the COVID-19 pandemic annual monitoring will proceed with a significantly reduced area of focus in terms of reporting requirements.

For session 2019-20 this abridged form should be used to record Annual Monitoring Activity. Its purpose is to capture a focused and concise evaluation (or a reflective summary). In undertaking annual monitoring, online meetings should take place to support reflection, reporting and development planning towards enhancement and the maintenance of academic standards.

College	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 and Professor Nick Fells, CoA Dean of Graduate Studies]		
School/Subject/Discipline (as appropriate)	Culture & Creative Arts, Critical Studies, Humanities, Modern Languages & Cultures		
Provision covered	Unit of Learning	Represented by	Input received [at meeting (M)/via form (F)]
Collaborative Provision covered			

**In the context of the extraordinary circumstances of this academic year, please reflect on Student Experience and Student Performance.** (Please take particular account of course evaluations, data on student performance and the reports of external examiners).

What is working well?

All four Schools report that the 'No Detriment' policy, while complex to implement, worked very well. There is strong evidence that **student performance** within Arts was not adversely affected by the pandemic. Schools report on the significant amount of work undertaken by staff to adapt both teaching and assessment at short notice. There has been a very positive response from students to 24-hour take home exam as a model. External examiners praised agile solutions to assessment from staff, particularly in relation to assessing presentations and oral examinations.

All subjects across the College report on very positive responses to changes implemented pre-pandemic as part of ongoing work to enhance the **student experience**. Examples include the move to online submission of assessments (Theatre Studies), use of Aropa (Art History), course evaluations taking place mid-semester (ELL), decolonialisation of curriculum (History), blended learning (Archaeology), new approaches to team teaching (Gender History), and cross-college teaching (Gaelic & SMLC). At College level, the roll out across most subjects of an option to complete a dissertation with a placement is a significant addition to programmes. There is also strong evidence of reflection on practice more generally, with a notable focus on what lessons can be learned from changes to practice as a result of the pandemic.

The newly-formed Scholarship of Teaching and Learning (SoTL) Network led by Dr Vicky Price will allow examples of good practice to be shared more easily across the College and will facilitate dissemination of work being conducted in this area.

In response to the pandemic, the College created two cross-College fora to help better support staff in delivery of teaching:

- Arts COVID-19 Teaching Planning Oversight Group co-chaired by Dean of L&T and Dean of Graduate Studies.
- Delivering Online Learning & Curriculum Enhancement 2020 (Moodle site offering practical support with tools for online learning).

In addition to this, the Dean of L&T, eLearning & Innovation Officer, and a member of the working group on Digital Accessibility held a Q&A session on the Digital Accessibility guidance for staff in the College.

The Dean of L&T and Dean of Graduate Studies have produced a Guide for GTAs / Demonstrators, which will provide clear information for anyone working in these roles across the College.

What needs work?

Schools made very effective use of this section to set out the areas that require further attention at both subject and school level. A few broader issues to be brought to the attention of College or University emerged and these are included in the relevant sections below.

**In the context of the extraordinary circumstances of this academic year, and any anticipated requirements and challenges in 2020-21, please reflect on any themes or issues that you wish to report to the responsible level of the University.**

(Check with your School or College Quality Officer if advice is needed on which is the most appropriate level)

School

Within the College, the four School Quality officers reported different issues to be dealt with at School level. Whilst many issues were specific to one subject or a particular School, the following cross-cutting issues emerged:

- Transition to online learning.
- Building a sense of learning community through the pandemic.
- Processes around calculation of marks and management of spreadsheets.

College

**Advising PGT Students & College Structures:** Greater clarity is needed around communications between the Advising Team & PGT convener when providing support to students. Humanities note the ongoing discussion, which was delayed due to the pandemic, of a possible new position of Dean of PGT at College level and believe that such a post is essential to the delivery of an effective programme for students who pay considerable fees (and to support the exemplary admin staff who work for the College in this regard).

**PGT Placements:** Further guidance would be appreciated from College on how to manage placements in 2020-21.

**Ethics:** One subject (ELL) noted that the system for ethics approval is too slow for approving M.Sc. projects, which need to be completed within a tight summer schedule. M.Sc. applications need to be fast-tracked and/or blanket M.Sc. coverage given for standard ethical issues, so that the research can be carried out in the short window of the M.Sc. dissertation to meet the required deadline.

**Online teaching:** UG convenors need assistance with digital/on-line delivery for all courses, including practice-based & object-based courses. There is also a need for GTA support in online delivery (e.g. assistance during Zoom lectures) and in preparation for online delivery (including taking part in meetings, making Moodle lessons, updating resources, etc.). It is vital that training for remote teaching be offered to GTAs expected to teach seminars etc remotely.

**Learning community:** subject areas in a number of Schools are concerned about their ability to foster learning community and cohort building for students when teaching remotely.

**IT Resource:** Archaeology reported that space and computing facilities for digital and lab-based teaching needs better support. In particular, at the PGT level access to better spec. computers is increasingly important. This could be provided as remote access.

