

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.

The streamlined approach adopted for the last annual monitoring round will be continued for the review of provision 2020-21. Schools will therefore again collate feedback on courses based around reflection on two key areas: i) the student experience and ii) student performance.

In addition, information on locally approved blanket course changes will be linked into the annual monitoring process. School Annual Monitoring Summaries (SAMS) will include commentary on temporary course changes introduced in 2020-21 to adjust to the pandemic along with plans for continuation or further development of such changes in the delivery planned for 2021-22. Schools will need to report on their reflection on the impact of these changes on the student experience and opportunities for continuing any identified enhancements in the future design of learning, teaching and assessment.

The commentary on course changes will be collated in the College Annual Monitoring Summaries.

For session 2020-21 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		
School/Subject/Discipline (as appropriate)	Critical Studies, Cultural & Creative Arts, Humanities, Modern Languages & Cultures.		
Provision covered	Unit of Learning	Represented by	Input received [at meeting (M)/via form (F)]
	See AM1s from the four Schools for details of units of learning covered.	School Quality & Enhancement Officers	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?

Student Experience

- Overall, the move online worked well and allowed for greater autonomy and flexibility for students around timing and pace of learning. Online anytime lectures encouraged active learning, whilst online live classes led to a greater sense of community.
- High levels of student satisfaction are reported in all Schools and many examples of community building activities are given in the AMRs. In particular, students praised teaching staff for their frequent and clear communication as they navigated online learning.
- Student support being offered for both UG & PGT students through the Arts Advising Team has worked very well (CCA).
- Improved rates of attendance at online classes were noted (Archaeology, EAS, FTV, Scottish Lit).
- CCA, Humanities, SMLC noted that the move to online delivery led to enhancements in organisation and appearance of Moodle pages and optimising use of ReadingLists.
- Better access to research collections was made possible due to investment (Information Studies), technology (Scottish Lit), and also because of adjustments to courses (History of Art).
- Industry engagement in FTV through partnerships (TV Foundation; BFI) and honours options (e.g. Working in UK Screen Industries) and MSc in Film Curation were all greatly appreciated by students.
- CCA noted the importance of access to specialised spaces for some courses and were grateful to be able to facilitate this.

Student Performance

- A number of subject areas in SMLC, Humanities and CCA reported similar grade-profiles as pre-pandemic and in some courses even a little better. This was confirmed by externals in all four Schools, where practices in marking and feedback were praised.
- English Lit reported that over 50% of students were awarded a first class degree.

What needs work?

Student Experience

- Online learning led to a number of issues including feelings of isolation, difficulties with time management, issues with technology, especially use of break out rooms in zoom.
- Revision of content warnings on courses required (FTV, SMLC & English Lit).
- Difficulties around access to films/TV programmes (copyright restrictions, limited access to TFTS archive) was compounded with the restriction of access for EU and International students to key audio-visual material. (FTV)
- The need for development of new courses and expansion of current provision was noted in FTV, EAS and Czech.
- Increasing numbers on some PGT programmes (FTV) have presented problems with contact time and language level.
- Better support and communication with and among incoming and outgoing study abroad students (EAS).

Student Performance

- Online exams generated many comments, including:
 - Better communication of expectation that student only spends the 'official' exam duration completing the work.
 - More extensive use of shorter windows (e.g. 4 hours) for online exams.
 - The need for a return to in-person exams in some subjects (underscored by language subjects in both SMLC and Humanities).

- SMLC report the need to refine the processes for choice of UG dissertation topic and better articulate criteria at the top end of the marking scale.

In the context of the extraordinary circumstances of this academic year, and any anticipated requirements and challenges in 2021-22, 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

Specific issues were raised across all four Schools (see individual AMRs), but certain shared themes emerged including:

- Administrative support for courses (including need for additional support, better targeted support, and cover in event of illness).
- Staff workload (specifically in light of demands of a 12-month teaching cycle & additional time needed to support students online).
- Increasing student numbers creating pressures on placements, access to objects / museums, and creative project / dissertation supervision and marking.
- Use of Moodle for exam marking (specifically in terms of set up & how to use Moodle effectively for moderation).

College

Staffing (including workload)

- Film and TV noted that the use of GTAs to plug gaps in provision and ease workload of staff isn't a sustainable or equitable solution to workload concerns. [NOTE – this was listed as a University matter, but is better suited for discussion at College level]
- Additional GTA hours needed to support communication with students (Archaeology) and proper remuneration for GTAs for involvement in marking & feedback (FTV).
- The University-wide Gaelic-language initiative, UofG Gàidhlig, has lost its two members of staff and no replacement staff been put in place. (Celtic and Gaelic)
- Arts advising are really operating a superb service, but they are understaffed and under resourced for the amount of work they are having to do, and the support mechanisms at University level (e.g. CAPS) are similarly stretched. Student support officers should help to alleviate this, but a more thorough consideration of student support across the board would be welcome. (Music)
- Staff in TRS note that some aspects of L&T involve a lot more workload for the lecturers, which left R&T track colleagues with little time for research.
- English Lit and Humanities raised issues of workload and support regarding transcriptions [NOTE – the issue of transcription has also been referred to the University level].

Resources & Equipment

- Push for solutions to copyright/access issues for a broad range of film and TV online materials. (FTV)
- Investment in production and practice-based teaching and learning to meet student demand and keep in line with other RG institutions. (FTV)
- Concerns regarding equipment issued to staff for online teaching was of very low quality. Kit needs to be upgraded to support high quality online teaching. (FTV) [NOTE – this has been cross-referenced at University level]

Space

- The *Bliadhna Bhogaidh* staff ask that with the return of face-to-face teaching, that a dedicated teaching space be made available (for pedagogical reasons) (Celtic and Gaelic)

Student support

- MLitt Comparative Literature reported considerable difficulties with some of International Students (CoA Advising Team are aware of this) and would welcome additional support activities at College level, especially addressing transitions from Glasgow International College. Additional support from the LEADS

unit might be needed, possibly including a diagnostics system that helps identify at an early-stage students who may need help getting up to speed with the course.

- MLitt Comparative Literature suggested launching activities at College level that might have a positive effect on the student experience, for example regular *Shut Up and Write Sessions* (the Programme director observed that they have been running biweekly sessions in Semester 2, which was very well received, but cost a great effort at Programme level), Friday socials, or similar. If at all possible, it might be helpful if such activities could cater for students studying remotely as well as for students based in Glasgow, tailoring to individual circumstances.
- The need to provide further support for PGT international students, particularly in terms of language support and writing skills. (FTV) [NOTE – this has also been raised by the subject for University level attention]

Board of Studies

- Scottish Literature has concerns about the potential for duplication and internal competition across school PGT provision not being picked up at College level based on recent experience of two book history courses.

Additional requests

- MLitt Comparative Literature requested input on how to implement a January Exam Board.
- With growing PGT student numbers securing a sufficient number of placements remains an ongoing concern, particularly on the Film Curation course (FTV).

University

Staffing & teaching planning

- Three subjects expressed concerns around the ongoing uncertainty around teaching arrangements for 2021-22. The issues related to timeliness of availability of information, timetabling, safety of staff delivering in-person classes, and one subject underscored that access to campus is an irreplaceable part of the student experience.
- Increased workload due to the pandemic and being too busy to take any annual leave, including the additional days was noted by two different Schools in Arts (Humanities and CCA).

Student Support (mental health)

- All four Schools raised noted increases in student anxiety and mental health concerns. They note that available resources need to be better signposted to students and that CAPS needs additional resources as all areas reported waiting times that are much longer than is practically helpful. This was a significant feature in all AMRs in Arts.

Student Support (LEADS & IT)

- LEADS should be encouraged to provide student courses in basic digital skills, undergraduate research and dissertation skills, and general ethics, at a university level.
- Scot Lit would like to highlight the issue of access to technology as crucial to creating an inclusive learning environment. Staff voiced real concerns about 'Tech poverty' and that the support in place for students, such as the laptop loan scheme, are not yet enough.
- Students need clarity as to the technical settings (e.g. cookie settings) needed for students seeking to access lecture recordings embedded in Moodle.
- Staff in TRS would like guidance on disability accommodation for online learning in relation to accessible readings for people with dyslexia and dyspraxia and the difficulties around note taking when courses are online.

Online assessment & examination

- Colleagues requested a return to in-person language exams. In the short term, colleagues requested that the University prioritise a 4-hour time window for online timed exams in 2021-22. (SMLC & Humanities)
- Academic standards / plagiarism – colleagues in Critical Studies, Humanities & SMLC would like greater guidance on marking 'open book' exams and would like to see Turnitin or other plagiarism software used as standard in online exams.
- One subject (Scottish Literature) is grateful to Senate for their advice and support through exam boards this year. Understanding that these are unusual circumstances, colleagues nevertheless reported feeling

disengaged from the exam board process this session and felt that their contribution was diminished. It is hoped that future refinements to exam boards, while promoting fairness, transparency and equality, do not disenfranchise teaching staff and that we instead find ways to engage staff who actually teach on and convene the courses for which results are reported.