**Board of Studies:** Subjects in the School of Humanities have welcomed the ability to make temporary changes to assessment due to the pandemic without recourse to Board of Studies. It is worth noting, though, that a very large number of colleagues have indicated that they may wish their changes to become permanent. Therefore, College and School may have to prepare to deal with a large number of requests to make temporary changes permanent. Current arrangements, resourcing and staffing of School and College boards of studies may not be sufficient to deal with this.

A particular question raised about Board of Studies procedures will be clarified directly with ELL as it is a specific question.

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**IT (Sharepoint):** One School (CCA) reported significant problems with SharePoint for handling data (and handling of spreadsheets more generally). They frequently encountered the wrong/old version of a spreadsheet being presented/circulated. It's not completely clear where the problem lay, but certainly this needs to be addressed for next year's exams period and further training may be required in this area.

**IT (Moodle):** SMLC notes that the Moodle marking interface is inadequate for intricate marking of scripts. The system is also prone to function slowly and be unresponsive, which increases the scope for error on the part of markers. This will need attention before we return to teaching given the heavy increase in online marking next session.

**IT (Student support):** The pandemic has exposed digital inequalities among students, which need to be addressed by the university.

**PGT Marketing:** It is important to note that conversion activities (e.g. recording promotional videos, tending to applicants' requests) usually take place at pressure points in the academic year, so more notice is needed for such requests (e.g. more than 10 working days).

**Return to Campus:** One subject (TRS) have raised questions regarding the safety of on-campus teaching. TRS also note that once we are back teaching in classrooms, changing rooms for every class might be a real problem and that classes need at the very least to be in the same place every week.

**Glasgow's 7 principles of remote and blended teaching:** one subject area in the School of Humanities with pre-existing experience of delivery of blended delivery does not believe that it is possible to implement these objectives in time for September teaching, and believe that they are adding unnecessary stress and anxiety to all staff as they attempt to deliver the best remote teaching possible within the established timeframe. To put this another way, colleagues request that care be taken by the University and teaching support services when assessing, outlining, recommending changes to the provision of learning, teaching and assessment: that we separate Covid-19 circumstances from the practice more generally or rather the 'best practice' of remote/online learning and teaching.

**Rooms / Timetabling:** all four Schools again reported issues with the suitability of some of the rooms (including equipment in TEAL rooms) on campus and, as before, highlighted difficulties with the timetabling process, including only timetabling classes at short notice (e.g. 24-hours before the class) or not finding a room for a class. The issues of students having to move significant distances across campus between classes was also raised. In particular, Film & Television noted the lack of suitable teaching space for teaching practical courses.

**Exams (online):** Schools thanked their own administrative teams for all their work on making this model of examination a success but highlighted that the administrative burden to organise 24-hour exams fell to Schools. There are also concerns about the potential for plagiarism on this type of exams. It was also felt that there was a need for better communication around what was expected of candidates in such exams (e.g. length of time to spend on the paper). One School (Humanities) particularly welcomed receiving typed exam scripts and would like to see the introduction of digital exams, but not sat at home, and performed in a timed setting.

**Exams (students with caring responsibilities):** There is some concern that resits/deferred exams in August won't help the students with caring responsibilities if the current situation continues. History requests that the University consider ways in which different student circumstances might be addressed with remote and open book resits/deferred exams.

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**Good Cause:** subject areas report the difficulty of assessing student participation and in particular student presentations in the face of seemingly growing reluctance, and recourse to Good Cause, to avoid these parts of courses. Further guidance on how to manage this type of 'Good Cause' claim is necessary.

**Policy on deadlines and extensions:** These may need to be revised during 2020-21 in response to the present circumstances.

**No Detriment policy (communication / support):** Colleagues welcomed the policy but would have appreciated some further work on filtering of information and instruction to ensure that school/subject guidance is clear and simple for both staff and students. Staff were grateful for, but nonetheless anxious about, the complexity of the final spreadsheets and formulae for result calculation, which also changed regularly. Some have asked about the possibility of simplification, or that they at least be more clearly explained, for the next round of exams.

**No Detriment policy (degree classification):** A number of externals in one School (SMLC) stressed the need for a comparative statistical analysis to analyse what impact the No Detriment policy has had on degree classifications, and in the longer term what impact the disruption has had on subsequent cohorts.

**No Detriment policy (PGT):** Two Schools highlighted the difficulties in applying the No Detriment policy to PGT students in general. They also noted the difficulties caused due to a delay in the production of a shared spreadsheet that was suitable to allow the processing of marks for PGT students.

**EvaSys:** Better support needed for off-campus remote access to EvaSys by staff. One subject (TRS) suggest that questions asked also need to invite more reflective feedback from students.

**Sensitive materials:** At the moment we don't have institutional policy/process/principles that protect students and staff. The School of Critical Studies fed into the content warning/trigger warning group and would like to see policy/guidelines/principles arising out of that work.

Three issues (Purchase of SLIDO licenses, Student Netiquette Guidelines & electronic resources through the Library) raised by Schools for University attention have already been addressed over the course of the summer (purchase of Mentimeter, student guidelines & e-mail from library) so have been omitted from this list.

### Additional matters

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

No additional matters were highlighted by Schools.