Transcription of videos

- It is noted that the position on correction of video transcripts has changed since the end of the 2020-21 academic year. Whereas in 2020-21 staff were told that there was 'no legal requirement to correct' automatic machine transcriptions recent announcements on requirements for digital accessibility for the new 2021-22 academic year say that staff 'must provide a corrected transcript and/or captioning'. The workload implications of this are of course huge. It is noted that the UofG information ([University of Glasgow - MyGlasgow - Digital Accessibility - Video](#)) states that 'How we will meet the regulations: The University has agreed that we will provide automatic transcripts, i.e. machine-generated transcripts, for all video recorded via services that Information Services provides, primarily Zoom, Echo 360 and Microsoft Stream. The quality of these transcripts is claimed to be between 75 - 90% accurate, although strong anecdotal evidence suggests it is less than that. To try to manage student expectations, information on the accuracy of auto transcripts has been provided to students. Improvement of transcripts needs to be addressed locally.' Therefore, clarity on what 'improvement of transcripts needs to be addressed locally' means will be needed. An important point here is that not all teaching uses English as the language of instruction and so not all staff can expect to start with a transcript 'claimed to be between 75%-90% accurate'. One subject area (Archaeology) has suggested that funding could be provided for functioning voice recognition and transcription software. The current system is not fit for purpose, and providing even approximately accurate lecture transcripts results in an entirely unacceptable quantity of additional work for staff. There will be future issues with students with disabilities unless this issue is resolved. (raised by Humanities)

EvaSys

- Critical Studies & CCA noted low levels of student engagement in EvaSys this year.
- Colleagues in SMLC observed that the EvaSys questionnaires asks students to comment on the teaching abilities of individual members of staff, which results often in unconstructive feedback. In general, it was thought that the structure of the questionnaires invited students to critique teaching rather than reflect holistically on issues of learning and teaching. Would it be possible to adjust the base questions to elicit more constructive responses?

Content advice (also raised last year)

- English Literature request greater University-wide clarity on content advice, which students still understand as a matter of 'trigger warnings'. Staff also have this problem. The University needs a clearer central statement on the rationale for and limits of content advice. What does it protect against specifically? – students seem to understand such advice as psychological prophylaxis against the 'triggering of trauma'. Is this really the case, and what are the implications if so, since some students therefore understand the presence of any upsetting course content as a form of exclusionary pedagogy (courses become inaccessible, like old buildings)? Or, if content advice is not (solely) a preventative against 're-activated' trauma, what positive terms describe what it helps students to do in preparation? This needs to be clear and detailed – not just a phrase or two. To anticipate the diversity of all supposed 'triggers' would require the substitution of an entirely anodyne syllabus. What are the limits of content advice – what can be reasonably foreseen, and what can we say to students who do not feel their 'triggers' have been anticipated? These issues need to be cleared up urgently and **very** early in student experience – as a matter of induction.

Library

- English and Scottish Literature raised the issue of purchase of set texts in formats that can only be used by one student at a time (meaning some could not read the book in time for the seminar, and also that no-one had a copy of the text in front of them during class). Eng Lit also report that some students have struggled to access library materials during lockdown. Even with more electronic resources being made available, candidates have commented on difficulties securing key texts/archives. [NOTE – FTV have also raised the question of access to materials for teaching with College above].

MyCampus

- English Language & Linguistics reports that MyCampus was unable to cope with semester 3 provision (i.e. for Masters students taking a programme with a January start in 2020-21). This caused confusion during the course selection period generally, and also resulted in some students from the ELL and SLS Masters programmes taking semester 3 courses while undertaking dissertation work.

PGT Admissions

- Another area requiring urgent attention is our admissions processes at PGT level. These are extremely difficult for PGT programme conveners to effectively manage and has led to programmes being oversubscribed – with, for example, the MSc in Music Industries having to field a 100% increase in their standard student numbers in the 20/21 academic session. This renders our programmes difficult to deliver and, particularly, to assess with the current staff availability, and much of this could be avoided with more streamlined and communicative admissions processes. We would like to highlight that many individual members of staff within the admissions team are doing an excellent job, but that the team is understaffed, and the mechanisms by which are admissions system functions, particularly regarding anticipated and final student numbers, seem to be inadequate.
- The need to improve transparency around admission policies for postgraduate international students, particularly around language requirements. FTV convenors operated under the assumption that all students meet the published IELTS entry requirements, and were only informed recently that this was not in fact the case. As a 'traditional' academic postgraduate programme, the MLitt in Film and Television Studies requires students to be able to write and communicate at a high level and some international students have really struggled to do so this year, in a much more widespread and noticeable way than in previous years.

Estates & buildings

- The requirement to relocate History of Arts classes from Robertson building with an intensively taught practical course during the teaching semester was disruptive for staff and students and added workload and stress to what was an already challenging year managing working during a pandemic. Earlier planning and consideration of the impact of this needs to be considered in future developments. This has had a lasting negative impact on staff workload and moral. (MPhil Textile Conservation)
- Accessibility to our physical infrastructure remains a significant barrier – none of the buildings on University Gardens, including practice spaces and the in-train new media lab at no. 8, are accessible for students with physical disabilities and the same is true of the recording studios in the Gilbert Scott Buildings. This means, currently, that teaching on courses that require the use of these facilities is often moved to accessible spaces, but these spaces do not have the hardware or software required to teach what is needed. In the absence of a new building, more urgent action on accessibility is required. (Music)
- Access to on campus wifi remains a problem. The wifi provision across different parts of the campus varies significantly, and this made it unreliable for staff teaching online from their offices. (TRS)

In the context of the extraordinary circumstances of this academic year, please reflect on the impact of the course changes in 2020-21 on the student experience and opportunities for continuing any identified enhancements in the future design of learning, teaching and assessment.

What is working well?

Online Provision

- Students particularly enjoyed online live classes (sense of community was frequently mentioned as the main benefit). Subjects like English Language & Linguistics reported on the diverse approaches taken by different staff. Scottish Lit piloted short-form 'Tik Tok' style videos across a number of areas of teaching this session, which worked really well.
- It may be possible to keep some lectures online even when face-to-face teaching is again a possibility. Students might need guidance in how to manage their time with them although notable increases in self-sufficiency in areas such as independent study skills have already been noted as positive developments.
- The AMRs reflected critically on the positives (accessibility & better attendance) and negatives (less engagement, easier to 'watch' rather than 'do') of online learning.

Online Assessment

- Allowing students to pre-record seminar and other presentations is clearly beneficial to those students who are nervous public speakers. Some students could be encouraged to pre-record presentations going forward, to reduce stress. However, does this need more thought before it becomes the default? Is there a loss in not asking students to practice public speaking?
- Online exams meant that difficulties reading handwriting were resolved and it was easier to allocate markers online than by exam paper.
- Scheduling oral exams (SMLC) through Moodle worked very well.

Future Design of Learning, Teaching and Assessment

- Some of the temporary changes to assessment will be kept (FTV, History of Art, TRS, Scottish Lit).
- Different speakers can now be invited to participate in classes and deliver talks and workshops online, which has increased the diversity of colleagues engaging in these activities. A blended format will be used in future to ensure this is possible in future (CCA, TRS & English Language & Linguistics).
- Digital and remote work placements were offered by host institutions and their success means that there is potential for such projects to be repeated in future years (CCA).
- Chinese (SMLC) reported that the use of iPads to teach the writing of Chinese (particularly stroke order) was particularly successful.
- In terms of opportunities for enhancement, staff expressed the hope the University would assist colleagues in embracing the digital world and in thinking how we could see online learning not simply as a substitute for face-to-face but as offering opportunities for international recruitment (especially given the fact that travel restrictions of various kinds might remain in place for some time).

What needs work?

The points raised in this section in the individual AMRs have all been included in other sections, notably in the reflections on student experience and performance and in the issues to be drawn to the attention of the College and University. Key points included:

- Teaching provision 2021-22
- Student Support
- Online Exams for Languages
- Mix of digital and physical solutions
- Netiquette
- IT Support
- PGT Recruitment

Please list all courses that have been approved at local level i.e. temporary course changes to adjust to the Covid-19 pandemic (an appendix is acceptable)

The College used a shared spreadsheet to allow colleagues to share details of all temporary changes to courses. Individual course conveners listed proposed changes, which were all approved by School L&T Conveners. Key changes in each School were:

Critical Studies

- Changes were made to presentations, which became pre-recorded presentations.
- A significant number of courses in English Literature removed the exam and replaced it with an essay.
- Some exams changed from MCQ to essay style questions.

Culture & Creative Arts

- Changes were made in many courses to change the weighting of the exam and to remove seminar participation as part of the assessment.

Humanities

- Changes were made to language courses in Celtic & Gaelic to adapt them for online examination.
- Many history courses removed seminar participation as part of the assessment.

SMLC

- Language exams all moved to online timed exams (a few papers used a 4-hour window and most for 24-hour).
- L2 culture exams & 5 Hons options with exams all used the 24-hour online exam format.

Many changes will be rolled over for 21-22 and used in future. The one exception to this, which emerges strongly above, is language exams.

Additional matters
Please highlight any additional matters that you wish to raise from this year's Annual Monitoring cycle
None were raised that haven't been addressed elsewhere.